

<p><b>EXPOSITORY READING / WRITING</b></p> <ol style="list-style-type: none"> <li>1. An interdisciplinary learning community of teachers will re/learn and then utilize strategies to improve the instruction of expository reading and writing.</li> <li>2. Students will demonstrate an increased use of expository reading and writing skills in all content areas.</li> </ol>	<p><b>HOW WILL ACHIEVEMENT BE MEASURED?</b></p> <ol style="list-style-type: none"> <li>1a. Teachers' reading strategy and/or writing process lesson plans will be collected after each of six implementation cycles.</li> <li>1b. Teachers' end of the year survey results will indicate success of dialogue, inservice, and successful implementation of strategies throughout the year.</li> <li>2a. Student work samples, collected after each implementation cycle, will indicate increased achievement in expository reading and writing.</li> <li>2b. Scores in expository reading will increase as indicated by AIMS. <i>(If the writing prompt for AIMS writing is expository, results will indicate student success.)</i></li> </ol>
<p><b>FUNCTIONAL READING / WRITING</b></p> <ol style="list-style-type: none"> <li>1. An interdisciplinary learning community of teachers will re/learn and then utilize strategies to improve the instruction of functional reading and writing.</li> <li>2. Students will demonstrate an increased use of functional reading and writing skills in all content areas.</li> </ol>	<p><b>HOW WILL ACHIEVEMENT BE MEASURED?</b></p> <ol style="list-style-type: none"> <li>1a. Learning community members will record in front of individual binders the assignments and reflections of the dialogue and inservice activities.</li> <li>1b. Teachers' reading strategy and/or writing process lesson plans will be collected after each of six implementation cycles.</li> <li>1c. Teachers' end of the year survey results will indicate success of dialogue, inservice, and successful implementation of strategies throughout the year.</li> <li>2a. Student work samples, collected after each implementation cycle, will indicate increased achievement in functional reading and writing.</li> <li>2b. Scores in functional reading will increase as indicated by AIMS. <i>(If the writing prompt for AIMS writing is functional, results will indicate student success.)</i></li> </ol>
<p><b>PERSUASIVE READING / WRITING</b></p> <ol style="list-style-type: none"> <li>1. An interdisciplinary learning community of teachers will re/learn and then utilize strategies to improve the instruction of persuasive reading and writing.</li> <li>2. Students will demonstrate an increased use of persuasive reading and writing skills in all content areas.</li> </ol>	<p><b>HOW WILL ACHIEVEMENT BE MEASURED?</b></p> <ol style="list-style-type: none"> <li>1a. Teachers' reading strategy and/or writing process lesson plans will be collected after each of six implementation cycles.</li> <li>1b. Teachers' end of the year survey results will indicate success of dialogue, inservice, and successful implementation of strategies throughout the year.</li> <li>2a. Student work samples, collected after each implementation cycle, will indicate increased achievement in persuasive reading and writing.</li> <li>2b. Scores in persuasive reading will increase as indicated by AIMS. <i>(If the writing prompt for AIMS writing is persuasive, results will indicate student success.)</i></li> </ol>
<p><b>MATHEMATICS</b></p> <ol style="list-style-type: none"> <li>1. Analyze individual teacher AIMS data by strand and concept, and quarter grades.</li> <li>2. Differentiate instruction in Sheltered Algebra to teach in "block" versus one hour math/one hour study hall.</li> <li>3. Move AIMS Review from Algebra to Geometry.</li> <li>4. Algebra will pilot common assessment problems on quarter assessments, and learn strategies from teachers whose students do well on them.</li> </ol>	<p><b>HOW WILL ACHIEVEMENT BE MEASURED?</b></p> <ol style="list-style-type: none"> <li>1. Rank teachers in comparison with other teachers in the department regarding AIMS scores and quarter grades.</li> <li>2. The number of students who are successful in Sheltered Algebra will increase.</li> <li>3. The geometry calendar will reflect a review schedule; the Algebra calendar will reflect time dedicated to meeting algebra performance objectives. This curriculum will be implemented 2010-2011.</li> <li>4. Data indicate students' achievement level; teachers will collaborate about best practices to increase achievement.</li> </ol>
<p><b>VOCABULARY</b></p> <ol style="list-style-type: none"> <li>1. An interdisciplinary learning community of teachers will use the Marzano vocabulary methods in order to increase student achievement</li> <li>2. Students will demonstrate increased understanding of content area vocabulary by using the Marzano methods.</li> </ol>	<p><b>HOW WILL ACHIEVEMENT BE MEASURED?</b></p> <ol style="list-style-type: none"> <li>1a. Teachers' Marzano vocabulary lesson plans/activities, as well as student work samples, will be collected from each teacher.</li> <li>1b. Teachers' end of the year survey results will indicate success of dialogue, inservice, and successful implementation of strategies throughout the year.</li> <li>2. Pre- and post- strategy use data will be gathered from each classroom determine growth in student vocabulary comprehension.</li> </ol>