Campus:	Content Area	a: Reading	Grade:	
Statement of Need:	percent of students sco	ored below grade level on ored below grade level on ored below 70% on high-s	standardized reading tes	
Objective:				
Students will appl during focused le     Students will come exercises     Teachers will use     Students will work software according assessment data     Centers will include Multiple Intelligent developmental state     Concepts will be a manipulative and     Concepts will be a questioning by us question stems     Specific strategies	appropriate terminology  k with computer/ computer labing to instructional goals and  de materials appropriate for ces and the various ages of students reinforced with a variety of learning-styles-based materials reinforced with higher-order sing higher-order thinking  s of problem solving, i.e., "Draw Out", "Simplify", "Make a	tests will be use     Activities in Cen     assignments	natted materials and d weekly ter and Homework sing hands-on, Multiple sed projects pups completing r will extend and g er Portfolio	Monitoring Process  Center products will be evidence of mastery of objective  Teacher Observation  Minutes from Planning Team sessions  Student products will be evaluated with rubrics  Classroom Improvement Plan/ Campus Improvement Plan Walk Through  Individual student Profile Folder will contain Portfolio Assessment Forms

Campus:	Content Area: E	nglish/ Grammar Grade:		
Statement of Need:	<ul> <li>percent of students scored below grade level on informal English test.</li> <li>percent of students scored below grade level on standardized English test.</li> </ul>			
	<u> </u>	cored less than 70% on high-stakes multiple-choice tes		
Objective:	<ul> <li>90% of students will pass an informal English test.</li> <li>90% of students will pass a standardized-format English test.</li> <li>90% of students will pass a high-stakes-format multiple-choice English test.</li> <li>90% of students will pass an informal grammar and punctuation test.</li> </ul>			
Pri	ority Strategies	Specific Activities	<b>Monitoring Process</b>	
Students wexercises     Teachers well ab software and assess     Centers will for Multiple development     Concepts we manipulative materials     Concepts well assess	I include materials appropriate Intelligences and the various Inte	<ul> <li>Activities in Center and Homework assignments</li> <li>High-stakes-formatted materials and tests will be used weekly</li> <li>Manipulatives using hands-on projects</li> <li>Cooperative Groups completing projects</li> <li>Student- Teacher portfolio conferences</li> <li>Computer center will extend and integrate learning</li> </ul>	<ul> <li>Center products will be evidence of mastery of objective</li> <li>Student products will be evaluated with rubrics</li> <li>Teacher Observation</li> <li>Minutes of Planning Team sessions</li> <li>Individual student Profile Folder will contain Portfolio Assessment Forms</li> <li>Classroom Improvement Plan/ Campus Improvement Plan Walk Through</li> </ul>	
thinking que  Specific stra "Draw a Pic	tioning by using higher-order estion stems ategies of problem solving, i.e., cture", "Act it Out", "Simplify", able", "Guess and Check"			

Problem Solving Process will be displayed in class

Campus:	Content Area: M	ath Grade:			
Statement of Need:	<ul> <li>percent of students scored below grade level on informal math test.</li> <li>percent of students scored below grade level on standardized math test.</li> </ul>				
	percent of students scored below 70% on high-stakes math practice test.				
Objective:	90% of students will pass an informal math test.     90% of students will pass a standardized-format math test.     90% of students will pass a high-stakes-format math test.				
P	riority Strategies	Specific Activities	Monitoring Process		
Students process d     Students exercises     Teachers     Students software a and asses     Centers w for Multiple developm     Concepts manipulat     Concepts order que thinking q     Specific semanipulate success s	will apply daily problem solving during focused lessons will complete Daily Oral Math will use appropriate terminology will work with computer lab according to instructional goals assment data will include materials appropriate le Intelligences and the various mental stages of students will be reinforced with a variety of	<ul> <li>Activities in Center and Homework assignments</li> <li>High-stakes-formatted materials a will be used weekly</li> <li>Math tub activities</li> <li>Manipulatives using hands-on proceed to Cooperative Groups completing proceed to Computer center will extend and learning</li> <li>Student- Teacher portfolio conferior</li> </ul>	Center products will be evidence of mastery of objective      Teacher Observation     Individual student Profile Folder will contain Portfolio Assessment Forms      Student products will be evaluated with rubrics     Minutes of Planning Team sessions     Classroom Improvement Plan/ Campus		

<ul> <li>Math problems will be integrated in other content-area classes and projects</li> </ul>	

Campus:	Content Area: W	riting Grade:			
Statement of Need:  Objective:	percent of students scored below grade level on informal writing test percent of students scored below grade level on standardized writing test percent of students scored below 70% on high-stakes writing practice test.  igetive:  • 90% of students will pass and informal writing test. • 90% of students will pass a standardized-format writing test. • 90% of students will pass a high-stakes-format writing test.				
Students process d     Teachers     Students software a and asses     Centers w for Multipl developm     Concepts manipulat     Concepts order que thinking q     Specific s "Draw a F "Make a T Problem S in class     Writing ac	will apply daily problem solving luring focused lessons will use appropriate terminology will work with computer lab according to instructional goals asment data will include materials appropriate le Intelligences and the various aental stages of students will be reinforced with a variety of cives will be reinforced with higher-estioning by using higher-order uestion stems trategies of problem solving, i.e., Picture", "Act it Out", "Simplify", Table", "Guess and Check" Solving Process will be displayed	Specific Activities  Activities in Center and Homework assignments  High-stakes-formatted materials and will be used weekly  Computer center will extend and intelearning  Hands-on projects will tap student experiences  Cooperative Groups completing projets Student-Teacher portfolio conferences	Minutes of Planning Team sessions     Student products evaluated with rubrics     Individual student Profile Folder will contain Portfolio Assessment Forms     Classroom Improvement Plan/ Campus Improvement Plan Walk Through		