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APPENDIX I
TEACHER MENTORING PROGRAM

MIAMI-DADE COUNTY PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT FOR
NON-HIGHLY QUALIFIED INSTRUCTORS

Professional Development offers professional development activities and subject area test preparation sessions instructed by subject matter experts in the following certification areas to assist teachers pass subject area exams in the following subject areas:

- Middle Grades English (grades 5-9)
- Middle Grades General Science (grades 5-9)
- Middle Grades Integrated Curriculum (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Physics (grades 6-12)
- Reading K-12
- Exceptional Student Education (ESE) K-12
- English as a Second Language (ESOL) K-12

Subject area test tutorials will be offered by the district in the summer 2009, fall 2009 and spring 2010 for instructional staff teaching out-of-field and/or not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the school year.

APPENDIX II
STUDENT SERVICES

2009-2010

**School Improvement Plan
Division of Student Services**

**Part I: Current School Status
School Profile Demographics**

Partnerships and Grants-List of Examples

- **Health Connect in Our Schools**-partnership with The Children’s Trust, Miami-Dade County Health Department, and local health service providers.
- **Drug-Free Youth in Town (D-FY-IT)Program**-partnership with the D-FY-IT, Inc in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents.
- **Youth Crime Watch**-partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.
- **Olweus Bullying Program – Partnership with The Elijah Network** - research based bullying prevention program grant initiative
- **TATU** - Teens Against Tobacco Use Program through American Lung Association
- **Peer Mediation** - Conflict Resolution Program using peer to peer approach
- **Tobacco Prevention** - Grant initiative for the prevention of tobacco using a peer education and teacher training approach
- **SS/HS** - Grant Program emphasizing community collaboration with school district in prevention and early intervention strategies addressing truancy, violence, substance use and behavioral health

Additional Requirements

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| <p>Title IV Safe and Drug-Free Schools Violence Prevention</p> <ul style="list-style-type: none"> • The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. • Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program. • The Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management. | <p>E,K8, M,S</p> |
| <ul style="list-style-type: none"> • TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. | <p>K8,M,S</p> |
| <p>Title X-Homeless Assistance</p> <ul style="list-style-type: none"> • The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. • Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. • The Homeless Liaison provides training for school registrars on the procedures for | <p>E,K8,M, S</p> |

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| <p>enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements</p> <ul style="list-style-type: none"> • Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each school is provided a video and curriculum manual a contest is sponsored by the homeless trust-a community organization. | |
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| <p>Other: Health Connect in Our Schools</p> <ul style="list-style-type: none"> • Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. • HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. • HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner. • HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education. • HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. | <p>E,K8,M,S</p> |
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Postsecondary Transition

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| <p>Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.</p> <p>Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success.</p> <p>Surviving My First Year After High School is a tenth, eleventh and twelfth grade curriculum consisting of lesson plans and activities that have been developed to address issues and competencies that impact student transition. The lesson plans developed in this document are designed to be informational, developmental, project-based, and include authentic assessment and real-world experiences.</p> | <p>S</p> |
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**TITLE X-HOMELESS ASSISTANCE
LIST OF SCHOOLS SERVICED BY PROJECT UPSTART
HOMELESS CHILDREN & YOUTH IN TRANSITION
2008-2009 SCHOOL YEAR**

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

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| Allapattah Middle | Dr. Michael Krop Senior |
| Alternative Outreach | Earlington Heights Elementary |
| Andover Middle School | Eneida Hartner Elementary. |
| Arch Creek Elementary | Everglades K-8 Center |
| Arcola Lakes Elementary | Excel Academy Charter |
| Arvida Middle | Feinberg Fisher K-8 |
| Auburndale Elementary | Frederick Douglas Elementary |
| Barbara Goleman Sr | Fulford Elementary |
| Bel Aire Elementary | G.W. Carver Elementary |
| Biscayne gardens Elementary. | Gertrude K. Edelman |
| Bob Graham Educational | Glades Middle |
| Braddock High School | Gloria Floyd Elementary |
| Brownsville Middle | Goulds Elementary |
| Campbell Drive Middle | Gratigny Elementary |
| Caribbean Elementary | Gulfstream Elem. |
| Carol City Elementary | Henry M. Flagler Elem |
| Centennial Middle | Henry Reeves Elementary |
| Charles R. Drew Elementary | Herbert Ammons Middle |
| Charles R. Drew Middle | Hialeah Gardens Elem. |
| Citrus Grove Elementary | Hialeah High School |
| Citrus Grove Middle | Hialeah Miami Lakes Sr |
| Coral Gables Senior | Hialeah Senior |
| Corporate Academy | Hibiscus Elementary |
| Crestview Elementary | Hollywood Central |
| Cutler Ridge Elementary | Holmes Elementary |
| Cutler Ridge Middle | Holy Cross Lutheran |
| Dade Marine Institute | Homestead Middle |
| David Fairchild Elementary | Homestead Senior |
| David Lawrence Jr. K-8 | Horace Mann Middle |
| Devon Aire K-8 Center | Howard Doolin Middle |
| Doral Middle School | Hubert O. Sibley Elementary |
| Douglass Elementary | James H. Bright Elementary |
| Downtown Charter | Jessica Child Care Center |

Youth Crime Watch (YCW) Locations

Elementary

Edison Park
E.W.F. Stirrup
Gratigny
Gulfstream
Henry M. Flagler
Lakeview
North Miami
Oliver Hoover
Perrine
Pine Villa
Silver Bluff

K-8 Center

Bob Graham Education
Devon Aire
Eugenia B. Thomas

Middle

Carol City
Doral
Highland Oaks
Redland
Rockway

Senior

Dr. Michael Krop Senior
Homestead



Health Connect in Our Schools Phase 1 (HCiOS) Schools

| Elementary School | Regional Center | Elementary School | Regional Center |
|----------------------------|-----------------|---------------------------|-----------------|
| North County Elementary | 1 | Olinda Elementary | 3 |
| Ernest Graham Elementary | 1 | Orchard Villa Elementary | 3 |
| Hialeah Gardens Elementary | 1 | Poinciana Park Elementary | 3 |
| MA Milam K-8 | 1 | Frederick Douglass El. | 4 |
| JH Bright/JW Johnson El. | 1 | Phillis Wheatley El. | 4 |
| Flamingo Elementary | 1 | GW Carver Elementary | 4 |
| Mae Walters Elementary | 1 | Coconut Grove El. | 4 |
| Brentwood Elementary | 1 | Sunset Elementary | 4 |
| Carol City Elementary | 1 | FS Tucker Elementary | 4 |
| Bunche Park Elementary | 1 | Maya Angelou El. | 4 |
| Opalocka Elementary | 1 | Dunbar Elementary | 4 |
| Palm Lakes Elementary | 1 | LB Smith Elementary | 4 |
| Nathan Young Elementary | 1 | Little River Elementary | 4 |
| Biscayne Elementary | 2 | Toussaint L'Ouverture El. | 4 |
| Fienberg/Fisher Elementary | 2 | Shadowlawn Elementary | 4 |
| Fulford Elementary | 2 | Jane Roberts K-8 | 5 |
| Greynolds Park Elementary | 2 | RR Moton Elementary | 5 |
| Sabal Palm Elementary | 2 | Colonial Drive Elementary | 5 |
| Gratigny Elementary | 2 | Flagami Elementary | 5 |
| Natural Bridge Elementary | 2 | Ludlam Elementary | 5 |
| Oak Grove Elementary | 2 | Sylvania Heights El. | 5 |
| Norland Elementary | 2 | Wesley Matthews El. | 5 |
| Broadmoor Elementary | 3 | Olympia Heights El. | 5 |
| Miami Park Elementary | 3 | Bowman F. Ashe El. | 5 |
| Charles Hadley Elementary | 3 | Campbell Drive El. | 6 |
| EWF Stirrup Elementary | 3 | WA Chapman Elementary | 6 |
| Charles Drew Elementary | 3 | LC Saunders Elementary | 6 |
| Earlington Heights El. | 3 | West Homestead El. | 6 |
| Lillie C. Evans Elementary | 3 | Caribbean Elementary | 6 |
| Middle School | Regional Center | Middle School | Regional Center |
| Lake Stevens Middle | 1 | Carol City Middle | 1 |
| Henry Filer Middle | 1 | Nautilus Middle | 2 |
| Hialeah Middle | 1 | John F. Kennedy Middle | 2 |
| Miami Lakes Middle | 1 | Norland Middle | 2 |
| Palm Springs Middle | 1 | Madison Middle | 3 |
| Ruben Dario Middle | 3 | Horace Mann Middle | 4 |
| Rockway Middle | 3 | Miami Edison Middle | 4 |
| Brownsville Middle | 3 | WR Thomas Middle | 5 |
| Charles Drew Middle | 3 | West Miami Middle | 5 |
| Jose de Diego Middle | 4 | Campbell Drive Middle | 6 |

Division of Student Services

**Division of Student Services
List of Programs for 2009-2010**

| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| AIR BASE ES | | | | |
| AMELIA EARHART ES | | | | |
| ARCH CREEK ES | | | | |
| ARCOLA LAKE ES | | | | |
| AUBURNDALE ES | | | | |
| AVOCADO ES | | | | |
| BANYAN ES | | | | |
| BARBARA HAWKINS ES | Amer. Lung (TATU) | | | |
| BEL-AIRE ES | | | | |
| BEN SHEPPARD ES | | | | |
| BENJAMIN FRANKLIN ES | | | | |
| BENT TREE ES | | | | |
| BISCAYNE ES | | | | |
| BISCAYNE GARDENS ES | | | | |
| BLUE LAKES ES | | | | |
| BRENTWOOD ES | | | | |
| BROADMOOR ES | | | | |
| BUNCHE PARK ES | | | | |
| CALUSA ES | | | | |
| CAMPBELL DRIVE ES | | | | |
| CARIBBEAN ES | | | | |
| CAROL CITY ES | | | | |
| CARRIE P. MEEK/WESTVIEW ES | | | | |
| CHARLES DAVID WYCHE, JR. ES | | | | |
| CHARLES R. DREW ES | | | | |
| CHARLES R. HADLEY ES | | | | |
| CHRISTINA M. EVE ES | | | | |
| CITRUS GROVE ES | | | | |
| CLAUDE PEPPER ES | | | | |
| COCONUT GROVE ES | | | | |
| COLONIAL DRIVE ES | | | | |
| COMSTOCK ES | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
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|--|------------------------------|------------------------------|------------------------------|------------------------------|
| CORAL GABLES ES | | | | |
| CORAL PARK ES | | | | |
| CORAL REEF ES | | | | |
| CORAL TERRACE ES | | | | |
| CRESTVIEW ES | | | | |
| CUTLER RIDGE ES | | | | |
| CYPRESS ES | | | | |
| DANTE B. FASCELL ES | | | | |
| DAVID FAIRCHILD ES | | | | |
| DR. BOWMAN FOSTER ASHE ES | | | | |
| DR. CARLOS J. FINLAY | | | | |
| DR. EDWARD L. WHIGHAM ES | | | | |
| DR. GILBERT L. PORTER | | | | |
| DR. HENRY W. MACK/WEST LITTLE RIVER ES | | | | |
| DR. MANUEL C. BARREIRO ES | | | | |
| DR. ROBERT B. INGRAM ELEMENTARY SCHOOL | | | | |
| E.W.F. STIRRUP ES | | | | |
| EARLINGTON HEIGHTS | | | | |
| EDISON PARK ES | | | | |
| EMERSON ES | | | | |
| ENEIDA MASSAS HARTNER ES | | | | |
| ERNEST R GRAHAM ES | | | | |
| ETHEL F. BECKFORD/RICHMOND | | | | |
| ETHEL KOGER BECKHAM ES | | | | |
| FAIRLAWN ES | | | | |
| FLAGAMI ES | | | | |
| FLAMINGO ES | | | | |
| FLORIDA CITY ES | Olweus Bullying Prgm. | | | |
| FRANCES S. TUCKER ES | | | | |
| FREDERICK DOUGLASS | | | | |
| FULFORD ES | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| GEORGE WASHINGTON CARVER ES | | | | |

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|---------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| GERTRUDE K. EDELMAN/SABAL PALM | | | | |
| GLORIA FLOYD ES | | | | |
| GOLDEN GLADES ES | | | | |
| GOULDS ELEMENTARY SCHOOL | | | | |
| GRATIGNY ES | | | | |
| GREENGLADE ES | | | | |
| GREYNOLDS PARK ES | | | | |
| GULFSTREAM ES | | | | |
| HENRY E.S. REEVES ES | | | | |
| HENRY M. FLAGLER ES | | | | |
| HENRY S. WEST LABORATORY SCHOOL | | | | |
| HIALEAH ES | | | | |
| HIALEAH GARDENS ES | | | | |
| HIBISCUS ES | | | | |
| HOLMES ES | | | | |
| HOWARD DRIVE ES | | | | |
| HUBERT O. SIBLEY ES | | | | |
| IRVING & BEATRICE PESKOE ES | | | | |
| J.W. JOHNSON ES | | | | |
| JACK D. GORDON ES | | | | |
| JAMES H. BRIGHT ES | | | | |
| JOE HALL ES | | | | |
| JOELLA C. GOOD ES | | | | |
| JOHN G. DUPUIS ES | | | | |
| JOHN I. SMITH ES | | | | |
| KELSEY L. PHARR ES | | | | |
| KENDALE ES | | | | |
| KENDALE LAKES ES | | | | |
| KENSINGTON PARK ES | | | | |
| KINLOCH PARK ES | | | | |
| LAKE STEVENS ES | | | | |
| LAKEVIEW ES | | | | |
| LAURA C. SAUNDERS ES | | | | |
| LENORA BRAYNON SMITH ES | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| LIBERTY CITY ES | | | | |
| LILLIE C. EVANS ES | | | | |
| LITTLE RIVER ES | | | | |

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|-------------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| LORAH PARK ES | | | | |
| LUDLAM ES | | | | |
| MADIE IVES COMMUNITY | | | | |
| MAE M. WALTERS ES | | | | |
| MARJORY STONEMAN DOUGLAS ES | | | | |
| MARTIN LUTHER KING ES | | | | |
| MAYA ANGELOU ES | | | | |
| MEADOWLANE ES | | | | |
| MELROSE ES | | | | |
| MIAMI GARDENS ES | | | | |
| MIAMI HEIGHTS ES | | | | |
| MIAMI PARK ES | | | | |
| MIAMI SHORES ES | | | | |
| MIAMI SPRINGS ES | | | | |
| MORNINGSIDE ES | | | | |
| MYRTLE GROVE ES | | | | |
| N. DADE CTR. FOR MODERN LANG. ES | | | | |
| NATHAN B. YOUNG ES | | | | |
| NATURAL BRIDGE ES | | | | |
| NORLAND ES | | | | |
| NORMA BUTLER BOSSARD ES | | | | |
| NORTH BEACH ES | | | | |
| NORTH COUNTY ES | | | | |
| NORTH GLADE ES | | | | |
| NORTH HIALEAH ES | | | | |
| NORTH MIAMI ES | | | | |
| NORTH TWIN LAKES ES | | | | |
| NORWOOD ES | | | | |
| OAK GROVE ES | | | | |
| OJUS ES | | | | |
| OLINDA ES | | | | |
| OLIVER HOOVER ES | | | | |
| OLYMPIA HEIGHTS ES | | | | |
| ORCHARD VILLA ES | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| PALM LAKES ES | | | | |
| PALM SPRINGS ES | | | | |
| PALM SPRINGS NORTH | | | | |
| PALMETTO ES | | | | |

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| PARKVIEW ES | | | | |
| PARKWAY ES | | | | |
| PAUL LAURENCE DUNBAR ES | | | | |
| PERRINE ES | | | | |
| PHILLIS WHEATLEY ES | | | | |
| PHYLLIS RUTH MILLER | | | | |
| PINE LAKE ES | | | | |
| PINE VILLA ES | | | | |
| PINECREST ES | | | | |
| POINCIANA PARK ES | | | | |
| RAINBOW PARK ES | | | | |
| REDLAND ES | | | | |
| REDONDO ES | | | | |
| RIVERSIDE ES | | | | |
| ROBERT RUSSA MOTON | | | | |
| ROCKWAY ES | | | | |
| ROYAL GREEN ES | | | | |
| ROYAL PALM ES | | | | |
| SANTA CLARA ES | | | | |
| SCOTT LAKE ES | | | | |
| SEMINOLE ES | | | | |
| SHADOWLAWN ES | | | | |
| SHENANDOAH ES | | | | |
| SILVER BLUFF ES | | | | |
| SKYWAY ES | Amer. Lung (TATU) | | | |
| SNAPPER CREEK ES | | | | |
| SOUTH HIALEAH ES | | | | |
| SOUTH MIAMI HEIGHTS | | | | |
| SOUTH POINTE ES | | | | |
| SOUTHSIDE ES | | | | |
| SPANISH LAKE ES | | | | |
| SPRINGVIEW ES | | | | |
| SUNSET ES | | | | |
| SUNSET PARK ES | | | | |
| SWEETWATER ES | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| SYLVANIA HEIGHTS ES | | | | |
| THENA C. CROWDER ES | | | | |
| TOUSSAINT L'OUVERTURE ES | | | | |
| TREASURE ISLAND ES | | | | |

| TROPICAL ES | | | | |
|-----------------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| TWIN LAKES ES | | | | |
| VAN E. BLANTON ES | | | | |
| VILLAGE GREEN ES | | | | |
| VIRGINIA A BOONE/HIGHLAND OAKS | | | | |
| W.J. BRYAN ES | | | | |
| WESLEY MATTHEWS ES | | | | |
| WEST HIALEAH GARDENS ES | | | | |
| WEST HOMESTEAD ES | | | | |
| WHISPERING PINES ES | | | | |
| WILLIAM A. CHAPMAN ES | | | | |
| WILLIAM LEHMAN ES | | | | |
| ZORA NEALE HURSTON | | | | |
| ALLAPATTAH MS | Tobacco Prevention Grant | Title IV - TRUST Program | SSHS- Truancy Prgm | |
| ANDOVER MS | | | | |
| ARVIDA MS | SS/HS Grant Drug Prev | Peer Mediation | | |
| BROWNSVILLE MS | Title IV - TRUST Program | | | |
| CAMPBELL DRIVE MS | Title IV - TRUST Program | Peer Mediation | | |
| CAROL CITY MS | Title IV - TRUST Program | Youth Crime Watch | SSHS- MPACT | |
| CENTENNIAL MS | Peer Mediation | | | |
| CHARLES R. DREW MS | | | | |
| CITRUS GROVE MS | Peer Mediation | SSHS- Truancy Prgm | | |
| COUNTRY CLUB MS | | | | |
| CUTLER RIDGE MS | Peer Mediation | | | |
| DORAL MS | Youth Crime Watch | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| GEORGE WASHINGTON CARVER MS | Peer Mediation | | | |
| GLADES MS | Title IV - TRUST Program | | | |
| HAMMOCKS MS | | | | |
| HENRY H. FILER MS | | | | |
| HERBERT A. AMMONS | | | | |

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| HIALEAH GARDENS MIDDLE SCHOOL | | | | |
| HIALEAH MS | Title IV - TRUST Program | | | |
| HIGHLAND OAKS MS | | | | |
| HOMESTEAD MS | | | | |
| HORACE MANN MS | Title IV - TRUST Program | Peer Mediation | | |
| HOWARD A. DOOLIN MS | | | | |
| HOWARD D. MCMILLAN | Title IV - TRUST Program | | | |
| JOHN F. KENNEDY MS | Title IV - TRUST Program | | | |
| JORGE MAS CANOSA MS | | | | |
| JOSE DE DIEGO MS | Youth Crime Watch | | | |
| JOSE MARTI MS | Title IV - TRUST Program | SS/HS Grant Drug Prev | Peer Mediation | |
| KINLOCH PARK MS | Tobacco Prevention Grant | Title IV - TRUST Program | SS/HS Grant Drug Prev | |
| LAKE STEVENS MS | Title IV - TRUST Program | Youth Crime Watch | SSHS-MPACT | |
| LAMAR LOUISE CURRY | Title IV - TRUST Program | | | |
| LAWTON CHILES MS | | | | |
| MADISON MS | Title IV - TRUST Program | | | |
| MAYS MS | | | | |
| MIAMI EDISON MS | | | | |
| MIAMI LAKES MS | Title IV - TRUST Program | Peer Mediation | | |
| MIAMI SPRINGS MS | | | | |
| NAUTILUS MS | Title IV - TRUST Program | | | |
| NORLAND MS | Peer Mediation | | | |
| NORTH DADE MS | Title IV - TRUST Program | | | |
| NORTH MIAMI MS | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| PALM SPRINGS MS | Youth Crime Watch | Peer Mediation | | |
| PALMETTO MS | | | | |
| PARKWAY MS | Title IV - TRUST Program | | | |
| PAUL W. BELL MS | Tobacco Prevention Grant | | | |
| PONCE DE LEON MS | | | | |
| REDLAND MS | Title IV - TRUST Program | Youth Crime Watch | Peer Mediation | |

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| RICHMOND HEIGHTS MS | | | | |
| RIVIERA MS | Peer Mediation | | | |
| ROCKWAY MS | | | | |
| RUBEN DARIO MS | Title IV - TRUST Program | | | |
| SHENANDOAH MS | SS/HS Grant - Drug Prev | SSHS- Truancy Prgm | | |
| SOUTH DADE MIDDLE SCHOOL - GRADES 4-8 | | | | |
| SOUTH MIAMI MS | Peer Mediation | | | |
| SOUTHWOOD MS | Youth Crime Watch | | | |
| THOMAS JEFFERSON MS | Title IV - TRUST Program | | | |
| W. R. THOMAS MS | Peer Mediation | | | |
| WEST MIAMI MS | | | | |
| WESTVIEW MS | | | | |
| YOUNG WOMEN'S PREPARATORY ACADEMY | | | | |
| ZELDA GLAZER MS | | | | |
| AMERICAN SHS | Youth Crime Watch | Peer Mediation | SSHS-MPACT | |
| BARBARA GOLEMAN HS | | | | |
| BOOKER T. WASHINGTON SHS | Amer. Lung (TATU) | SSHS-MPACT | | |
| CORAL GABLES SHS | | | | |
| CORAL REEF SHS | Youth Crime Watch | Peer Mediation | | |
| DESIGN & ARCHITECTURE SHS | Youth Crime Watch | | | |
| DR MICHAEL M. KROP HS | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| FELIX VARELA SHS | | | | |
| G. HOLMES BRADDOCK SHS | | | | |
| HIALEAH GARDENS SHS - S/S JJJ | | | | |
| HIALEAH SHS | Peer Mediation | SSHS-MPACT | | |
| HIALEAH-MIAMI LAKES | Amer. Lung (TATU) | Peer Mediation | SSHS-MPACT | |
| HOMESTEAD SHS | SSHS-MPACT | | | |

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| JOHN A. FERGUSON SHS | | | | |
| LAW ENFORCEMENT/FORENSIC STUDIES SHS | | | | |
| MARITIME & SCIENCE TECHNOLOGY ACADEMY | Youth Crime Watch | | | |
| MIAMI BEACH SHS | | | | |
| MIAMI CAROL CITY SHS | Amer. Lung (TATU) | Peer Mediation | SSHS-MPACT | |
| MIAMI CENTRAL SHS | SSHS-MPACT | | | |
| MIAMI CORAL PARK SHS | Peer Mediation | | | |
| MIAMI EDISON SHS | Amer. Lung (TATU) | SSHS-MPACT | | |
| MIAMI JACKSON SHS | Amer. Lung (TATU) | Youth Crime Watch | SSHS-MPACT | SSHS-Truancy Prgm |
| MIAMI KILLIAN SHS | | | | |
| MIAMI LAKES EDUCATIONAL CENTER | Amer. Lung (TATU) | | | |
| MIAMI NORLAND SHS | SSHS-MPACT | | | |
| MIAMI NORTHWESTERN | SSHS-MPACT | | | |
| MIAMI PALMETTO SHS | Peer Mediation | | | |
| MIAMI SHS | Youth Crime Watch | SSHS-Truancy Prgm | | |
| MIAMI SOUTHRIDGE SHS | Peer Mediation | | | |
| MIAMI SPRINGS SHS | | | | |
| MIAMI SUNSET SHS | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| NEW WORLD SCHOOL OF THE ARTS | Youth Crime Watch | | | |
| NORTH MIAMI BEACH HS | SSHS-MPACT | | | |
| NORTH MIAMI SHS | SSHS-MPACT | | | |
| ROBERT MORGAN EDUCATIONAL CENTER | Peer Mediation | | | |
| RONALD W. REAGAN/DORAL SHS | | | | |
| S/S "QQQ1" | | | | |
| S/S "YYY1" | | | | |

| | | | | |
|--|------------------------------|------------------------------|------------------------------|------------------------------|
| SCHOOL FOR ADVANCED STUDIES - NORTH | | | | |
| SCHOOL FOR ADVANCED STUDIES - SOUTH | | | | |
| SCHOOL FOR ADVANCED STUDIES - WOLFSON | | | | |
| SCHOOL FOR ADVANCED STUDIES HOMESTEAD | | | | |
| SOUTH DADE SHS | | | | |
| SOUTH MIAMI SHS | | | | |
| SOUTHWEST MIAMI SHS | Peer Mediation | | | |
| WESTLAND HIALEAH HS | | | | |
| WILLIAM H. TURNER TECHNICAL ARTS HIGH SCHOOL | Youth Crime Watch | | | |
| YOUNG MEN'S PREPARATORY ACADEMY | | | | |
| YOUNG WOMEN'S PREPARATORY ACADEMY | | | | |
| ADA MERRITT K-8 CENTER | | | | |
| AVENTURA WATERWAYS K-8 CENTER | | | | |
| BOB GRAHAM EDUCATION CENTER | Tobacco Prevention Grant | Youth Crime Watch | Peer Mediation | |
| COCONUT PALM K-8 ACADEMY | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| CORAL WAY K-8 CENTER | Tobacco Prevention Grant | | | |
| DAVID LAWRENCE JR. K-8 CENTER | Tobacco Prevention Grant | | | |
| DEVON AIRE K-8 CENTER | Tobacco Prevention Grant | Youth Crime Watch | Peer Mediation | |
| DR. ROLANDO ESPINOSA K-8 CENTER | | | | |
| EUGENIA B. THOMAS K-8 CENTER | Tobacco Prevention Grant | Youth Crime Watch | | |
| EVERGLADES K-8 CENTER | Tobacco Prevention Grant | | | |

| | | | | |
|------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| FIENBERG/FISHER K-8 CENTER | Tobacco Prevention Grant | Peer Mediation | | |
| FRANK C. MARTIN K-8 CENTER | Tobacco Prevention Grant | Youth Crime Watch | Peer Mediation | |
| JANE S. ROBERTS K-8 CENTER | Tobacco Prevention Grant | Youth Crime Watch | | |
| KENWOOD K-8 CENTER | Tobacco Prevention Grant | | | |
| KEY BISCAYNE COMMUNITY SCHOOL | Tobacco Prevention Grant | Peer Mediation | | |
| LEEWOOD K-8 CENTER | | | | |
| LEISURE CITY K-8 CENTER | Tobacco Prevention Grant | | | |
| LINDA LENTIN K-8 CENTER | Tobacco Prevention Grant | Peer Mediation | | |
| M.A. MILAM K-8 CENTER | | | | |
| MANDARIN LAKES K-8 ACADEMY | Olweus Bullying Prgm. | | | |
| MIAMI LAKES K-8 CENTER | Tobacco Prevention Grant | | | |
| RUTH K BROAD/BAY HARBOR K-8 CENTER | | | | |
| S/S "TT1" | | | | |
| SOUTH MIAMI K-8 CENTER | Tobacco Prevention Grant | Youth Crime Watch | | |
| SUNNY ISLES BEACH COMMUNITY SCHOOL | | | | |
| VINELAND K-8 CENTER | | | | |
| WINSTON PARK K-8 CENTER | Tobacco Prevention Grant | Youth Crime Watch | Peer Mediation | |
| ACADEMY FOR COMMUNITY ED | | | | |
| ALTERNATIVE OUTREACH PROGRAM | | | | |
| | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| COPE CENTER NORTH | | | | |
| CORPORATE ACADEMY NORTH | | | | |
| CORPORATE ACADEMY SOUTH | | | | |
| DOROTHY M. WALLACE COPE CENTER | | | | |
| HEADSTART TRANSITION | | | | |
| JUVENILE JUSTICE CENTER | | | | |
| SCHOOL FOR APPLIED TECHNOLOGY | | | | |

| | | | | |
|----------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| TAP PROGRAM FACILITIES | | | | |
| THE 500 ROLE MODELS ACADEMY | | | | |
| YMAACD @ MACARTHUR NORTH SH | Youth Crime Watch | SSHS-MPACT | | |
| YMAACD @ MACARTHUR SOUTH SH | | | | |
| YWAACD@JAN MANN OPPORTUNITY SC | SSHS-MPACT | | | |
| YWAACD@JRE LEE OPPORTUNITY SCH | | | | |
| AUBURNDALE ELEM PLC - H1 | | | | |
| BEN SHEPPARD ELEM. PLC - V | | | | |
| BOB GRAHAM ED CENTER PLC - H | | | | |
| BRENTWOOD ELEM PLC - D1 | | | | |
| CHARLES R. HADLEY PLC - A | | | | |
| DR. BOWMAN FOSTER ASHE PLC - N | | | | |
| DR. EDWARD L. WHIGHAM PLC - E | | | | |
| DR. GILBERT PORTER ELEM. PLC - Q | | | | |
| GREYNOLDS PARK PLC-C | | | | |
| HIALEAH GARDENS ELEM PLC - B | | | | |
| JACK D GORDON PANTHER PLC - S | | | | |
| School Information | Name of Event/Program | Name of Event/Program | Name of Event/Program | Name of Event/Program |
| JACK D GORDON MANATEE PLC - T | | | | |
| JOHN I. SMITH ELEM PLC - A1 | | | | |
| KENSINGTON PARK PLC -D | | | | |
| MADIE IVES ELEM. PLC-M | | | | |
| MARJORY STONEMAN DOUGLAS PLC - F | | | | |
| MIAMI LAKES ELEM. PLC- L | | | | |
| OLIVER HOOVER ELEM. PLC - U | | | | |

| | | | | |
|------------------------------------|--|--|--|--|
| PALM SPRINGS NORTH ELEM PLC - X | | | | |
| W.J. BRYAN ELEM. PLC - K | | | | |

Participating M-DCPS DFYIT Schools 2008-2009

High Schools:

American
 Booker T. Washington
 Coral Gables
 Coral Reef
 Corporate Academy South
 Felix Varela
 Homestead
 John A. Ferguson
 MacArthur South
 Miami Central
 Miami Edison

Miami Jackson
 Miami Palmetto
 Miami Southridge
 Miami Sunset
 Robert Morgan
 South Dade
 South Miami
 Southwest Miami
 Westland-Hialeah
 WH Turner Tech

TOTAL HIGH SCHOOLS: 21

Middle Schools:

Brownsville
Campbell Drive
Carol City
Centennial
Citrus Grove
Devon Aire K-8
Doral
Hammocks
Herbert Ammons
Homestead
Horace Mann
Jane Roberts K-8
Jose de Diego
Kinloch Park
Lake Stevens

Lamar Louise Curry
Madison
Edison
Palmetto
Nautilus
North Dade
North Miami
Paul W. Bell
Ponce de Leon
Riviera
Ruben Dario
South Miami
Southwood
Thomas Jefferson
Zelda Glazer

TOTAL MIDDLE SCHOOLS: 30

Private/ Charter Schools (4 schools):

Ben Lipson Hillel Community High School
Samuel Scheck Hillel Community Day School
Edison Private High School
Keys Gate Charter

TOTAL MIAMI DADE SCHOOLS: 55

Student Teacher Support Team (ST2) Elementary Schools

| ST2 Schools | Title I |
|------------------------------------|----------------|
| Miami Gardens Elementary 3241 | Yes |
| Brentwood Elementary 0461 | Yes |
| Barbara Hawkins Elementary 3781 | Yes |

| | |
|--------------------------------------|------------|
| Rainbow Park Elementary 4541 | Yes |
| Golden Glades Elementary 2161 | Yes |
| North County Elementary 3821 | Yes |
| Carol City Elementary 0681 | Yes |
| Nathan B. Young Elementary 5971 | Yes |
| Dr. Robert Ingram Elementary 4121 | Yes |
| Parkway Elementary 4341 | Yes |
| Myrtle Grove Elementary 3581 | Yes |
| Liberty City Elementary 2981 | Yes |
| Hubert O Sibley Elementary 5141 | Yes |
| Natural Bridge Elementary 3661 | Yes |
| Biscayne Gardens Elementary 0361 | Yes |
| Benjamin Franklin Elementary 2041 | Yes |

| | |
|---|------------|
| Arcola Lake Elementary 0101 | Yes |
| Orchard Villa Elementary 4171 | Yes |
| Holmes Elementary 2501 | Yes |
| Mack/West Little River Elementary 5861 | Yes |
| Melrose Elementary 3181 | Yes |
| Miami Park Elementary 3301 | Yes |
| Lenora B. Smith Elementary 0081 | Yes |
| Edison Park Elementary 1601 | Yes |
| Paul Lawrence Dunbar Elementary 1441 | Yes |
| Little River Elementary 3021 | Yes |
| Toussaint L'Ouverture Elementary 3051 | Yes |
| Comstock Elementary 0881 | Yes |
| Kelsey Pharr Elementary 4401 | Yes |

| | |
|-------------------------------------|------------|
| | |
| Miami Shores Elementary 3341 | Yes |
| Maya Angelou Elementary 0111 | Yes |
| Broadmoor Elementary 0521 | Yes |
| W. J. Bryan Elementary 0561 | Yes |
| Gratigny Elementary 2241 | Yes |
| M. L. King Elementary 2761 | Yes |
| Morningside Elementary 3501 | Yes |
| F.S. Douglass Elementary 1361 | Yes |
| Frances Tucker Elementary 5561 | Yes |
| Eneida Hartner Elementary 2351 | Yes |
| Phillis Wheatley Elementary 5931 | Yes |

| | |
|--------------------------------------|------------|
| Goulds Elementary 0311 | Yes |
| Colonial Drive Elementary 0861 | Yes |
| Beckford/Richmond Elementary 4651 | Yes |
| R.R. Moton Elementary 3541 | Yes |
| Coconut Palm K-8 Academy 0202 | Yes |
| West Homestead Elementary 5791 | Yes |
| Pine Lake Elementary 4441 | Yes |
| Pine Villa Elementary 4461 | Yes |
| Caribbean Elementary 0661 | Yes |
| Bel-Aire Elementary 0261 | Yes |
| W. A. Chapman Elementary 0771 | Yes |
| L. C. Saunders Elementary 2941 | Yes |

APPENDIX III

TITLE III

Additional Requirements Section

Title III:

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- behavioral/mental counseling services(K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- ELL student participation in the citizenship mentoring/accluturation program

provided by the Close Up for New Americans Program (9-12)

- reading and supplementary instructional materials(K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application.

APPENDIX IV

RtI

SCHOOL IMPROVEMENT PLAN

Response to Instruction/Intervention (RtI)

| School-based RtI Team |
|--|
| Identify the <i>RtI</i> Leadership Team |
| <p>RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school.</p> <ol style="list-style-type: none">1. RtI leadership is vital, therefore, in building our team we have considered the |

following:

- Administrator(s) who will ensure commitment and allocate resources;
 - Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
 - Team members who will work to build staff support, internal capacity, and sustainability over time.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
- School reading, math, science, and behavior specialists
 - Special education personnel
 - School guidance counselor
 - School psychologist
 - School social worker
 - Member of advisory group
 - Community stakeholders

3. Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the **core** instructional and behavioral methodologies, practices, and supports designed for **all** students in the general curriculum.
- The second level of support consists of **supplemental** instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of **intensive** instructional and/or behavioral interventions provided *in addition to and in alignment with effective core instruction and the supplemental instruction and interventions* with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Please note that the following language in **IN BOX** should only be used by elementary schools that are designated as part of the Student Teacher Support Team (ST2) model program:

Student Teacher Support Team (ST2) Model

Our school has been designated as one of the Student Teacher Support Team (ST2) model schools, and as such, we emphasize the use of ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job-embedded professional development targeting these needs.

ST2 features school-based teams that include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Describe the role of the RtI Leadership Team in the development and implementation of the school improvement plan

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

RtI Implementation

Describe the data management system used to summarize tiered data

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on Rtl

The district professional development and support will include:

1. training for all administrators in the Rtl problem solving, data analysis process;
2. providing support for school staff to understand basic Rtl principles and procedures; and
3. providing a network of ongoing support for Rtl organized through feeder patterns.

APPENDIX V

LANGUAGE ARTS/READING

Grades 3-5 FCAT Reading Content Clusters and Action Steps

| Cluster 1: Words and Phrases in Context | Content Focus | Action Steps |
|---|--|--|
| <p>LA.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</p> | <ul style="list-style-type: none"> ▪ Prefixes ▪ Suffixes ▪ Multiple meanings ▪ Root words ▪ Antonyms ▪ Synonyms ▪ Word relationships ▪ Analysis/inferences | <p>For Grade 3, teaching reading strategies that help students determine meanings of words by using context clues. Instruction should allow students to build their general knowledge of words and word relationships. Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.</p> <p>For Grade 4, during pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in the text.</p> <p>For Grade 5, teachers should help students understand the overall concept of a passage or article by reminding students to thoroughly read the text and consider each sentence within its larger context. More instruction should be given on the meanings of words, phrases, and expressions. Students should develop the habit of returning to the text to verify answers. Students should use sentence and word context to determine meaning.</p> |

| Cluster 2: Main Idea, Plot, and Purpose | Content Focus | Action Steps |
|--|--|--|
| <p>LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</p> | <ul style="list-style-type: none"> ▪ Chronological order ▪ Main idea/essential message ▪ Details/facts | <p>For Grade 3, increase reading in all content areas and increase student exposure to informational texts. Educators should give students practice in restating the main idea and identifying the author’s purpose. Instruction should require students to use graphics and text in tandem. Teachers should explicitly teach text features and give students practice in making inferences using quotations and surrounding text. Teachers should offer students practice in going back to the text to confirm their answers.</p> |
| <p>LA.A.2.2.2 Identifies the author’s purpose in a simple text.</p> | <ul style="list-style-type: none"> ▪ Author’s purpose ▪ Author’s point of view | <p>For Grade 4, focus student attention on text features and use instructional strategies in question-and-answer relationships. Students should be given practice in discriminating between minor details in the text and the main idea. Reading selections should be inclusive of a wide variety of reading types, including substantive poetry that uses imagery.</p> <p>For Grade 5, educator should require students to read more passages with implicit information so students can learn to recognize differences and subtle nuances in the author’s purpose. More instructional time should be spent reading and discussing narrative passages. Students should be exposed to a wide variety of texts and page formats.</p> |
| <p>LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story.</p> | <ul style="list-style-type: none"> ▪ Plot development ▪ Character development ▪ Conflict/conflict resolution ▪ Character point of view | <p>For Grade 5, educator should require students to read more passages with implicit information so students can learn to recognize differences and subtle nuances in the author’s purpose. More instructional time should be spent reading and discussing narrative passages. Students should be exposed to a wide variety of texts and page formats.</p> |
| Cluster 3: Comparisons and Cause/Effect | Content Focus | Action Steps |
| <p>LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.</p> | <ul style="list-style-type: none"> ▪ Contrast ▪ Comparison | <p>For Grade 3, teach students to pose the question “What is really being asked?” Once students have identified the task and responded, instructors should emphasize that students go back to the text to confirm their answers. Teachers should use question-and-answer strategies to facilitate comprehension. Students should be exposed to more content-area reading and be instructed or reminded to read the text thoroughly and entirely.</p> <p>For Grade 4, students should be given more opportunities to read interpretive poetry. Teachers should demonstrate using a poem’s punctuation as a way of dividing the poem into chunks of meaning rather than dissecting the poem line by line. Teachers should offer instruction in figurative language, paraphrasing, and summarizing. Attention should be given to helping students understand rubrics and asking students to share their answers and thoughts on practice performance task items. Students should be exposed to different experiences and to more of the arts (e.g., opera, drama, music, sculpture) through their reading and class activities. Students should practice identifying causal relationships and finding similarities and differences within their reading texts.</p> <p>For Grade 5 educators should teach students to focus on the whole question to gain complete understanding of the task. Teaching students to read carefully includes helping them to recognize key words in both the test questions and answer options. Students need more opportunities to summarize. Teachers should emphasize building content knowledge and vocabulary. More attention should be given to the concepts of cause and effect as well as comparison and contrast in nonfiction. Students should practice interpreting metaphors across content areas and participate in active discussions to build connections between the text and its meaning. To increase student interest, teachers might use more selections</p> |
| <p>LA.E.1.2.3 Knows the similarities and differences among the characters, settings, and events presented in various texts.</p> | <ul style="list-style-type: none"> ▪ Similarities /difference (characters) ▪ Similarities /differences (settings) ▪ Similarities /differences (events) | <p>For Grade 3, teach students to pose the question “What is really being asked?” Once students have identified the task and responded, instructors should emphasize that students go back to the text to confirm their answers. Teachers should use question-and-answer strategies to facilitate comprehension. Students should be exposed to more content-area reading and be instructed or reminded to read the text thoroughly and entirely.</p> <p>For Grade 4, students should be given more opportunities to read interpretive poetry. Teachers should demonstrate using a poem’s punctuation as a way of dividing the poem into chunks of meaning rather than dissecting the poem line by line. Teachers should offer instruction in figurative language, paraphrasing, and summarizing. Attention should be given to helping students understand rubrics and asking students to share their answers and thoughts on practice performance task items. Students should be exposed to different experiences and to more of the arts (e.g., opera, drama, music, sculpture) through their reading and class activities. Students should practice identifying causal relationships and finding similarities and differences within their reading texts.</p> <p>For Grade 5 educators should teach students to focus on the whole question to gain complete understanding of the task. Teaching students to read carefully includes helping them to recognize key words in both the test questions and answer options. Students need more opportunities to summarize. Teachers should emphasize building content knowledge and vocabulary. More attention should be given to the concepts of cause and effect as well as comparison and contrast in nonfiction. Students should practice interpreting metaphors across content areas and participate in active discussions to build connections between the text and its meaning. To increase student interest, teachers might use more selections</p> |

| | | with humorous text. |
|--|---|--|
| Cluster 4: Reference and Research | Content Focus | Action Steps |
| LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects. | <ul style="list-style-type: none"> ▪ Reference information (synthesize multiple sources) ▪ Reference information (within text) ▪ Interpret graphical information | <p>For Grade 3, the task force recommends using nonfiction for instructional purposes as well as asking students different types of questions. Students should practice relating questions to accompanying graphics and text features. Emphasis should be placed on carefully reading every question and providing written or verbal justification for answers.</p> <p>For Grade 4, teachers should hold discussions with students, modeling how to think through and evaluate each answer choice to determine why it is correct or not correct. Vocabulary instruction should include practice in recognizing metaphors and determining how they affect the meaning of the text. Classroom activities should be designed to provide examples and non-examples of word relationships. Teachers should give students practice in recognizing connotations of words and provide opportunities for students to build their background knowledge, which can be increased when students experience cross-content reading.</p> <p>For Grade 5, students should also have more opportunities for cross-content reading. Teachers should encourage and provide opportunities for students to enrich their vocabulary so that they are able to connect concepts and ideas or synonymous objects.</p> <p>Students in Grades 4–5 should practice making inferences, paraphrasing, and navigating subtle nuances in text.</p> |

Grades 6-8 FCAT Reading Content Clusters and Action Steps

| Cluster 1: Words and Phrases in Context | Content Focus | Action Steps |
|---|---|--|
| <p>LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p> | <ul style="list-style-type: none"> • Word structure • Analyze words/text • Context • Conclusions/inferences | <p>Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning because of context; and • engaging in affix or root word activities. |
| Cluster 2: Main Idea, Plot, and Purpose | Content Focus | Action Steps |
| <p>LA.A.2.3.1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</p> | <ul style="list-style-type: none"> • Patterns of organization • Main idea/essential message • Details/facts | <p>Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author’s purpose. Teachers</p> |
| <p>LA.A.2.3.2 Identifies the</p> | <ul style="list-style-type: none"> • Author’s purpose | |

| | | |
|--|---|---|
| <p>author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.</p> | <ul style="list-style-type: none"> • Author's point of view | <p>should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include:</p> |
| <p>LA.E.2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</p> | <ul style="list-style-type: none"> • Plot development (including flashback and foreshadowing) • Character development • Conflict/conflict resolution • Setting • Descriptive language (tone, mood, etc.) • Figurative language (symbolism, metaphor, etc.) • Character point of view | <p>Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts. |
| <p>Cluster 3: Comparisons and Cause/Effect</p> | <p>Content Focus</p> | <p>Action Steps</p> |
| <p>LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.</p> | <ul style="list-style-type: none"> • Contrast • Comparison | <p>Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the sequence of events and patterns of organization, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include:</p> |
| <p>LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]</p> | <ul style="list-style-type: none"> • Cause and effect | <p>Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include:</p> <ul style="list-style-type: none"> • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., <i>since</i>, <i>because</i>, <i>after</i>, |

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| | | <p><i>while, both, however</i>);</p> <ul style="list-style-type: none"> • and encouraging students to read from a wide variety of texts. |
| Cluster 4: Reference and Research | Content Focus | Action Steps |
| <p>LA.A.2.3.5 Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.</p> | <ul style="list-style-type: none"> • Synthesizes information (multiple sources) • Synthesizes information (within text) • Locates, organizes, and interprets information | <p>Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with patterns of organization and understanding the term <i>supporting details</i> in performance tasks. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; • and encouraging students to read from a wide variety of texts. |
| <p>LA.A.2.3.8 Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</p> | <ul style="list-style-type: none"> • Validity/accuracy of information • Strong vs. weak argument | |

Grades 9-10 FCAT Reading Content Clusters and Action Steps

| Cluster 1: Words and Phrases in Context | Content Focus | Action Steps |
|--|---|--|
| <p>LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.</p> | <ul style="list-style-type: none"> • Analyze words/text • Context • Conclusions/inferences • Interpret graphical information | <p>Students would benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning because of context; and • engaging in affix or root word activities. |
| Cluster 2: Main Idea, Plot, and Purpose | Content Focus | Action Steps |
| <p>LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.</p> | <ul style="list-style-type: none"> • Methods of Development • Main idea/essential message • Details/facts | <p>Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, |
| <p>LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)</p> | <ul style="list-style-type: none"> • Author's purpose • Author's point of view | |
| <p>LA.E.2.4.1 Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.</p> | <ul style="list-style-type: none"> • Plot development/Major events (including flashback and foreshadowing) • Character development • Conflict/conflict resolution • Setting • Descriptive language (tone, mood, etc.) • Figurative language | |

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| | (symbolism, metaphor, etc.) • Character point of view | highlighting); • avoiding the interference of prior knowledge when answering a question; • and encouraging students to read from a wide variety of texts. |
| Cluster 3: Comparisons and Cause/Effect | Content Focus | Action Steps |
| LA.A.2.2.7 Recognizes the use of comparison and contrast in a text. | • Contrast • Comparison | Teach students to graphically depict comparison-and-contrast relationships to help understand them. Students should also practice identifying the methods of development, as well as multiple patterns within a single passage. Students should be given more experience with problem-and-solution-finding activities. Teachers should emphasize identifying words and clue words that signal relationships. Students should practice reducing textual information to key points so that comparisons can be made across texts; students should also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis should be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: • graphic organizers; • concept maps; • open compare/contrast; • signal or key words (e.g., <i>since, because, after, while, both, however</i>); • and encouraging students to read from a wide variety of texts. |
| LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.] | • Cause/effect | |
| Cluster 4: Reference and Research | Content Focus | Action Steps |
| LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (Includes LA.A.2.4.6 Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.) | • Analyze/evaluate information | Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term |

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| <p>LA.A.2.4.7 Analyzes the validity and reliability of primary source information and uses the information appropriately.</p> | <ul style="list-style-type: none"> • Validity/reliability of information | <p><i>supporting details</i> in performance tasks. Useful instructional strategies include:</p> <ul style="list-style-type: none"> • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; • and encouraging students to read from a wide variety of texts. |
| <p>LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions.</p> | <ul style="list-style-type: none"> • Synthesize information (multiple sources) • Synthesize information (within text) | |

**Supplemental Curriculum Resources
2009-2010
Division of Language Arts/Reading
Elementary**

| Course | Focus of Intervention | Research-based Support Materials | SSS Correlation |
|------------|--|--|---|
| Elementary | Build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, oral language, vocabulary and comprehension. | <p>Accelerated Reader is a motivational program that encourages independent reading and includes on-line quizzes to measure comprehension and vocabulary. http://www.renlearn.com/ar/</p> <p>Early Success is a small group intervention program designed for students in grades K-2 that focuses on building fluency http://www.eduplace.com/intervention/readintervention/</p> <p>FCAT Explorer is an on-line test preparation software tool. http://www.fcatexplorer.com</p> <p>Quick Reads is a fluency and vocabulary program written by Dr. Elfrieda Helbert designed to build comprehension using informational text. http://quickreads.org/</p> <p>Riverdeep (Destination Reading) is a technology-based reading program designed for students in grades PreK-8. The program's unique "teach, practice, apply" methodology offers differentiated instruction that targets specific reading deficiencies. http://hmlt.hmco.com/DR-PT.php</p> <p>Soar to Success is a small group intervention program designed for students in grades 3-8 that focuses on building reading comprehension and vocabulary using Reciprocal Reading strategies. http://www.eduplace.com/intervention/soar/</p> <p>SuccessMaker is a technology-based program that provides individual and trackable intervention to struggling readers in phonemic awareness, phonics, fluency, vocabulary and comprehension. http://www.pearsonschool.com/index.cfm?locator=PSZ152&pageitemid=1&PMDbProgramId=32505&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=6731&PMDbCategoryId=1662&level=4&CFID=22629&CFTOKEN=65465564</p> <p>Ticket To Read is a web-based program linked to the Voyager intervention provided in all elementary schools to struggling readers. It is available to students at school or home. http://www.tickettoread.com/</p> <p>Time for Kids Non-Fiction Kits: Reading in the Content Area uses high interest, non-fiction selections written by the authors of Time Magazine to develop 12 distinct skills for reading non-fiction text. Students build vocabulary and comprehension skills through integrated content areas such as science, social studies, language arts, and mathematics. http://www.teachercreatedmaterials.com/reading/exploringNonfiction</p> | <p><i>Phonemic Awareness</i> LA.1.1.3.1 LA.1.1.3.2 LA.1.1.3.3 LA.1.1.3.4</p> <p><i>Phonics</i> LA.3.1.4.1 LA.3.1.4.2 LA.3.1.4.3 LA.3.1.4.4</p> <p><i>Fluency</i> LA.3.1.5.1 LA.3.1.5.2</p> <p><i>Words and Phrases in Context</i> LA.A.1.2.3</p> <p><i>Main Idea, Plot and Purpose</i> LA.A.2.2.1 LA.A.2.2.2 LA.E.1.2.2</p> <p><i>Comparisons and Cause/Effect</i> LA.A.2.2.7 LA.E.1.2.3 LA.E.2.2.1</p> <p><i>Reference and Research</i> LA.A.2.2.8</p> |

| Course | Focus of Intervention | Research-based Support Materials | SSS Correlation |
|--------|-----------------------|--|-----------------|
| | | <p>Reading Plus A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> | |

Supplemental Curriculum Resources

2009-2010

Division of Language Arts/Reading

| Course | Focus of Intervention | Research-based Support Materials | SSS Correlation |
|---|--|--|---|
| Middle School Intensive Reading Plus | Build skills and accelerate academic growth in the following reading areas: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension. | <p>Accelerated Reader - A computerized assessment and progress monitoring tools used for effective reading practice. http://www.renlearn.com/ar/</p> <p>(River Deep) Destination Reading – A powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction. http://hmlt.hmco.com/DR-PT.php</p> <p>FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. http://www.fcatexplorer.com .</p> <p>Jamestown Timed Readers - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. http://www.glencoe.com/</p> <p>Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students. (@ the school)</p> <p>Quick Reads – Short texts to be read quickly and with meaning. Text consists of six levels: A, B, C, D, E, and F, which contains three books, and each book contains 30 texts (90 texts per level). They support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. http://quickreads.org/</p> <p>Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> <p>Rewards - Recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multi-syllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction. It explicitly teaches decoding and fluency. http://store.cambiumlearning.com/</p> | <p><i>Main idea</i> (LA.6-8.1.7.2) (LA.6-8.1.7.3)</p> <p><i>Patterns of organization/ text structure</i> (L.A.6-8.1.7.5) (L.A.6-8.1.7.7)</p> <p><i>Vocabulary/ context clues/ multiple meanings</i> (LA.6-8.1.6.3) (LA.6-8.1.7.3) (LA.6-8.1.6.8) (LA.6-8.1.6.9)</p> <p><i>Text features</i> (LA.6-8.2.1.2) (LA.6-8.6.1.1)</p> <p><i>Author's Purpose/ Point Of View</i> (LA.6-8.1.7.2)</p> <p><i>Organization, Interpretation & Synthesis Of Information</i> (LA.6-8.6.2.2)</p> |

| Course | Focus of Intervention | Research-based Support Materials | SSS Correlation |
|--|--|--|---|
| Middle School Intensive Reading | Build skills and accelerate academic growth in the following reading areas: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension. | <p>Accelerated Reader - A computerized assessment and progress monitoring tools used for effective reading practice. http://www.renlearn.com/ar/</p> <p>(River Deep) Destination Reading – A powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction. http://hmlt.hmco.com/DR-PT.php</p> <p>FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. http://www.fcatexplorer.com .</p> <p>Jamestown Timed Readers - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. http://www.glencoe.com/</p> <p>Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students. (@ the school)</p> <p>Quick Reads – Short texts to be read quickly and with meaning. Text consists of six levels: A, B, C, D, E, and F, which contains three books, and each book contains 30 texts (90 texts per level). They support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. http://quickreads.org/</p> <p>Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> <p>Rewards - Recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multi-syllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction. It explicitly teaches decoding and fluency. http://store.cambiumlearning.com/</p> | <p><i>Main idea</i> (LA.6-8.1.7.2) (LA.6-8.1.7.3)</p> <p><i>Patterns of organization/ text structure</i> (L.A.6-8.1.7.5) (L.A.6-8.1.7.7)</p> <p><i>Vocabulary/ context clues/ multiple meanings</i> (LA.6-8.1.6.3) (LA.6-8.1.7.3) (LA.6-8.1.6.8) (LA.6-8.1.6.9)</p> <p><i>Text features</i> (LA.6-8.2.1.2) (LA.6-8.6.1.1)</p> <p><i>Author's Purpose/ Point Of View</i> (LA.6-8.1.7.2)</p> <p><i>Organization, Interpretation & Synthesis Of Information</i> (LA.6-8.6.2.2)</p> |

Supplemental Curriculum Resources
2009-2010
Division of Language Arts/Reading

| Course | Focus of Intervention | Research-based Support Materials | SSS Correlation |
|--------------------------------------|--|--|---|
| High School Intensive Reading | Build skills and accelerate academic growth in the following reading areas: fluency, decoding, oral language, phonological awareness, phonics, vocabulary and comprehension. | <p>Accelerated Reader - A computerized assessment and progress monitoring tools used for effective reading practice. http://www.renlearn.com/ar/</p> <p>(River Deep) Destination Reading – A powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction. http://hmlt.hmco.com/DR-PT.php</p> <p>FCAT Explorer- An internet-based tool designed to help Florida students in grades 3 to 11 pass the FCAT by focusing on mastery of the Sunshine State Standards through several interactive programs. http://www.fcatexplorer.com</p> <p>Jamestown Timed Readers - Timed Readings used to improve reading rate and fluency while assisting in mastering the skills to be effective readers. http://www.glencoe.com/</p> <p>Leveled Libraries - Books leveled according to grade/reading level, which ensures books for all students. (@ the school)</p> <p>Quick Reads – Short texts to be read quickly and with meaning. Text consists of six levels: A, B, C, D, E, and F, which contains three books, and each book contains 30 texts (90 texts per level). They support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. http://quickreads.org/</p> <p>Reading Plus - A computer-based silent reading intervention system that incorporates differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency. http://www.readingplus.com/</p> <p>Rewards - Recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multi-syllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction. It explicitly teaches decoding and fluency. http://store.cambiumlearning.com/</p> | <p><i>Main idea</i> (LA.9-10.1.7.2) (LA.9-10.1.7.3)</p> <p><i>Patterns of organization/ text structure</i> (L.A.9-10.1.7.5) (L.A.9-10.1.7.7)</p> <p><i>Vocabulary/ context clues/ multiple meanings</i> (LA.9-10.1.6.3) (LA.9-10.1.7.3) (LA.9-10.1.6.8) (LA.9-10.1.6.9)</p> <p><i>Text features</i> (LA.9-10.2.1.2) (LA.9-10.6.1.1)</p> <p><i>Author's Purpose/ Point Of View</i> (LA.9-10.1.7.2)</p> <p><i>Organization, Interpretation & Synthesis Of Information</i> (LA.9-10.6.2.2)</p> |

APPENDIX VI

Mathematics

Miami-Dade County Public Schools

School Improvement Plan Suggested Action Steps

MATHEMATICS

| ELEMENTARY SCHOOL | |
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| Content Cluster | Action Steps |
| Number Sense, Concepts, and Operations | <ul style="list-style-type: none"> • Provide students with hands-on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. • Provide students with more practice in working with the properties of numbers. • Provide students with frequent practice to develop an understanding of number relationships and to help students visualize numbers and number relationships; for example, activities may include placing numbers in a number line and using Ten Frames and arrays. • Use visual representations such as arrays and number lines to make mathematics accessible for a range of students. • Engage students in activities to use technology (such as Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. • Provide students with written directions and other information as well as presenting it orally; for example, display resources such as a number line, hundreds chart, or fraction and percent tables accessible to all students. • Use literature in mathematics to provide the necessary meaning for children to successfully grasp number concepts and allow students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/). |
| Measurement | <ul style="list-style-type: none"> • Offer visual and kinesthetic models and representations with which the students can work, to provide them with multiple entry points so that all students can work on a similar problem but solve and present it in a way that best suits their learning styles and strengths. • Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencil, hand-span, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements. • Provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level |

| ELEMENTARY SCHOOL | |
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| Content Cluster | Action Steps |
| | <p>appropriate measurement concepts and apply the learning to solve real-world problems; hands-on experiences include the use of manipulatives such as geoboards and pattern blocks, and measuring the dimensions of the classroom or the height of a student.</p> <ul style="list-style-type: none"> • Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement. • Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/). |
| Geometry and Spatial Sense | <ul style="list-style-type: none"> • Provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate geometric concepts and apply the learning to solve real-world problems; non-linguistic representations includes the use of manipulatives such as pattern blocks and making physical models and pictures. • Incorporate the use of note taking and summarizing such as creating verbal and/or written descriptions of concept or vocabulary learned, and pictures and/or graphic organizers to help illustrate geometry concepts. • Use visual representations such as a geometric shapes chart to make mathematics accessible for a range of students. • Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students’ geometry and spatial sense. • Use literature in mathematics to provide the necessary meaning for children to successfully grasp geometric concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/). |
| Algebraic Thinking | <ul style="list-style-type: none"> • Provide students with activities that prepare them to engage in more abstract reasoning, planning, analysis, judgment, and |

| ELEMENTARY SCHOOL | |
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| Content Cluster | Action Steps |
| | <p>creative thought (high cognitive complexity level).</p> <ul style="list-style-type: none"> • Provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as counters, pattern blocks, connecting cubes, hundreds chart, and a number line. • Engage students in activities to use technology (such as Gizmos or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' algebraic thinking. • Provide students with opportunities to solve the problems that include numeric and geometric patterns by using different approaches and explain their answers in writing. • Use literature in mathematics to provide the necessary meaning for children to successfully grasp algebraic concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/). |
| Data Analysis and Probability | <ul style="list-style-type: none"> • Provide students with activities as well as authentic problems to solve that require them to retrieve information from a graph, table, or figure and use it to solve a problem. • Provide students with activities to collect classroom data (including data collected through observations, surveys, and experiments, or from print media such as newspapers or magazines) to create graphs and charts. • Provide students with activities that require collaborative efforts to solve probabilities. • Engage students in activities to use technology (such as Gizmos, Riverdeep[®] or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of data analysis and probability. • Use literature in mathematics to provide the necessary meaning for children to successfully grasp data analysis and probability concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson (book tiles can be found in the Mathematics Literature Guide at the Mathematics Website: http://math.dadeschools.net/). |

| MIDDLE SCHOOL | |
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| Content Cluster | Action Steps |
| Number Sense, Concepts, and Operations | <ul style="list-style-type: none"> • Institutionalize collaborative planning by establishing a mathematics resources center with predetermined meeting dates to: <ul style="list-style-type: none"> ○ Develop lessons that help students to understand the properties of numbers. ○ Develop hands on activities that help students to understand operations with integers. ○ Develop thematic projects (model scale construction) that help students to understand the relative size of numbers. • Provide students with opportunities to construct their own understanding by having them: <ul style="list-style-type: none"> ○ Build a number line, from counting numbers to real numbers. ○ Explain the relationships between specific number sets on the number line and operations performed on other numbers on the number line. ○ Demonstrate that subtraction is the inverse of addition, and division is the inverse of multiplication. ○ Explore and analyze models and manipulatives for representing operations with whole numbers. |
| Measurement | <ul style="list-style-type: none"> • Incorporate the use of online manipulatives in a computer lab or with interactive whiteboard technology: <ul style="list-style-type: none"> ○ Provide students with a variety of measurement activities. ○ Provide students with interactive mathematical lessons. ○ Develop students understanding of the use of measurement tools. • Provide students with opportunities to: <ul style="list-style-type: none"> ○ Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. ○ Solve problems involving scale factors, using ratio and proportion. ○ Solve simple problems involving rates and derived measurements for such attributes as velocity and density. |
| Geometry and Spatial Sense | <ul style="list-style-type: none"> • Incorporate the use of technology such as Gizmos, Riverdeep® and Geometer's Sketchpad® to: <ul style="list-style-type: none"> ○ Provide visual stimulus to develop students' spatial sense. ○ Provide students with opportunities to investigate geometric properties. ○ Differentiate instruction for students. • Use models of three-dimensional shapes and their two-dimensional nets to have students: <ul style="list-style-type: none"> ○ Build models ○ Compose and decompose objects |
| Algebraic Thinking | <ul style="list-style-type: none"> • Increase the use of graphing calculators and online graphing tools to: <ul style="list-style-type: none"> ○ Develop students understanding of linear equations. |

| MIDDLE SCHOOL | |
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| Content Cluster | Action Steps |
| | <ul style="list-style-type: none"> ○ Solve mathematical problems graphically. ○ Provide students with opportunities to complete more rigorous mathematical problems ● Provide students with hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts including the use of: <ul style="list-style-type: none"> ○ Algebra Balance Scales ○ Algebra Tiles ○ Hands-on Equation |
| Data Analysis and Probability | <ul style="list-style-type: none"> ● Incorporate the use online or offline data generating software in a computer lab to: <ul style="list-style-type: none"> ○ Provide students with opportunities to test hypotheses through simulations. ○ Generate graphs from real data collected during class activities to make predictions. ○ Generate various graphs using the same data to understand the differences between pie charts, bar graphs, line graphs and other graphs. |

| SENIOR HIGH | |
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| Content Cluster | Action Steps |
| Number Sense, Concepts, and Operations | <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide all students with more practice in converting real numbers written in scientific notation to standard form and vice versa ○ Provide all students with more practice in solving equations for a variable in terms of one or more variables ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for student learning notebooks designed to increase student achievement in Algebra I and Geometry. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs |
| Measurement | <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement the following research-based instructional strategies |

| SENIOR HIGH | |
|----------------------------|---|
| Content Cluster | Action Steps |
| | <p>that:</p> <ul style="list-style-type: none"> ○ Provide all students more practice in solving multi-step problems with several rate parameters ○ Provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate. ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs |
| Geometry and Spatial Sense | <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Utilize three dimensional manipulatives in all Algebra I and Geometry math classes to explore three dimensional figures with cross-sections ○ Incorporate the use of cooperative structures in all Algebra I and Geometry math classes to provide opportunities for all students to explore, discuss, and solve real-life problems involving the Pythagorean Theorem ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs |
| Algebraic Thinking | <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and |

| SENIOR HIGH | |
|-------------------------------|---|
| Content Cluster | Action Steps |
| | <p>implement the following research-based instructional strategies that:</p> <ul style="list-style-type: none"> ○ Provide all students opportunities to explore and apply the use of a system of equations in the real-world ○ Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers ○ Develop mathematical vocabulary for all students ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain’s natural learning cycle <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs |
| Data Analysis and Probability | <ul style="list-style-type: none"> ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement the following research-based instructional strategies that: <ul style="list-style-type: none"> ○ Provide all students opportunities to explore and apply the use of a system of equations in the real-world. ○ Provide all students with more practice in interpreting graphical information, manipulating the data to make predictions and conclusions, and identifying the correct type of graph to represent given data. ○ Provide inductive reasoning strategies that include discovery learning activities ○ Honor student learning styles through an instructional model that embraces diversity and the brain’s natural learning cycle ● Develop school site mathematics learning course-alike learning team to build the capacity to research, discuss, design and implement organizational strategies: <ul style="list-style-type: none"> ○ Develop departmental guidelines for all student learning notebooks designed to increase student achievement. ○ Provide teachers with training in developing meaning through mathematical problem solving in a real-world context ○ Assist teachers with effective strategies for integrating technology in their lesson designs |

Miami-Dade County Public Schools

ELEMENTARY PROGRAMS – MATHEMATICS

| ELEMENTARY | |
|--|--|
| Program | Research-based Information |
| FCAT Explorer | <p><u>Math Station</u> provides comprehensive practice with the math benchmarks tested on the 5th grade FCAT. Created by the Florida Department of Education and free for your students, parents, and school faculty to use, FCAT Explorer has long been a mainstay of computer lab and home FCAT review. With a variety of reports, progress monitoring tools, and rich practice and skill development tools, FCAT Explorer provides the ability to confirm student capabilities and improve basic skills at the same time.</p> <p><u>FOCUS Web site</u>, for grades 3-5 The FOCUS Web site—focus.florida-achieves.com—supports Florida’s Continuous Improvement Model. With mini assessments in math, FOCUS provides teachers a quick check of student comprehension. The mini-assessments in FOCUS offer a five-item test and a five-item retest on every benchmark and skill in math (grades 3-10). Florida Department of Education provides these tools at no cost to school districts.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based, online assessment • Assessments that relate to current or recent classroom instruction. Students complete the assessments in class or in the lab with supervision. • Adjustable classroom instruction to account for student weaknesses. | |

| Program | Research-based Information |
|---|--|
| <p>Riverdeep: Destination Math</p> <p><u><i>Available in Spanish</i></u></p> <p>Mastering Skills and Concepts: Course I, Mastering Skills and Concepts: Course II, Mastering Skills and Concepts: Course III,</p> | <p>A K-12 Internet-based mathematics program that is available to all schools through the M-DCPS portal, which can be accessed at the schools and from home by teachers, parents, and students. An analysis of achievement and implementation data from the New York City Board of Education’s Students with Interrupted Formal Education (SIFE) grant program for English Language Learners (ELLs) was completed in May 2007. This program included the use of the Destination Math technology-based courseware in before- and after-school programs at 13 NYC school sites during the spring 2007 semester.</p> <p>Findings from Quantitative Data: Quantitative data analysis by Interactive Educational Systems Design (IESD) and statisticians at the Center for Research in Educational Policy at the University of Memphis yielded the following findings:</p> <p><u>Significant achievement gains.</u> There was a statistically significant improvement in mathematics skills from pretest to posttest for all students and for those who completed <i>Destination Math</i> benchmark assessments in either Spanish or English.</p> <p><u>Positive effect of using Destination Math in regular classroom instruction.</u> The use of Destination Math in regular classroom instruction—in addition to its use before and after school—had a major positive impact on students’ math achievement.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Individualized, standards-based reading and math instruction and assessment • Computer-based exploration and investigation • Problem solving | |

Miami-Dade County Public Schools

MIDDLE SCHOOL PROGRAMS – MATHEMATICS

| MIDDLE SCHOOL | |
|--|--|
| Program | Research-based Information |
| Carnegie Learning Cognitive Tutor: Bridge to Algebra | <p>Miami-Dade County Charter High Schools</p> <p>Research Report of the Implementation of Carnegie Learning™ Blended Math Solutions October 2008.</p> <p>The report summarized Florida Comprehensive Assessment Test (FCAT) performance for five charter high schools in Miami-Dade County, Florida using Carnegie Learning Blended Math Solutions as the exclusive math curricula for at least one school year and at least one grade level.</p> <p>Four of these five schools implemented one or more Carnegie Learning Blended Math Solutions as their exclusive math curriculum continuously since the 2005-2006 school year, and completed the third year of implementation in 2008.</p> <p>The analyses indicate that students in schools using Carnegie Learning Blended Math Solutions score higher on The math portion of the FCAT than do students in schools in the same county with comparable demographics. Schools implementing Carnegie Learning math curricula for three years show more pronounced improvement, supporting the idea that implementations improve over time, and show more substantial year-over-year improvement than expected based upon the district averages.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based, individualized instruction • Cooperative Learning • Real-world problem solving • Problem presentation • Notetaking • Data analysis and interpretation • Real-time tutoring which provides immediate feedback | |

| Program | Research-based Information |
|---|--|
| Compass Learning: Odyssey Math | <p>CompassLearning Odyssey® delivers standards aligned PreK-12 curricula that provide 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 student think and learn.</p> <p>The CompassLearning Odyssey® curriculum includes: Odyssey Reading/Language Arts - Levels K-8 Story Creator - Level K-2 Odyssey Writer - Levels 3-12 Odyssey Math - Levels K-8 Odyssey Matemáticas - Levels 1-6 Odyssey Algebra</p> |

| Program | Research-based Information |
|---|--|
| | Odyssey Social Studies Levels 2-8 Odyssey ELL - Levels K-Adult Odyssey Intervention - Levels 9-12 Odyssey Advanced/AP - Levels 9-12 |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based, online student learning and practice • Exploration/Investigation • Similarities/Differences • Cooperative Learning • Summarizing • Problem solving | |

| Program | Research-based Information |
|---|--|
| FCAT Explorer Math Navigator : | <p>The Math Navigator provides comprehensive practice with the math benchmarks tested on the 8th grade FCAT. With hints for incorrect answer choices and detailed correct answer explanations, Math Navigator offers 139 context-rich math problems in a visually interesting format.</p> <p>Supporting Florida’s Continuous Improvement Model, FCAT Explorer offers a Teacher’s Desk that allows the teacher to schedule instructional and assessment periods, run reports, and monitor student and class progress.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based problem solving and assessment • Real-World Problem solving • Computer-based, online practice and assessment • Assessments relate to current or recent classroom instruction. Students complete the assessments in class or in the lab with supervision. • Adjustable classroom instruction to account for student weaknesses. | |

| Program | Research-based Information |
|---|---|
| <p>PLATO</p> <p>Math Skills Series</p> | <p>PLATO Math Skills Series Learners connect math concepts and problem-solving strategies to real-world situations from basic computation to solving multi-step problems. Learners become members of realistic interdisciplinary expeditions in which math concepts are connected to science, social studies, geography, and history in a real-life context. Learners select and apply tools such as tables, graph makers, and equation builders, with various levels of assistance to explore and solve the problems.</p> <p>PLATO is an Instruction and Standards-Driven Assessment and Accountability system. PLATO Learning helps sustain continuous academic improvement for K-adult learners. Miami-Dade currently uses PLATO Learning’s solutions for middle school course recovery in grades 6 & 7 for Language Arts and Mathematics along with tutorial resources for middle school targeted students.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based student learning • Problem solving • Simulation • Exploration • Similarities/Differences • Cooperative Learning | |

| Program | Research-based Information |
|--|---|
| <p>Riverdeep: Destination Math: Mastering Skills & Concepts: Course IV: Basic Mathematics</p> <p>Mastering Skills & Concepts: Course V: Pre-Algebra</p> | <p>A K-12 Internet-based mathematics program that is available to all schools through the M-DCPS portal, which can be accessed at the schools and from home by teachers, parents, and students. An analysis of achievement and implementation data from the New York City Board of Education’s Students with Interrupted Formal Education (SIFE) grant program for English Language Learners (ELLs) was completed in May 2007. This program included the use of the Destination Math technology-based courseware in before- and after-school programs at 13 NYC school sites during the spring 2007 semester.</p> <p>Findings from Quantitative Data: Quantitative data analysis by Interactive Educational Systems Design (IESD) and statisticians at the Center for Research in Educational Policy at the University of Memphis yielded the following findings:</p> <p><u>Significant achievement gains.</u> There was a statistically significant improvement in mathematics skills from pretest to posttest for all students and for those who completed <i>Destination Math</i> benchmark assessments in either Spanish or English.</p> <p><u>Positive effect of using Destination Math in regular classroom instruction.</u> The use of Destination Math in regular classroom instruction—in addition to its use before and after school—had a major positive impact on students’ math achievement.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Individualized, standards-based reading and math instruction and assessment • Computer-based exploration and investigation • Problem solving | |

Miami-Dade County Public Schools

SENIOR HIGH SCHOOL PROGRAMS - MATHEMATICS

| SENIOR HIGH SCHOOL | |
|--|--|
| Program | Research-based Information |
| Cognitive Tutor Algebra I, Algebra II, Test Prep, Bridges to Algebra | <i>Carnegie Learning's Cognitive Tutor</i> ProgramS are a computer-enhanced, interactive learning courses that are designed to teach students both in the classroom and in personalized computer sessions. The design of the program includes students spending three days per week in a classroom setting, and two days per week in a computer lab interacting with the course software. The Carnegie software is designed to offer individualized assistance to students, allowing them to progress at their own pace. Students using the software receive immediate feedback, providing real-time tutoring. The software is designed to understand methods that a student may use to solve a problem, and provides individualized levels of help. The software paces the curriculum based on each student's comprehension and ability. Student progress is displayed on their computer screen during the lab. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based, individualized instruction • Cooperative Learning • Real-world problem solving • Problem presentation • Notetaking • Data analysis and interpretation • Real-time tutoring which provides immediate feedback | |
| Program | Research-based Information |
| Gizmos | A 5-12 mathematics software program that allows students to participate in interactive simulations in math and science. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based student investigation and exploration • Similarities/Differences • Cooperative Learning • Summarizing • Problem solving • Problem Presentation | |
| Program | Research-based Information |
| Geometer's Sketchpad | <i>The Geometer's Sketchpad</i> is a dynamic construction, demonstration, and exploration tool for students in grades 4 – 12 that adds a powerful dimension to the study of mathematics. Students can use this software program to build and investigate mathematical models, objects, figures, diagrams, and graphs. It provides students with a tangible, visual way to explore and understand core mathematics concepts. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based student investigation and exploration • Cooperative Learning • Summarizing • Notetaking | |

- Problem solving
- Data collection, analysis, and conjecturing
- Problem Presentation

| Program | Research-based Information |
|--|--|
| Graphing Calculator –Texas Instruments Technology Infusion Activities | A graphing calculator is a <i>learning</i> tool designed to help students visualize and better understand concepts in math and science. It allows students to make real-world connections in a variety of subjects. As they gain a deeper understanding of the material, they will acquire the critical thinking and problem-solving skills they need to be successful in school and in life. Texas Instruments provides free online activities for students and teachers to explore and investigate mathematics concepts. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Hands-on, graphing calculator exploration • Exploration/Investigation • Data collection, analysis, and conjecturing • Cooperative Learning • Problem solving • Problem Presentation | |

| Program | Research-based Information |
|---|--|
| FCAT Explorer Math Timeline | The Math Timeline provides comprehensive practice with the math benchmarks tested on the 10th grade FCAT. With hints for incorrect answer choices and detailed correct answer explanations, Math Timeline offers 139 context-rich math problems in a visually interesting format. Supporting Florida’s Continuous Improvement Model , offering a Teacher’s Desk that allows the teacher to schedule instructional and assessment periods, run reports, and monitor student and class progress. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based problem solving and assessment • Real-World Problem solving • Computer-based, online practice and assessment • Assessments relate to current or recent classroom instruction. Students complete the assessments in class or in the lab with supervision. • Adjustable classroom instruction to account for student weaknesses. | |

| Program | Research-based Information |
|---|---|
| <p>L&M FCAT Resources</p> <p>Grade 10</p> | <p>The software includes CD-ROM-delivered learning resources that connect classroom topics to the FCAT Mathematics bank of standards-based, interactive student activities. These activities are designed to improve test-taking skills in mathematics and critical-thinking. The software provides pretest and posttest reports monitoring of individualized student learning. For tracking student progress, individual record keeping and problem-solving feedback with "hints" for incorrect answers are provided. Formula charts similar to those on the FCAT Mathematics Grade 10 Test are available from a pull-down menu. It also includes over 1,400 practice questions arranged according to the five mathematics strands, interactive lessons that help students develop problem-solving strategies, multiple assessments, and student-improvement data.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • connects classroom topics to the FCAT Mathematics bank of standards-based, interactive student activities • focused on improving test-taking skills in mathematics and critical thinking • includes over 1,400 practice questions arranged according to the five mathematics strands, interactive lessons that help students develop problem-solving strategies, multiple assessments, and student-improvement data | |

| Program | Research-based Information |
|---|--|
| <p>PLATO</p> <p>Math Skills Series</p> | <p>PLATO Math Skills Series Learners connect math concepts and problem-solving strategies to real-world situations from basic computation to solving multi-step problems. Learners become members of realistic interdisciplinary expeditions in which math concepts are connected to science, social studies, geography, and history in a real-life context. Learners select and apply tools such as tables, graph makers, and equation builders, with various levels of assistance to explore and solve the problems.</p> <p>PLATO is an Instruction and Standards-Driven Assessment and Accountability, PLATO Learning helps sustain continuous academic improvement for K-adult learners. Miami-Dade currently uses PLATO Learning's solutions in cooperation with Miami Dade College for Senior High Intensive Math.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based student learning • Problem solving • Simulation • Exploration • Similarities/Differences • Cooperative Learning | |

| Program | Research-based Information |
|---|--|
| <p>ALEKS:</p> <p>Online Math Tutor</p> | <p>ALEKS stands for “Assessment and Learning in Knowledge Spaces.” The research behind ALEKS is briefly discussed in non-technical terms in “The Assessment of Knowledge in Theory and in Practice”.</p> <p>ALEKS is the practical realization of Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) and Professor Jean-Paul Doignon at the University of Brussels. The core mathematical theory was created between 1983 and 1992 with the financial support of several National Science Foundation (NSF) grants to Falmagne at NYU and UCI. (Learn more about the National Science Foundation at www.nsf.gov.)</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based student practice • Similarities/Differences • Cooperative Learning • Summarizing • Notetaking • Problem solving • Problem Presentation | |

| Program | Research-based Information |
|---|---|
| <p>Riverdeep</p> <p>Destination Math: PreAlgebra, Algebra</p> | <p>A K-12 Internet-based mathematics program that is available to all schools through the M-DCPS portal, which can be accessed at the schools and from home by teachers, parents, and students.</p> <p>A comprehensive approach to teaching beginning algebra. Students investigate the symbols and rules of algebra and how they are used to represent relationships. They learn how to solve linear equations, progress to graphing linear functions and systems, and study linear inequalities and absolute value.</p> <p>An analysis of achievement and implementation data from the New York City Board of Education’s Students with Interrupted Formal Education (SIFE) grant program for English Language Learners (ELLs) was completed in May 2007. This program included the use of the Destination Math technology-based courseware in before- and after-school programs at 13 NYC school sites during the spring 2007 semester.</p> <p>Findings from Quantitative Data: Quantitative data analysis by Interactive Educational Systems Design (IESD) and statisticians at the Center for Research in Educational Policy at the University of Memphis yielded the following findings:</p> <p><u>Significant achievement gains.</u> There was a statistically significant improvement in mathematics skills from pretest to posttest for all students and for those who completed <i>Destination Math</i> benchmark assessments in</p> |

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| | <p>either Spanish or English.</p> <p><u>Positive effect of using Destination Math in regular classroom instruction.</u> The use of Destination Math in regular classroom instruction—in addition to its use before and after school—had a major positive impact on students’ math achievement.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Computer-based student learning • Investigation/Exploration • Cooperative Learning • Problem solving | |

APPENDIX VII

Science

**Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps
Science**

| ELEMENTARY | |
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| Content Cluster | Action Steps |
| Physical and Chemical Sciences | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical and Chemical Sciences. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical and Chemical Sciences. • Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to energy, force, and motion. • Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. |
| Earth and Space Sciences | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Sciences. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Sciences. • Provide opportunities for students to model, explain, and label diagrams showing the relationships between the tilt of the Earth's axis, the amount of direct sunlight, and the seasons. • Emphasize instruction of the water cycle with an emphasis on process that occur over time (e.g. moon phases, seasons, erosions, weathering, water cycle). |

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| <p>Life and Environmental Sciences</p> | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Life and Environmental Science. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life and Environmental Science. • Provide opportunities for students to model, explain, and label diagrams showing the cause-and-effect relationships of changes in populations in food webs and food chains in different ecosystems. • Provide opportunities for students to identify relationships between structures and functions of organisms. |
| <p>Scientific Thinking</p> | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Scientific Thinking. • Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. • Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. • Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair. |

Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps
Science

| MIDDLE | |
|--------------------------------|--|
| Content Cluster | Action Steps |
| Physical and Chemical Sciences | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of physical and chemical sciences. • Examine and explore student misconceptions and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems. • Provide opportunities after school or during homeroom for Earth/Space Science Honors and/or Biology Honors students to engage in hands-on/interactive activities for review of the Annually Assessed Physical and Chemical Sciences benchmarks that are not directly aligned with the course. • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the physical and chemical sciences (i.e., Science Fair, SECME, Fairchild Challenge). • Solicit partnerships with local colleges, universities and/or industries to provide expert support to physical and chemical science concepts. |
| Earth and Space Sciences | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth and space sciences. • Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in earth and space science by incorporating lab investigations and field studies. • Provide classroom and after-school opportunities for students to design and develop science and engineering |

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|---------------------------------|--|
| | <p>projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the earth and space sciences (i.e., Science Fair, SECME, NASA SEMAA, Fairchild Challenge).</p> <ul style="list-style-type: none"> • Solicit partnerships with local colleges, universities and/or industries to provide expert support to earth and space science concepts. |
| Life and Environmental Sciences | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of life and environmental sciences. • Provide opportunities after school or during homeroom for Earth/Space Science Honors students to review the Annually Assessed Life and Environmental Sciences benchmarks that are not directly aligned with the course through hands-on/interactive activities, and writing to compare, contrast, illustrate, and explain biological and environmental concepts. • Incorporate and/or participate in environmental challenges and/or programs that provide students the opportunity to investigate and explain the interrelationships of humans and Earth’s systems (i.e., Fairchild Challenge, Dream in Green). • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to the life and environmental sciences (i.e., Science Fair and Fairchild Challenge). • Solicit partnerships with local colleges, universities and/or industries to provide expert support to life and environmental science concepts. |
| Scientific Thinking | <ul style="list-style-type: none"> • Develop Professional Learning Communities (PLC) of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of scientific thinking. • Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities |

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| | <p>that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design (i.e., Science Fair, SECME, Fairchild Challenge).</p> <ul style="list-style-type: none">• Provide opportunities after school or during homeroom for Earth/Space Science Honors and/or Biology Honors students to engage in hands-on/interactive activities for review of the Annually Assessed Scientific Thinking benchmarks that are not directly aligned with the course.• Solicit partnerships with local colleges, universities, and/or industries to provide expert support to scientific thinking. |
|--|--|

**Miami-Dade County Public Schools
School Improvement Plan Suggested Action Steps
Science**

| SENIOR HIGH | |
|---------------------------------|--|
| Content Cluster | Action Steps |
| Physical and Chemical Sciences | <ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of physical and chemical sciences. • Provide opportunities for Level 1 and 2 students to participate in physical and chemical sciences enrichment activities, after school tutorials, and science clubs. • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain chemical and physical concepts during laboratory activities and classroom discussions. • Provide laboratory activities of physical and chemical systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. |
| Earth and Space Sciences | <ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of Earth and Space sciences. • Provide opportunities for Level 1 and 2 students to participate in Earth and Space Science enrichment activities, after school tutorials, and science clubs. • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain earth and space concepts including climate and weather patterns, planetary motion, plate interactions, gravity, and tides concepts during laboratory activities and classroom discussions. • Provide inquiry-based laboratory activities of earth and space science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. |
| Life and Environmental Sciences | <ul style="list-style-type: none"> • Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of life and environmental sciences. • Provide opportunities for Level 1 and 2 students to participate in life and environmental science enrichment activities, after school tutorials, and science clubs. • Provide all students the opportunity to compare, contrast, interpret, analyze, and explain life and environmental science concepts including ecological concepts during field experiences, laboratory activities, and classroom discussions. • Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences. |

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| Scientific Thinking | <ul style="list-style-type: none">• Develop professional learning communities of science teachers to research, discuss, design, and implement strategies to increase inquiry-based learning of scientific thinking.• Provide opportunities for Level 1 and 2 students to participate in scientific thinking enrichment activities, after-school tutorials, and science clubs.• Provide all students the opportunity to design experiments using the scientific method throughout their science courses while teachers incorporate the scientific method through more inquiry-based laboratory activities, field experiences, and classroom discussions.• Provide inquiry-based laboratory activities incorporating the scientific method for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. |
|---------------------|--|

**Miami-Dade County Public Schools
Elementary Science**

| ELEMENTARY | |
|--|---|
| Program | Research-based Information |
| SECME Stars | The SECME (Science, Engineering, Communication, and Mathematics Enhancement) Stars program serves students and their families from Barbara Hawkins Elementary, Hubert Sibley Elementary, W. J. Bryan Elementary, Golden Glades Elementary, Carol City Elementary, Coconut Palm K-8, and Miami Park Elementary. The after-school program serves students who have scored below the 25 th percentile on the FCAT reading and math portions and are recommended through the school’s administration. The program goals focus on improving students’ academic achievement in mathematics, science, and language arts/reading, improved language skills for students with Limited English Proficiency, improved physical fitness, provide professional development to all program staff, improved behavior/conduct and attendance during the school day and the after school program, and increased parental participation. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Provides hands-on elementary inquiry-based learning experiences • Encourages the integration of science, mathematics and literacy • Emphasizes innovative laboratory experiences | |
| Program | Research-based Information |
| Waterford Early Learning | Provides inquiry-based science content via interactive software with scaffolded activities that are correlated with the Florida Science Standards. This program is targeted for primary students. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Connects motivating software, embedded assessment, and classrooms lessons to ensure a high level of understanding of key science concepts • Fosters a learner-centered environment by guiding students through differentiated instructional models in science | |
| Program | Research-based Information |
| Gizmos | Interactive simulations in science for teachers and students to utilize in grades 3-5 that is designed as supplemental curriculum materials that support state standards. Utilizes Marzano’s nine categories of effective instructional strategies model for the classroom. |

| Instructional Strategies |
|---|
| <ul style="list-style-type: none">• Represents science information in graphic/non-linguistic formats• Uses interactive manipulatives to explore and apply new knowledge about science• Promotes generating and testing hypotheses about science concepts being taught• Requires application of new science knowledge |

**Miami-Dade County Public Schools
Middle School Science**

| MIDDLE | |
|---|--|
| Program | Research-based Information |
| GIZMOS | <p>There are several teaching strategies that positively impact student achievement: enhanced context, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology, and enhanced materials (Texas Education Agency, 2005). Additionally, research has shown that by incorporating technology into instruction, it allows for students to work cooperatively and increases their motivation to learn (Pitler et al, 2007). ExploreLearning Gizmos incorporates many of these strategies along with Marzano’s nine categories of effective instructional strategies model for the classroom through their interactive, virtual simulations of science concepts that are aligned to the state standards..</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Incorporates computer-based virtual simulations of science concepts that are not easily replicable in the classroom. • Incorporates inquiry-based virtual science experiments • Implements technology-enhanced instruction that uses online-virtual manipulatives. • | |
| Program | Research-based Information |
| Synergistic Modules (Pitsco) | <p>The synergistic modules provide hands-on, real world experiences for students through manipulatives and technology. These labs are established in middle schools across the District and are managed by the vocational education department.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Incorporates student-centered instruction. • Promotes real-world learning experiences through the use of technology. • Incorporates cooperative learning. • Implemented through an interdisciplinary curriculum that is interwoven with writing, math, science, reading, and technology. • Promotes positive communication, teamwork, inquiry learning, and social skills. • Incorporates hands-on activities. | |

**Miami-Dade County Public Schools
Middle School Science**

| Program | Research-based Information |
|--|---|
| Environmental Education Programs (Dream in Green, Fairchild Challenge, Urban Advantage Initiative) | Research has shown that the positive effects of environmental education programs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in outdoor programs had increased self esteem and conflict resolution skills. The M-DCPS environmental education programs are all aligned to the Sunshine State Standards and promotes student understanding of the environment through research projects and activities.. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Incorporates an interdisciplinary approach to education through environmental projects and activities. • Encourages teamwork and cooperative learning. • Aligned to the Sunshine State Standards. • Promotes civic responsibility among students, teachers and the community. • Engages the whole school and community. • Fosters creativity and critical thinking in students. | |
| Program | Research-based Information |
| Plato Science | Plato science is a technology-based program that incorporates rigorous, interactive science concepts for all content clusters. The program also includes assessments to monitor student progress. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Engages students in the scientific inquiry process. • Promotes problem- solving and critical-thinking skills. • Incorporates standards-based interactive instruction and assessment. • Incorporates a theme-based applications, and classroom teaching tools. • Includes Animation, narration, and interaction to demonstrate science concepts. • Incorporates a hands-on problem solving approach to reinforce science concepts. • Includes an interactive glossary with proper pronunciation of terms. | |

**Miami-Dade County Public Schools
Middle School Science**

| Program | Research-based Information |
|---|---|
| SECME | SECME is a pre-college engineering program for grades K – 12 that is designed to prepare students to enter postsecondary studies in science, engineering, mathematics and technology areas. District 5-year data reports indicated that SECME students, on average, across ethnic subgroups outperform their peers on FCAT Norm and Criterion-referenced tests. |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Grounded in full inquiry, project-based learning. • Aligned with standards-based instruction. • Fosters teamwork and cooperative learning. • Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). • Engages students in hands-on, real-world STEM applications through projects and activities. • Incorporates an interdisciplinary approach to teaching and learning. • Requires students to explain verbally and in writing, engineering designs. • Incorporates critical thinking and problem-solving skills. | |

**Miami-Dade County Public Schools
Senior High School Science**

| SENIOR | |
|--|---|
| Program | Research-based Information |
| GIZMOS | <p>There are several teaching strategies that positively impact student achievement: enhanced context, collaborative learning, questioning, inquiry, manipulating, testing, instructional technology, and enhanced materials (Texas Education Agency, 2005). Additionally, research has shown that by incorporating technology into instruction, it allows for students to work cooperatively and increases their motivation to learn (Pitler et al, 2007). ExploreLearning Gizmos incorporates many of these strategies along with Marzano’s nine categories of effective instructional strategies model for the classroom through their interactive, virtual simulations of science concepts that are aligned to the state standards.</p> |
| Instructional Strategies | |
| <ul style="list-style-type: none"> • Incorporates computer-based virtual simulations of science concepts that are not easily replicable in the classroom. • Incorporates inquiry-based virtual science experiments • Implements technology-enhanced instruction that uses online-virtual manipulatives. • Aligns with state standards. | |

| Program | Research-based Information |
|--|--|
| Environmental Education Programs (Dream in Green, Fairchild Challenge, Urban Advantage Initiative) | <ul style="list-style-type: none"> • Research has shown that the positive effects of environmental education programs on youth are: increased academic performance, motivation to stay in school, increased citizenship – both at school and in the community, and above average numbers of scholarship recipients; additionally the culture of the school tends to remain changed (Bartosh, 2004; Duffin et al, 2004). The American Institute of Research (2005) also found that students who participated in outdoor programs had increased self esteem and conflict resolution skills. The M-DCPS environmental education programs are all aligned to the Sunshine State Standards and promotes student understanding of the environment through research projects and activities. |

Instructional Strategies

- Incorporates an interdisciplinary approach to education through environmental projects and activities.
- Encourages teamwork and cooperative learning.
- Promotes civic responsibility among students, teachers and the community.
- Engages the whole school and community.
- Fosters creativity and critical thinking in students.

| Program | Research-based Information |
|----------------|---|
| SECME | SECME is a nationally affiliated pre-college engineering program for grades K – 12 that is designed to prepare students to enter postsecondary studies in science, engineering, mathematics and technology areas. District 5-year data reports indicated that SECME students, on average, across ethnic subgroups outperform their peers on FCAT Norm and Criterion-referenced tests. |

Instructional Strategies

- Grounded in full inquiry, project-based learning.
- Aligned with standards-based instruction.
- Fosters teamwork and cooperative learning.
- Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM).
- Engages students in hands-on, real-world STEM applications through projects and activities.
- Incorporates an interdisciplinary approach to teaching and learning.
- Requires students to explain verbally and in writing, engineering designs.
- Incorporates critical thinking and problem-solving skills.

APPENDIX VIII

**INSTRUCTIONAL TECHNOLOGY, INSTRUCTIONAL
MATERIALS AND
LIBRARY MEDIA SERVICES**

Location 9629 Instructional Technology, Instructional Materials and Library Media Services

| Technology | | | |
|--------------------------|---|--|--|
| | Description of Resources | Funding Source | Yearly Costs |
| | Compass Learning Odyssey (Grades 3-8) Language Arts/Mathematics/Science | School | \$ 200.00 per student |
| | Edusoft/Examview (Grades K-12) | District | \$ 5.60 per student |
| | Explore Learning Gizmos (Grades 3-12) Mathematics/Science | District/School | \$ 3.00 per student |
| | Houghton Mifflin Harcourt Learning AKA (Riverdeep) Mathematics K-9 Reading K-8 | District | \$ 5.00 per student |
| | iStation | School | \$ 50.00 per student |
| | Pearson Digital SuccessMaker (Grades 2-8) Reading/Language Arts, Mathematics, Science | District/School | \$ 200.00 per student (for support only) |
| | Pearson Digital Waterford Early Learning Reading/ Language Arts, Mathematics, Science | District/School | \$ 200.00 per student (for support only) |
| | Plato Learning (Grades 6-8) Mathematics, Language Arts, Science, and Social Studies | District | \$ 58.00 per student |
| | Reading Plus (Grades 2-12) Reading/Language Arts | School | \$ 61.00 per student |
| | Voyager Ticket to Read (Grades K-5) | District | \$ 6.00 per student (included in cost of reading materials) |
| | Interactive Board – SMART (as noted on page 20 of the state template) | School | \$ 2,784 (mounted) <i>Additional Cost for Electrical</i> |
| | Interactive Board - Promethean (as noted on page 20 of the state template) | School | \$ 2,780 (mounted) <i>Additional Cost for Electrical</i> |
| Professional Development | | | |
| | Description of Resources | Funding Source | Available Amount |
| | Training available as detailed on the district <i>Professional Development Calendar and Registration System</i> , substitute coverage provided. | District, <i>Enhancing Education Through Technology (EETT)</i> grant | No cost to schools |
| Instructional Materials | | | |
| | Description of Resources | Funding Source | Available Amount |
| | Mathematics Consumables - Scott Foresman, Harcourt, Macmillan, Houghton Mifflin (Grades K-2) | Instructional Materials Categorical | \$ 24.94 per student |
| | Intensive Reading (FCAT Levels 1 & 2) - | ARRA Funds | \$49.50 per student |

| | | | |
|--|--|---|----------------------|
| | Voyager (Grades K-5) | | |
| | Intensive Reading (FCAT Levels 1 & 2) Voyager, Sopris West (Grades 6-8) | ARRA Funds | \$43.99 per student |
| | Intensive Reading (FCAT Levels 1 & 2) - Glencoe, National Geographic Hampton Brown (Grades 9-12) | ARRA Funds | \$41.49 per student |
| | Developmental ESOL - National Geographic Hampton Brown (Grades 6-8) | Title III Funds | \$89.00 per student |
| | Developmental ESOL - National Geographic Hampton Brown (Grades 9- 12) | Instructional Materials Categorical | \$73.60 per student |
| | Elementary Reading - Houghton Mifflin (Grade 2) | Instructional Materials Categorical | \$79.00 per student |
| | Reading Consumables - Houghton Mifflin (Grades K-1) | Instructional Materials Categorical | \$8.67 per students |
| | New Grades - Reading, Math, and Science - Various publishers (Grades K-5) | Instructional Materials Categorical | \$242.65 per student |
| | New Schools - Reading, Math, and Science - Various publishers (Grades K-5) | Instructional Materials Categorical | \$242.65 per student |
| | New Grades - Language Arts, Math, and Science - Various publishers (Grades 6-8) | Instructional Materials Categorical | per student |
| | New Schools - Language Arts, Math, and Science - Various publishers (Grades 6-8) | Instructional Materials Categorical | per student |
| | New Grades - Language Arts, Math, and Science - Various publishers (Grades 9- 12) | Instructional Materials Categorical | per student |
| | New Schools - Language Arts, Math, and Science - Various publishers (Grades 9- 12) | Instructional Materials Categorical | per student |

Location 9609 Division of Bilingual Education and World Languages

| ESOL Software | | | |
|---------------|--|----------------|---|
| | Description of Resources | Funding Source | Yearly Costs |
| | Waterford Early Reading, Mathematics, and Science Program (Grades K-3) | District | \$45.00 per student (Upgrade for 42 schools paid by Title III) |
| | Imagine Learning English Program (Grades K-5) | District | \$150.00 per student (Annual licenses for 8 elementary schools paid by Title III) |
| | Brainchild (Grades 2-12) | District | \$75.00 per student (purchased for 26 schools using Title III) |
| | Compass Odyssey | District | \$35.00 per student (purchased for 39 schools using Title III) |
| | Compass Odyssey | District | \$60,000.00 (cost for renewal of Partnered Agreement paid by Title III) |
| | TeenBiz/Achieve 3000 | District | \$34.00 per student (Annual licenses for 22,000 students paid by Title III) |

DRAFT

APPENDIX IX
ENGLISH AS A SECOND LANGUAGE

Miami-Dade County Public School

School Improvement Plan Suggested Action Steps

Elementary Language Arts/Reading/ESOL

| Content Clusters | Action Steps |
|---|--|
| <p>Selected sample strategies below taken from: M-DCPS ESOL Strategies Matrix APPENDIX A-B: http://bilingual.dadeschools.net/BEWL/pdfs/ESOL_Strategies_Matrix.pdf</p> | |
| Cluster 1: Words and Phrases in Context | |
| LA.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. | C16 Focus on Key Vocabulary C22 Word Banks/Vocabulary Notebooks G1 Heritage Language/English Dictionary |
| Cluster 2: Main Idea, Plot, and Purpose | |
| LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. | B1 Brainstorming C1 Activate Prior Knowledge D10 Summarizing |
| LA.A.2.2.2 Identifies the author's purpose in a simple text. (Includes LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.) | C6 Use Task Cards C42 Think/Pair/Share D7 Reading Response Journal/Log |
| LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story. | B6 Role-play C36 Story Maps C55 Buddy/Partner Reading |
| Cluster 3: Comparisons and Cause/Effect | |
| LA.A.2.2.7 Recognizes the use of comparison and contrast in a text. | B9 Think Aloud C35 Venn Diagrams E7 Realia (concrete objects)/Manipulatives |
| LA.E.1.2.3 Knows the similarities and differences among the characters, settings, and events presented in various texts. | A5 Use Illustrations/Diagrams C8 Vary the complexity of assignment (Differentiated Instruction (DI)) E1 Audio Books |
| LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.) | A2 Modeling C30 Reciprocal Teaching D11 Writing Prompts |
| Cluster 4: Reference and Research | |
| LA.A.2.2.8 Selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.) | B2 Cooperative Learning (Group Reports/Projects) C38 Reading for a Specific Purpose E8 Visuals (Charts/Pictures/Graphs) |

Miami-Dade County Public School

School Improvement Plan Suggested Action Steps

Secondary Language Arts/Reading/ESOL

| Cluster 1: Words and Phrases in Context | Action Steps http://bilingual.dadeschools.net/BEWL/pdfs/ESOL_Strategies_Matrix.pdf |
|---|--|
| LA.A.1.3.2 Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns | C16 Focus on Key Vocabulary C17 Vocabulary with Context Clues C18 Vocabulary Improvement Strategy (VIS) C19 Use Multiple Meaning Words C20 Interactive Word Walls C21 Use of Cognates C22 Word Banks/Vocabulary Notebooks |
| Cluster 2: Main Idea, Plot and Purpose | Action Steps |
| LA.A.2.3.1 Determines the main idea or essential message in a text and identifies the relevant details and facts and patterns of organization | A6 Use Simple, Direct Language C25 Graphic Organizers C26 Semantic Mapping E8 Visuals (Charts/Pictures/Graphs) |
| LA.A.2.3.2 Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning | B8 Teacher/Student/Modeling B9 Think Aloud C15 Explain Key Concepts |
| LA.E. 2.3.1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line | C1 Activate Prior Knowledge C14 Chunking C36 Story Maps |
| Cluster 3: Comparisons and Cause/Effect | Action Steps |
| LA.A.2.2.7 Recognizes the use of comparison and contrast in a text | C30 Reciprocal Teaching C31 Context Clues C35 Venn Diagrams |
| LA.E.2.2.1 Recognizes cause-and effect relationships in literary texts [Applies to fiction, poetry, and drama.] | C52 Note Taking/ Outline Notes C53 Survey/Question/Read/Recite/Review C5 Question-Answer-Relationship (QAR) C6 Use Task Cards |
| Cluster 4: Reference and Research | Action Steps |
| LA.A.2.3.5 Locates organizes and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real world task. | B2 Cooperative Learning (Group Reports/Projects) C38 Reading for a Specific Purpose C34 Captioning |
| LA.A.2.3.8 Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. | D3 Illustrating and Labeling A5 Use Illustrations and Diagrams C23 Timelines |