



Instructional Coaches Academy (iCAD)

Next Meeting: 3/8/11 Miami Jackson Senior

Announcements

- ✓ **Schoolwide Benchmark LA.910.1.7.4** The student will identify cause-and-effect relationships in text
- ✓ **School Wide Benchmark: 2/21/12-3/2/12** - Benchmark LA.910.1.7.3 Focus on: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. (heavily tested in 2010, especially inference) Language Arts/Reading will focus on LA910 2.1.5 (descriptive language) & 2.1.7 (elements of plot)

Stay the course, continue to push high level instruction do not be tempted to abandon curriculum for "crunchtime activities!" Do continue to expose and scaffold students to grade level text and strategically target deficiencies through purposeful small group instruction and interventions.

- ✓ **ETO-Intervention/Enrichment Plan must be monitored and make sure students are moved as they progress in the groups.**

Assessments

- ✓ **Make sure students know the importance and relevance of every assessment they are taking:**
- ✓ **STAR Testing begins should be completed use the data-pull the Growth report for student data chats and the screening report for another layer on student interventions. STAR testing has to be done in a 30 day window this was not the case. In the future please work strategically with the media specialists to ensure this occurs. Please share all the results with Social Studies, Freshman Experience, English, Reading and JROTC-Please assist Media Specialists to make sure this happens. Some of you have not logged into the system. Remember the goal is 75% participation and 75% Success Index-Students passing quizzes at 85% or higher. If you have to "inspect what you expect."**
- ✓ **March Monthly**
- ✓ **Teachers and Students NEED to own their data! Please make sure data chats have occurred with students and teachers. DATA NEEDS TO BE USED TO DRIVE INSTRUCTION!** Teachers must have their data and item spec planning cards during common planning in order to plan effectively.
- ✓ **We still need tighter common planning. Everything evolves from here.**
- ✓ **COMMON PLANNING** should focus on these topics; there should be a final product at the closing of each meeting... Assist and facilitate, administration should be in common planning. This is getting better keep pushing quality lesson planning. We are still seeing some weak lessons come out of common planning that are staying at the prerequisite or identify level of the benchmark.
- ✓ **Mid-Year Instructional reviews have started. Make sure you are revisiting the action steps from the first IR.**

To receive credit: At the May Coaches Meeting you must bring in your "Record of Services Binder"-artifacts of the work you have completed: Logs, Lesson Study Cycle Logs, Professional Development Agendas, Common Planning Note-Taking/Note-Making, etc..

High Schools

Booker T. Washington
Homestead
Miami Carol City
Miami Central
Miami Edison
Miami Jackson
Miami Norland
Miami Northwestern
Miami Southridge
North Miami

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- ✓ *Big ticket items include: Use of data to drive instruction, rigor, Higher Order Questions, active reading strategies, student accountability talk, authentic writing, exemplar-grade level student work posted with explicit and corrective feedback. Student work folders with authentic writing and grade level work. Evidence of the framework in Reading, English, Social Studies, Creative Writing and Freshman Experience.*

Things to Consider:

- ✓ Major concerns with Plugged Into-Teachers are not releasing to students, we are not seeing evidence of the Literature Circle and Power Strategy group titles being used. You have to provide coaching support to teachers for this to happen.
- ✓ Are the standards driving the instruction? **The text should not drive the instruction, the benchmark should drive the instruction!** ! Do the students understand the purpose?
- ✓ We are seeing more students actively talking to each other about what they are learning? "Student accountability talk"
- ✓ Are all students cross curricular involved in authentic writing related to the content? Keep pushing
- ✓ Are the EQ's higher order? Is the EQ aligned to the standard and to the text? Seeing better evidence of this.
- ✓ Accelerated Reader!!!! Are students using it? Are they getting 85% or higher correct on the quizzes. Is someone checking the website frequently? Progress should be discussed with teachers, students and LLT. Is the literacy team meeting to monitor the AR Plan and data? Invite staff, City Year, students and parents to be a part of the LLT.
- ✓ Are there word walls/theme charts in all classrooms? How are teachers using them? Is there evidence that the words are being infused into student work?
- ✓ Are content area teachers infusing literacy strategies?
- ✓ Continue to push for Saturday School attendance. Use the ETO curriculum from the DVD. Think outside the box, be creative so students will be motivated to attend. Share best practice
- ✓ Continue pushing Computer Based testing Practice for 10th and 11th grades. Use the FCAT Explorer passages that were sent. Set on edusoft online test to record answers.

Upcoming Professional Development

- ✓ **3-8-11--Next ICADS-Miami Jackson Senior**

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January/February
Continue pushing Accelerated Reader through independent reading in the Literacy classes.
Establish AR goals based on the 2 nd STAR results.
Ensure 10 th and 11 th grade students are getting ample time on the computer with FCAT Explorer word documents and the online Mcdougal-Litell to practice for the CBT.
Continue with the Saturday Academy and ensure the ETO curriculum is being implemented with fidelity.
Assist teachers in setting a schedule to progress monitor Level 1 & 2 students utilizing the TRE grade level passages and the phonics inventory as needed. (20 Instructional Days after AP2)
Assist teachers in conducting data chats with the students.
Review data from the FAIR, EFolio, Interim, STAR and compare it to the prior data. Review data with teachers during common planning and work to devise strategies to approach regressors, students making minimal gains and address benchmarks and FAIR areas that are consistently below mastery.
Use data from the Interim, EFOLIO and FAIR data to realign the work of the interventionists (if needed)
Continue Writing Camps for 10 th grade students.
Continue to monitor the interventionists and the intervention program
Plan workshops/camps for writing and reading students

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