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Heller, Joan; Curtis, Deborah; Jaffe, Rebecca and Verboncouer, Carol (2005). "Impact of Handheld Graphing Calculator Use on Student Achievement in Algebra 1."

Interactive Educational Systems Design (IESD), Inc. (2003). Using Handheld Graphing Technology in Secondary Mathematics: What Scientifically Based Research Has to Say.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from focused training on how to teach with new mathematics hardware and software.	Professional Learning			09/02/2014	06/30/2015	\$16950	Title I Schoolwide	All mathematics instructors

Activity - Proficiency Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and a graphing calculator usage proficiency assessment and administer it as a pre and post test to gauge student understanding, retention and mastery of new technology within the classroom.	Monitor			09/02/2014	06/30/2015	\$0	No Funding Required	All mathematics instructors

Activity - Mathematics Progress Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will administer a comprehensive standardized pre and post test to all math students as a tool to measure overall efficacy of the Teaching with Technology Strategy.	Evaluation			09/02/2014	06/30/2015	\$2000	Title I Schoolwide	All mathematics instructors

Goal 4: Science Improvement

Measurable Objective 1:

30% of Eleventh grade students will demonstrate a proficiency on state standardized assessments in Science by 06/30/2015 as measured by MME/ACT standardized tests..

Strategy 1:

Classroom Interventions - Teachers will continuously modify and improve upon instruction through teaching strategies that are monitored and enhanced with collection and analysis of relevant classroom data.

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"How Data Can Help: Putting Information to Work to Raise Student Achievement." Jane

Armstrong and Katy Anthes. American School Board Journal, November 2001.

"Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers." Nancy Protheroe. ERS Spectrum, Summer 2001.

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"Uses and Abuses of Data." Nancy Love. ENC Focus, electronic version, Volume 10, Number 1.

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will provide students with differentiated instruction within all Mathematics classes based on individual needs.	Other			09/02/2014	06/30/2015	\$3428	Section 31a, Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Para-Professionals.
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Activity - Sheltered Instruction Observation Protocol (SIOP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate instructional strategies that assist with the English Language Learner (ELL Student) within the classroom on a consistent basis. SIOP promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	Other			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Science Instructors

Activity - Common Formative and Summative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer common formative and summative assessments, which will allow the faculty to make data-driven decisions regarding the learning needs of the student.	Other			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Science Instructors

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and content specialists will assess collected data based on specific content area standards and recommend individuals for additional instruction whether that be within or outside of the classroom; before, during or after the school day.	Other			09/02/2014	06/30/2015	\$500	Title I Schoolwide	All Science Staff, including Teachers, Support Staff and Para-Professionals.

Strategy 2:

Critically Read and Analyze Scientific Literature - Teachers will teach students to critically read and analyze scientific literature to enhance reading skills and a better understanding in science. Teachers will assess quarterly to determine the progress.

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Llewellyn, D. (2002). Inquiry within: Implementing inquiry-based science standards. Thousand Oaks, CA: Corwin Press.

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Marshall, J. C., Horton, B., Smart, J., & Llewellyn, D. (2008). EQUIP: Electronic Quality of Inquiry Protocol.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benefit from, focused training on, and how to teach through Scientific Inquiry.	Professional Learning			09/02/2014	06/30/2015	\$15000	Title I Schoolwide	All Science Instructors

Activity - Pre-Post Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science Teachers will administer an ACT style pre/post test to all science students as a tool to measure overall effectiveness of the Teaching through Inquiry Strategy.	Other			09/02/2014	06/30/2015	\$0	No Funding Required	All Science Instructors.

Activity - Scientific Inquiry	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate lessons to teach students to create, read, and analyze lab reports to enhance scientific inquiry skills. Teachers will have students complete a minimum of two lab reports per year as a means to assess their growth.	Other			09/02/2014	06/30/2015	\$0	No Funding Required	All Science Instructors

Activity - At Risk Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department specific support staff member that addresses our At-Risk population by assisting students that are identified through our Teacher driven RTI process.	Other			09/02/2014	06/30/2015	\$20000	Section 31a	Teachers and support staff personal.