

## DIPLOMAT Middle Goal Setting Chart

<p><b><i>ELA % Meets/ Exceeds</i></b></p> <p>16-17: 61 (60) (64)            Goal 17-18: 69  <i>Increase: 8</i></p>	<p><b><i>ELA % Learning Gains</i></b></p> <p>16-17: 61 (63) (n/a)            Goal 17-18: 69  <i>Increase: 8</i></p>	<p><b><i>ELA % Lowest 25% Learning Gains</i></b></p> <p>16-17: 48 (51) (n/a)            Goal 17-18: 57  <i>Increase: 9</i></p>
<p><b><i>Math % Meets/ Exceeds</i></b></p> <p>16-17: 58 (55) (61)            Goal 17-18: 64  <i>Increase: 6</i></p>	<p><b><i>Math % Learning Gains</i></b></p> <p>16-17: 56 (43) (n/a)            Goal 17-18: 64  <i>Increase: 8</i></p>	<p><b><i>Math % Lowest 25% Learning Gains</i></b></p> <p>16-17: 47 (35) (n/a)            Goal 17-18: 55  <i>Increase: 8</i></p>
<p><b><i>Science % Meets/ Exceeds</i></b></p> <p>16-17: 54 (53) (57)            Goal 17-18: 62  <i>Increase: 8</i></p>	<p><b><i>Social Studies % Meets/ Exceeds</i></b></p> <p>16-17: 67 (75) (74)            Goal 17-18: 77  <i>Increase: 10</i></p>	<p><b><i>Total</i></b></p> <p>16-17: 515 (57%) 492 (55%)            Goal 17-18: 580 (64%)  <i>Increase: 65</i>            (63 acceleration points are included as well)</p>

SAC meeting was schedule for August 28<sup>th</sup> and postponed due to school closure. The new date is September 11<sup>th</sup>. We will review the goals and strategies on that date.

## Please identify your strategies to improve student achievement in the following areas:

### ELA

1. Double-blocked for ELA- they will receive 335 minutes of instruction each week, 67 minutes per day.
2. Required reading class.
3. Students will participate in baseline writing, reading, and math exams. The data from these exams will be analyzed by both the teachers and the students to identify strengths and areas of need.
4. A benchmark exam in USATestPrep will also be used to develop individual learning paths.
5. The results of the above exams will drive instruction, standards-based bell ringers, vocabulary work, exit tickets, common formative assessments, and data tracking.
6. The RACE, TNT, and Yellow + Blue = Green strategies are being used and shared with all departments. (Restate, Answer, Cite, Explain / Type, Number, Topic)
7. A common organizer is also used with all students (reading chart) to teach them how to organize evidence from multiple sources.
8. Focus on vocabulary practice – Vocabutoons, the Frayer Model, and graphic organizers.
9. The reading coach will work closely with Science, Social Studies, Math, and Elective teachers on identifying and using appropriate reading strategies within their curriculum.

### Math

1. Double blocked periods. All math students in math classes every day which provides 335 minutes per week of extended math practice and investigation.
2. MTSS students blocked together. Small classes and ability grouping will provide best opportunity for these students to gain missing knowledge.
3. Bell ringers utilized as a way to track previously taught standards and assessed on a weekly basis.
4. Standards tracking using STAR data.
5. Common planning in PLCs to help develop the best possible methods for teaching standards to students. Teachers share best practices with peers in effort to determine most effective method of presenting standards to the students.
6. Essential-Power- Standards identified and targeted.
7. Writing in mathematics, adopted as a way to enhance conceptual understanding of Standards.
8. Reading strategies incorporated to teach students about pulling information from texts and supplemental resources.
9. Vocabulary stressed to increase understanding of concepts.
10. Technology usage increased department-wide in various ways. Tutorials and data tracking.
11. Algebra Nation utilized as supplemental resource to enhance learning.
12. After school tutoring provided on a need basis
13. Homework help offered for students having difficulty grasping standards.
14. Professional development requested and attended.

## Science

1. 8<sup>th</sup> Grade Science is double blocked, students receive 335 minutes of instruction per week
2. Vocabulary work – prefix, suffix, root, morphology (meaning of whole words while identifying the meanings of the word parts, and how they are used in different subjects).
3. Context clues to identify the meanings of vocabulary.
4. Work on inference to determine correct meanings based on sentence/statement.
5. Research and citing evidence from articles, the textbooks, books, websites to support ideas.
6. Summarizing articles or passages to identify meaning.
7. Working with the reading coach to determine best reading strategies to use in science classrooms.
8. Encourage reading for pleasure by assigning reading after tests and activities.

## Social Studies

1. Civics is double blocked
2. Civics teachers implementing a daily vocabulary activity: Identify key words and main idea in definitions; list synonyms and antonyms; create a definition using your own words; create a drawing for vocabulary words; quiz every other Friday; Tic-Tac-Toe vocabulary(differentiated activities)
3. Integration of primary source documents –students read and rewrite...Constitution, Declaration of Independence.
4. Think-Pair-Share assignments. Think for themselves, work with partner, share for accuracy.
5. Websites resources used to reinforce learning and practice skills for the EOC: Florida Joint Center for Citizenship, ICIVICS, and Civics 360.
6. EOC tutoring after school.
7. Grade level competitions—highest class average grade at the end of each QTR receives an award.
8. Contact parents for positive parentlinks, phone messages, and emails.
9. Contact parents when students fall behind.
10. Students will prepare and compete, by teacher assignment, for the school championship. Jeopardy setting using all Civics categories.