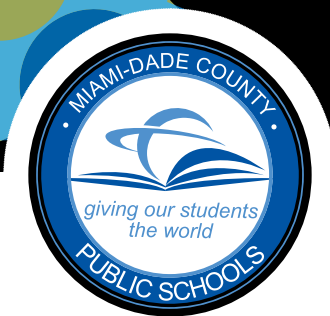
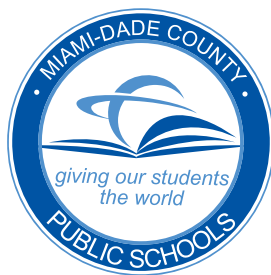


KNOWLEDGE TO GO PLACES:

An Education Plan for the 3rd Millennium
2010-2012



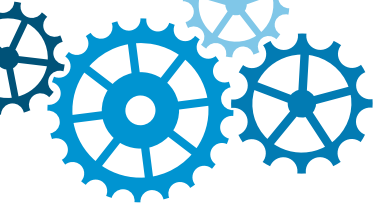


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EXECUTIVE SUMMARY

The mission of educational systems is to provide a quality education that develops the content knowledge, skills and attitudes that enable all students to reach their maximum potential. This challenge is compounded as schools prepare students to compete in the global economy by becoming life-long learners that can adapt and remain competitive in an ever changing and dynamic environment.

Education, one of the four pillars in the Miami-Dade County Public Schools' 2009-2014 Strategic Plan, reflects the following far reaching goals:

- Provide for the education of all students
- Raise achievement of all students to world-class standards
- Maximize each student's strengths to meet their full potential
- Develop the whole child
- Enable students to successfully transition into postsecondary living and contribute to society

Meeting the goal of raising achievement will be accomplished when each student succeeds academically, personally, and civically as measured by:

- Demonstrating age/grade level appropriate knowledge mastery
- Having a post-secondary plan
- Graduating
- Successfully entering the workforce or higher education arena

The foundation of the 2010-2012 Education Plan is based on the following three tenets:

Excellence: Every student is provided with a world-class education

Equity: An equitable allocation of resources based on student needs

Efficiency: Uniform teaching standards, high expectations, quality resources, and support

The challenge of preparing students for the third millennium in the face of shrinking resources presents the opportunity to re-examine the implementation of the core curriculum, teaching and learning resources, and deployment of professional development and in-class support. The Education Plan presents a more streamlined and results-oriented approach that focuses on all teachers delivering the core curriculum effectively so that expectations for what students should learn are consistent across all schools. Complementing the core curriculum are a suite of essential learning resources including the pacing guides, instructional focus calendars, lessons plans, core interventions, and technology tools.

Experience and current research demonstrate that quality instruction is the key to student learning and performance. Teachers must be sufficiently knowledgeable about the content they teach to make learning real, relevant, and challenging for every student. Therefore, targeted and sustained professional development, coupled with in-class support, is critical as a means of building teacher capacity. The Education Plan delineates a tiered approach for providing professional development and in-class support through the strategic deployment of District/Region support staff to schools based on the State's Differentiated Accountability designation with the schools in most need getting the highest concentration of support.

The Education Plan builds on past success while articulating a more comprehensive, consistent, and coordinated approach to the implementation of the curriculum across all schools. It leverages the collegial efforts of District, Region, and school-level administrators and support personnel to ensure that Miami-Dade County Public Schools delivers a world-class curriculum to each and every student in the District in 2010-2012.

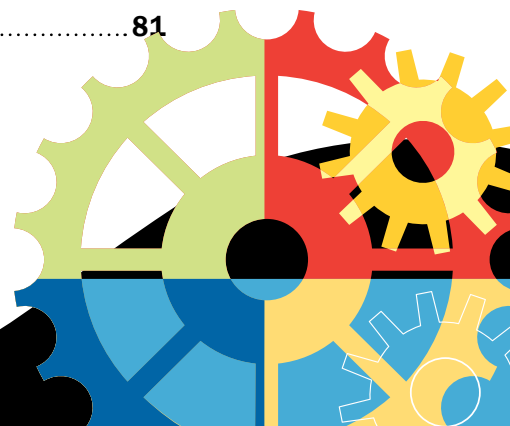




MIAMI-DADE COUNTY PUBLIC SCHOOLS EDUCATION PLAN 2010-2012

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OVERVIEW OF DISTRICT CURRICULUM

In formal education, a **curriculum** is the set of courses, and their content, offered at a school or in a school district. As an idea, **curriculum** stems from the Latin word for race course, referring to the course of activities and experiences through which children grow to become mature adults.

In the 1990's as a response to The Secretary's Commission on Achieving Necessary Skills (SCANS), a special report for America 2000, the District developed the Competency-Based Curriculum (CBC). The CBC identifies the most essential enabling objectives needed to demonstrate proficiency in performing identified competencies. It aligns curriculum and instruction, develops a different view of assessing student learning, and targets high-performing learning outcomes which are critical to applying knowledge both now and in the future. It includes greater rigor in coursework and increased student performance expectations and incorporates state-of-the-art teaching strategies. The curriculum is designed to guide teachers, to suggest active teaching strategies/techniques, and to empower teachers to make professional judgments about specific procedures and instructional materials to use in helping students perform the intended outcomes. The subject area curriculum documents were developed by teams of teachers, and others, identified as outstanding in their areas of expertise. The curriculum continues to be updated as necessary to align with changing State and National Standards.

The CBC includes all the current requirements of the State of Florida Department of Education and is correlated and aligned to the Sunshine State Standards, where applicable. In many areas, the CBC exceeds State standards and requirements. It is a living document that is updated as new State and/or Federal requirements emerge. The CBC can be accessed at

<http://www2.dadeschools.net/students/cbc/index.asp>

CORE CONTENT

Language Arts/Reading Curriculum: The CBC for Language Arts, the K-12 Comprehensive Research-based Reading Plan (K-12 CRRP), and the District Pacing Guides which are aligned with the Sunshine State Standards guide instruction in Language Arts and Reading classes in grades K-12. The integration of these documents provides teachers with guidance to ensure that all students

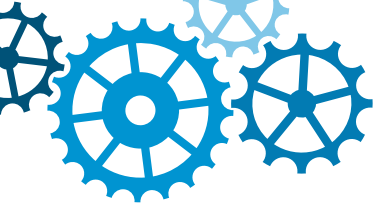
receive instruction that will enable them to become literate, life-long, self-directed learners who can compete in a global economy. All teachers are supported by a cadre of more than four hundred highly-qualified reading coaches who model lessons, analyze data, and provide professional development in research-based literacy. Instructional content in reading is based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, and the use of authentic literature and nonfiction texts. The framework for teaching reading and language arts includes the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. Additionally, the students in language arts and reading classes are supported by technology-based focused interventions centered on students' needs. <http://languageartsreading.dadeschools.net>

Mathematics Curriculum: The mathematics curriculum is designed to enrich the mathematical experiences of both teachers and students. It builds on fundamental mathematical strands and integrates mathematics into other subject areas. The curriculum is based upon an extensive body of research on how students learn mathematics and provides opportunities for all students to develop mathematical proficiency. The Next Generation Sunshine State Standards (NGSSS), the District Pacing Guides, and the Common Core Standards delineate what mathematics students need to know and be able to do. These documents provide the blueprint for rigorous content in mathematics for students in grades K – 12.

Early childhood mathematics provides a foundation for future mathematics learning through hands-on, real-world activities. Elementary mathematics reflects State and District requirements while requiring sixty minutes of uninterrupted, daily mathematics instruction. Students in grades 6, 7, and 8 enroll in annual courses in mathematics. Middle grades students interested in pursuing a more challenging program of study may enroll in middle school advanced or high school-level Honors mathematics courses. Senior high school students complete Algebra I, Geometry, Algebra II, and one additional higher-level mathematics course. Students interested in challenging themselves are encouraged to enroll in Pre-AP/Honors and Advanced Placement courses in mathematics.

The following principles guide Mathematics Instructional Design for Teaching and Learning Mathematics: learning requires the active participation of the student, people learn in a variety of ways and at different rates, and learning is both an individual and a group process. Teachers focus instruction on the meaningful development of essential mathematical ideas as outlined in District, State, and National standards. New concepts and skills are developed through real-world problem-solving opportunities. Cooperative learning enables small groups of students to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning. Whole group collaboration follows with discussion of the specific concepts, connections, and predictions. As students develop their numeracy skills and concepts, they become more confident and motivated in the expression of their mathematical ability. They learn to enjoy and value mathematics, think analytically, and understand the role of mathematics in everyday life. <http://math.dadeschools.net>

Science Curriculum: The M-DCPS' K-12 Comprehensive Science Plan provides a curriculum and instruction guide for science teachers. The Pacing Guides, designed for grades K – 12, are the foundation of the K-12 Comprehensive Science Plan. The Pacing Guides represent a scope and sequence of the subject and cover each of the four assessed science clusters in depth (i.e., Earth/Space, Life/Environmental, Physical/Chemical, and Scientific Thinking.) Additionally, they are aligned



to the Sunshine State Standards (1996) and the Next Generation Sunshine State Standards (2008). A research-based instructional model based on Bybee's Five E's (Engage, Explore, Explain, Evaluate, and Extend) is used to direct teachers and their students through the scientific process with the use of essential, higher-order, critical thinking strategies in the development of hands-on, inquiry-based investigations. <http://science.dadeschools.net/>

Social Studies Curriculum: Using District-developed curriculum, which is aligned to the Sunshine State Standards, to guide instruction, social studies teachers provide students in grades K-12 with the content, concepts, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. At each grade level, students are provided opportunities to learn and apply the lessons from the study of history, geography, political science, and economics. Helping students to develop a global perspective and an appreciation of cultures other than their own is also emphasized throughout the K-12 instructional program. A wide range of co-curricular programs and academic enrichment activities are offered for students.

Exemplary social studies teachers use a variety of teaching methods, instructional materials, and evaluative techniques to achieve program goals and to actively engage students in their learning. Additionally, an effective social studies teacher must:

- Integrate critical thinking and reading and writing skills throughout the curriculum
- Promote multicultural appreciation
- Emphasize geography and current events throughout the curriculum
- Emphasize a global perspective
- Encourage the examination of controversial issues
- Assist students in conducting research
- Utilize technology to enhance the instructional program

Support for the elementary social studies instructional program and for the approximately 1,000 secondary social studies teachers in the District is provided by staff in the Division of Social Sciences and Life Skills. Staff supports the social studies instructional program by:

- Providing direct instructional support for social studies teachers and school administrators
- Developing and distributing high-quality curriculum support materials
- Providing professional development for teachers and administrators
- Providing co-curricular and academic enrichment activities for students
- Maintaining a current and meaningful website with instructional and programmatic resources

<http://socialsciences.dadeschools.net>

Bilingual Education And World Languages Curriculum: Specialized programs are offered where the goal is to produce students who can communicate orally and in writing in English and in another language with proficiency commensurate with their experiential and educational level, age, interests, and who can interact effectively with groups using those languages. Each program is designed to support one or more of the following major goals:

Goal I All students who are English Language Learners (ELL) shall participate in programs designed to enable such students to communicate and function successfully in English in an academic environment.

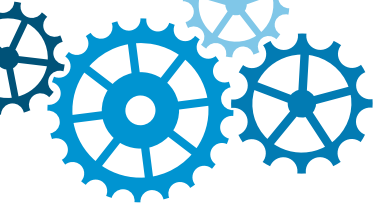
Goal II All students shall have the opportunity and shall be strongly urged to participate in programs designed to enable them to communicate and function successfully in an environment where Spanish or another world language is used.

These programs include: English for Speakers of Other Languages (ESOL) (two hours daily), a language arts/reading program which includes listening comprehension, oral expression, pronunciation, reading, and writing, as it supports the skills and concepts presented in the regular language arts curriculum; Curriculum Content in the Home Language (CCHL/BCC) in which instruction in the home language is taught in the curriculum area (i.e., social sciences, science, and mathematics) with the same instructional objectives as are implemented in the regular curriculum in English; and Home Language Assistance Program which provides tutorial services in mathematics, science, social sciences, and computer literacy to all English Language Learners (ELL), regardless of their language proficiency.

Programs in Spanish are offered at all elementary schools (150 minutes weekly). Spanish is provided for students learning Spanish as a new language. Spanish for Spanish Speakers is provided for students who already have fluency in the language and wish to develop skills in Spanish. Haitian-Creole Language Arts is offered at the elementary level to all Haitian origin students who are ELLs and students may elect to continue participating after exit from the ESOL program.

In secondary schools, world language offerings consist of programs in a wide range of languages, such as Chinese, French, German, Haitian-Creole, Hebrew, Italian, Latin, Russian, Japanese, Portuguese, and Spanish. In the case of Spanish, two distinct types of programs are offered: (1) Spanish as a Foreign Language (Spanish FL) for students who are not fluent in Spanish, and (2) Spanish for Spanish Speakers (Spanish-S) for students who are native speakers of the language or other students whose proficiency in Spanish allows them to profit from the program. All modern language courses emphasize functional communication skills within contexts appropriate to the culture(s).

Multilingual (Multicultural) Education: A growing awareness at the local, national, and international levels of the importance of multilingual skills has resulted in placing a very high priority on the acquisition of language competencies in education policy. The educational models of the 21st century must provide opportunities for all students to acquire the multilingual and multicultural skills that will empower them to meet the challenges of an increasingly borderless and interdependent world. In 2007, the School Board re-established, for the third time, an Ad Hoc Multilingual Task Force. The findings of the Task Force supported the recommendations of previous Task Forces that recognized the need to increase the language proficiency of students in languages other than English.



The School Board of Miami-Dade County, Florida, has historically supported quality language programs District-wide and created new initiatives building on successful practices and the most current research. Recognizing the need to increase students' proficiency in world languages, the District supports the principle that learning a second language, starting in kindergarten and continuing with a sequential program up to grade 12, is an essential part of preparing students academically and socially to compete in a global economy. A world class curriculum must include communication skills in world languages as part of the core academic subjects.

The District has aggressively implemented dual-language programs at all grade levels. This is an educational approach that provides literacy instruction and content instruction to all students in English and another language. The major goals of this program are (1) to increase the number of bilingual and bi-literate students; (2) to provide opportunities and experiences to meet the needs of a diverse student population; and (3) to prepare students to meet the demands for a multilingual workforce. The Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS) programs provide one to three hours of daily literacy and content instruction in the target language. <http://bilingual.dadeschools.net>

Special Education K-12 Programs: A variety of programs and services to meet the diverse needs of students with disabilities are offered in schools. The instructional program for students with disabilities is aligned to the Competency-Based Curriculum (CBC), Sunshine State Standards (SSS), SSS Access Points, and the Individual Educational Plan (IEP) thus providing ample opportunities to learn and achieve individual outcomes. Instruction with accommodations supports the pathways delineated in the IEP with annual yearly assessment in either the Florida Comprehensive Assessment Test (FCAT) or Florida Alternate Assessment.

There are a variety of programs available to serve students with Autism Spectrum Disorders, Emotional/Behavioral Disabilities, Intellectual Disabilities, Physically Impaired, Other Health Impaired, Specific Learning Disabilities, Speech and Language Impaired, Dual Sensory Impaired, Deaf and Hard of Hearing, and Visually Impaired. The District offers a continuum of services with delivery options in the least restrictive environment for students with disabilities.

Students may receive related services such as physical and occupational therapy, counseling, nursing services, and assistive technology to access a free and appropriate public education. The goals of the Division of Special Education are for all students with disabilities to achieve standards and graduate with a positive outcome thus becoming productive members of the community and workforce. Great efforts and achievements have been made in expanding and sustaining inclusive practices, and developing programmatic options for students in their home or proximity schools.

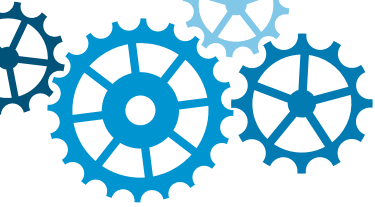
A wide array of vocational programs are also available for students ages 14-22 such as Community-Based Instruction, Student Managed In-School Businesses, Project Victory, Diversified Cooperative Training, Project Access to College and Community Enrollments in Preparation for Transition (ACCEPT), Project Building Recreational Independence and Developing Gateways to Employment (Bridge), Project Search, and many other programs in collaboration with community agencies.

ELECTIVES

Curriculum in the Arts: The arts curricula is outlined in the Competency-Based Curriculum (CBC). Music and Visual Art are required subjects in grades K – 5. At the secondary level, Theatre Arts, Dance, Visual Arts, Music, and a myriad of arts-related courses are offered as electives. Authentic assessment is one of the focal points of the curriculum. This assessment is offered through a series of festivals, art exhibitions, and performances such as the Celebration of Great Bands, National Scholastic Art Exhibition, Superintendent’s Dance Showcase, and the Superintendent’s Theatre Arts Showcase. <http://divisionoflifeskills.dadeschools.net>

Music Programs: The Music Education Program is designed to meet the needs of all the students in the District. The CBC objectives focus on music literacy, expressive and stylistic characteristics, technique, forms and structures, personal/social musical development, and lifelong learning. Music instruction is part of a required instructional program for all students in elementary school. This includes basic musicianship, special interest groups, and interdisciplinary components. Students in grades 7 through 12 may select from 140 elective music courses including general music, music theory, Advanced Placement Music Theory, and performance classes such as band, chorus, orchestra, jazz band, keyboard, and guitar. It is the goal of the music program at every school to assure that students are musically literate, knowledgeable of the basic concepts of music, capable of making music alone or in groups, able to make informed judgments about music performances, aware of the role and contribution of the music of the cultures in our community and society in general, and equipped to make decisions about how they may wish to use music in their lives.

Visual Arts Programs: Art education programs follow the CBC and are based on State and National visual arts standards. The art curriculum objectives focus on four components: Aesthetic and Critical Inquiry, Cultural and Historical Context, Studio Skills, and Personal Development. The components introduce students to historical facets of art, social studies, art movements, artists, studio skills, cross-curricular technique, a variety of media, personal development, and basic instruction about art and how it uniquely presents or reflects through time. Students in grades 2 through 12 are required to produce a minimum of twelve works of original art, have the ability to manipulate a variety of media, apply the elements of art and principles of design, demonstrate good craftsmanship in a variety of works of art, and maintain a journal of ideas as they relate to art. The program encompasses courses such as: art history, drawing, painting, photography, printmaking, computer graphics, sculpture, design, and ceramics. Film, Website Design and other career-based courses have been added to meet the demands of the design industry. Authentic assessment is provided through numerous District-wide exhibitions open to all students. It is important for students to become life-long museum attendees and, in order to achieve this goal, a School-Based Museum Education Program involving approximately 15,000 students per year on curriculum-based tours through 15 museums and galleries has been developed.



Theatre Arts Programs: Theatre arts courses in M-DCPS provide unique opportunities for socialization, language development, and collaborative creative expression. The curriculum consists of theatre history, theatre techniques, literature, acting, and the business of theatre. Emphasis in the process of creating original drama and musical theatre pieces, which deliver a structure within which young people can learn to communicate and collaborate, are integral to the program. Our teachers facilitate this process and enable all students in this diverse District to collaborate, cooperate, and reach new levels of awareness, tolerance, and understanding. Through the theatre curriculum in the schools, students are motivated to think creatively and become articulate problem solvers. Authentic assessment opportunities through the District One Act Festival and the Superintendent's Theatre Arts Showcase are available to all students enrolled in these courses. Curriculum-based field experiences, where students attend local plays and theatrical programs, are a major component of the theatre program in schools.

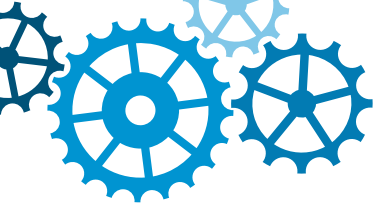
Dance Programs: Continued artistic expression is stressed in the dance program and students create their own choreography within the framework of the CBC. This elective is often a springboard to a professional career, especially when the dance classes are offered as part of the Talent Magnet Programs/Schools. Dance has long been a strong elective for students in middle and high school. Students learn how to manage, organize, budget their time, think creatively, solve problems, compare and contrast dance styles and companies, work collaboratively, and assess their own and their peers' work. They participate in authentic assessment through the Superintendent's Dance Showcase Adjudication and Performance, and Student Choreography Adjudication and Performance. The physical activity of dance also helps combat the obesity epidemic facing our students. Dance courses include Dance Technique, Choreography/Performance, Dance Repertory, Kinesiology, Aesthetics, History, and Career Preparation at the high-school level. Middle school students may participate in Middle/Junior Dance which includes technical skills in various styles of dance as well as in dance conditioning.

Talent Magnet Programs: Talent Magnet Programs/Schools identify students who are talented in a specific art form: dance, music, theatre arts, visual arts, photography, graphic arts, or broadcast arts. The curriculum is accelerated in each of these disciplines and requires the student be able to work at a skill level far beyond that of his peers in regular arts programs. Students in these programs earn State and National awards as well as summer and college scholarships to renowned programs. Talent Magnet Programs begin in grade 3 and progress through high school. Students must audition for middle school programs after having completed elementary programs. Students must audition for high school programs after having completed middle school programs. Auditions are talent-based and are administered through live auditions and portfolio reviews. M-DCPS presently provides 19 talent magnet programs. Two high school programs, New World School of the Arts (NWSA), and Design and Architecture Senior High School (DASH), are stand-alone schools with an extended day and each admits fewer than 500 students.

Career and Technical Education Curriculum: Career Technical Education (CTE) curricula include planning, developing, and implementing career education in middle and senior high schools, regional technical centers, alternative high schools, and adult schools. A CTE program of study (POS) is a multi-year sequence of courses that integrate knowledge leading to higher levels of skill attainment through a curriculum organized around a unifying career theme. The POS provides students with a pathway including articulated course credit to postsecondary education with a career by detailing academic and occupational competencies. The programs (i.e., Business Technology, Agriscience, Health Science, Marketing, Technology Education, Industrial Education, Diversified, Family Consumer Sciences, and Public Service) are aligned to the 16 Career Clusters delineated by the U.S. Department of Education. Through Career Pathways, the programs offer a sequence of courses that provide students coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. Research-based professional development with instructional strategies such as contextual teaching, differentiated instruction, horizontal and vertical curriculum alignment, and the continuous improvement model have been incorporated into all areas of study. CTE facilitates higher-order reasoning, problem-solving, technical skill proficiency, and results in an industry-recognized credential, a certificate, or an associate degree. Courses in the following 16 career clusters are offered in the District: Agriculture, Food and Natural Resources; Arts, A/V Technology and Communications; Architecture and Construction; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mathematics; and Transportation, Distribution and Logistics. <http://dcte.dadeschools.net>

Physical Education and Health Curriculum: Physical education provides students the opportunity to attain their optimal level of fitness while participating in a continuous, carefully planned program of physical fitness activities. These physical activities are essential for developing physical, mental, emotional, and social skills. Through participation, students develop interests and skills that promote and encourage lifetime fitness for daily living. Physical education is an integral part of the total M-DCPS curriculum. Physical education shares with all disciplines the aim of providing a well-balanced program of learning experiences which will assist all students in achieving the broad goals of education. The curriculum in physical education is aligned with the Next Generation Sunshine State Standards, the National Standards for Physical Education, and the SCANS Report. The curriculum helps to develop in all students a level of personal fitness commensurate with individual capabilities and to provide students with the opportunity to develop positive self concepts. Improving both the cognitive and affective level of understanding of health concepts relating to changes in body status resulting from physically active lifestyles is an essential part of the curriculum. Student learning in the areas of physical education and health literacy is measured through authentic and formal assessment. Students in K-8 are required to participate in the program each year. In grades 9-12, it is offered as an elective with one credit of instruction required during any grade level to meet the high school graduation requirement and one semester of Physical Education in each of the three years in middle school (6,7, and 8) is required. <http://pe.dadeschools.net>

Gifted Education Programs, K-12: These programs provide qualitatively different programs designed to meet the needs of gifted students. A gifted student is defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance.



Eligibility under State Board Rule includes a documented need for the program, a majority of gifted characteristics, and an intelligence quotient in the superior range. Additional eligibility criteria are available for limited English proficient students and students from low socio-economic status families.

Delivery Models for Gifted Education

- *Elementary Content Pull-out (K-5/6)* - students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects (Mathematics, Science, Social Studies, and/or Language Arts/Reading). All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- *Full-time (K-5/6)* - students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- *Middle School Gifted Programs (6-8)* - offer gifted content area courses (Mathematics, Science, Social Studies, and/or Language Arts/English) and/or State-approved middle school gifted elective courses. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- *Senior High Gifted Programs (9-12)* - offer gifted content area courses (Honors and/or Advanced Placement) and/or State-approved high school gifted elective courses. All of the students in the gifted course are eligible for gifted services and the teacher is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.
- *Senior High Gifted Consultation (9-12)* - *general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate, or other rigorous programs.*

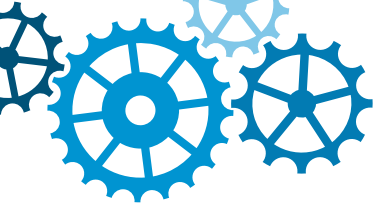
Advanced Academics: Advanced academic programs provide curriculum that is tailored to students' cognitive and affective needs and strives to promote experiences that intensify learning to better prepare students for the workplace while providing equity and access to all students. Advanced learners flourish because teachers support high expectations with a rigorous curriculum. Through open-ended assignments, flexible grouping, differentiated instruction, challenging instructional materials, and enrichment opportunities, M-DCPS provides a rich advanced learner environment designed to challenge the students to work to their potential.

Through the Division of Mathematics, Science, and Advanced Academic Programs, the mission is to nurture academically talented students through programs that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative. Specifically, the Division strives to:

- Promote experiences that replace, supplement, or extend learning opportunities through differentiated pedagogy
- Facilitate student access to appropriate learning opportunities in advanced programs, especially for underrepresented groups
- Increase student achievement through the acquisition of enhanced thinking and problem-solving skills
- Provide multiple opportunities to acquire and apply knowledge, to communicate effectively in other languages, to develop a multicultural perspective of the world, and to acknowledge and act in accordance with the cultural ethics of a given community
- Promote acceleration and enrichment of able students through the use of investigative and shared inquiry skills
- Promote the individual pursuit of special interests and development of academic talents

Guidelines for District Priority Programs (DPP) and Florida Department of Education (FLDOE) have identified specific procedures for student identification as per State Statute and School Board Rule regarding Honors, Advanced Placement, Dual Enrollment, and International Baccalaureate (Chapter 1011, Section 62 (n), Chapter 1007.35, Chapter 1007.271, Chapter 1007.235, Chapter 1007.27, Chapter 1007.272, Chapter 1011, Section 62 (l), 6Gx13-5B-1.04.) The following programs are offered to all advanced learners in M-DCPS:

- *Teaching Enrichment Activities to Minorities (TEAM)* – This DPP is designed to provide for the instruction of higher-order thinking skills to students within predominantly minority-populated schools in a full-time classroom setting. TEAM integrates thinking skills instruction within all subject areas to strengthen the thinking processes of students.
- *Advanced* – This program is available in all middle schools throughout the District. Advanced courses accelerate instructional pacing of the curriculum in order to broaden the scope. They offer excellent preparation for students advancing into Honors and Advanced Placement courses.
- *Honors* – This designated credit course is available in most middle schools and all senior high schools throughout the District. These courses are accelerated from the regular school curriculum and provide additional rigor, depth, and complexity.
- *Advanced Placement (AP)* – The College Board's Advanced Placement Program enables students to pursue college-level studies while still in high school. Thirty-four courses in 19 subject areas are offered. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both, for college.
- *Dual Enrollment* - This program provides students the opportunity to enroll in college courses while still in high school. Students who qualify may enroll in a college course, and the tuition and textbook cost is waived for the student. Upon completion of the course, the credit earned can be used towards fulfillment of a high school graduation requirement, and can also be used as college credit.



- *International Baccalaureate (IB) Diploma Program* - At the senior high level, this liberal arts curriculum is designed to promote understanding of global citizenship, encouraging students to become critical and compassionate thinkers and informed participants in local and world affairs. Programs are comprised of advanced courses in grades 9 and 10, followed in grades 11 and 12 by two years of courses that lead to advanced standing in universities throughout the United States.
- *Cambridge (AICE)* – This program offers advanced curricula in diverse subject areas for high school students. The Cambridge program provides challenging curricula for highly-motivated and academically-talented students. In addition, the programs engage students in relating the experience of the classroom to the realities of the world outside.

<http://advancedacademicprograms.dadeschools.net>

ADULT/POST-SECONDARY CAREER TECHNICAL EDUCATION

Adult General Education

Among the endemic challenges facing the Miami-Dade County community are adult illiteracy and the need for English language acquisition by non-native speakers. In addition to the need for basic literacy and high school completion support for these adult learners, there are a number of high school students who fail courses or who arrive in the District with educational deficiencies or interrupted schooling histories. These students can avail themselves of the support offered through the adult general education program, and significant numbers do so.

The adult general education programs serve as a safety net to help both adult learners, many of whom are parents of students in the K-12 program, and struggling high school students reach their full potential. Over 100,000 students are served each year through the twenty-one (21) adult education centers which operate at hundreds of sites across the District, including locations at high schools, middle schools, elementary schools, libraries, and churches. In 2007-2008, 95.6% of the students served through the adult basic education program were minorities and 66% were foreign born.

Among the most critically necessary courses offered through the adult general education program are those in the areas of English for Speakers of Other Languages (ESOL), Adult Basic Education, High School Completion, GED Preparation, and Citizenship. Because the nature and needs of the adult learner differ significantly from those of children, the adult education curriculum is largely centered on and driven by the learner, with small-group interaction and competency-based instruction being the norm. The foundation of the adult education program incorporates key andragogical (as contrasted with pedagogical) principles such as high relevance through the direct integration of instruction with work settings, the use of realia to support instruction, and a focus on learner-based outcomes. This type of focused instruction often leads to students progressing several grade-level equivalencies in reading, mathematics, and language in a matter of months.

Post-Secondary Career Technical Education

Placing students in meaningful employment is not just a desirable outcome for Post-Secondary Career Education Programs, but, rather, an instructional requirement built into the program. The District integrates direct linkages to industry partners in a variety of instructional programs which are modeled after the secondary programs but which are more intensely focused on building employability through quick-response training and attainment of industry certifications for adult learners. Over 10,000 students are served yearly in Post-Secondary Career Education Programs.

The District offers apprenticeship programs, which guarantee job placement as the instruction occurs, for more than 1,000 adult students in the fields of Electrical, Plumbing, Heating and A/C, Insulation, Sheet Metal, and Masonry. Program areas for general instruction mirror secondary programs, with specializations in the Health Occupations, industry-certified Honda and Toyota Automotive Technician programs, Truck Driver Training, and one of the few Avionics and Power Plant training programs in the State.

Program success is reflected in the job placement rate. The State Department of Education (DOE) reported a total job placement rate of 79% in 2007-08 for the District based on actual employment data (79% of students who completed their training were found to be employed or in higher education).

NEXT GENERATION SUNSHINE STATE STANDARDS

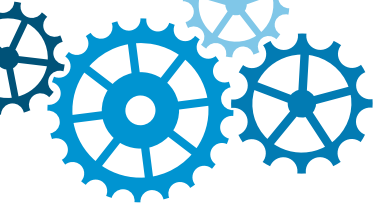
The Next Generation Sunshine State Standards (NGSSS) for mathematics are organized by grade level for grades K-8 and by Bodies of Knowledge for grades 9 -12. These new standards define the content, knowledge, and abilities that a Florida K-12 student is expected to know and be able to do at the end of each grade level or course. Additionally, they provide clear guidance to teachers for depth of knowledge and instructional goals. Standards at each of the K-8 grade levels consist of three Big Ideas and a varying number of Supporting Ideas. Supporting Ideas provide connections between topics at different grade levels. The high school standards are organized into familiar Bodies of Knowledge: Algebra, Discrete Mathematics, Financial Literacy, Geometry, Trigonometry, Calculus, Probability, and Statistics. These Bodies of Knowledge do not comprise courses. Standards and benchmarks are pulled from various Bodies of Knowledge in order to create specific courses in mathematics at the secondary level. The K-8 Big Ideas/Supporting Ideas and the high school Bodies of Knowledge will provide students with an opportunity to understand, learn, and apply mathematics in the global world. The pacing guides for grades 3 – 8, Algebra I, and Geometry contain a column for the NGSSS.

The Next Generation Sunshine State Standards (NGSSS) for science are organized into eighteen (18) Big Ideas threaded throughout all grade levels that build in rigor and depth as students advance. Each grade level includes benchmarks from the four Bodies of Knowledge (Nature of Science, Life Science, Earth Science, and Physical Science). The rollout of the NGSSS for science will occur over a four-year cycle, 2008 – 2011. In 2008 – 2009, an awareness of the new standards for all grades was provided and the pacing guides included both the current SSS and the NGSSS. In subsequent years, as students are tested on the new standards, Pacing Guides will include only the NGSSS. This replacement will occur as follows:

2009 - 2010 - Grades K, 1, 2, 3, 6, 9

2010 - 2011 - Grades 4, 7, 10

2011 - 2012 - Grades 5, 8, 11



The Sunshine State Standards for language arts provide direction for student learning of reading and language arts content and processes. In 2005, first revisions of the Sunshine State Standards began, and in 2006, the six-year review and revise cycle was approved by the State Board of Education. Transition and first year of implementation to the newly revised standards began. The New Sunshine State Standards for Reading and Language Arts define content, knowledge, and abilities that students in K-12 are expected to know and are able to do at the end of each grade level or course. They provide clear guidance to teachers for depth of knowledge and instructional goals. In 2008-2009, the Senate Bill 1908 instructed the State Department of Education to review the New Sunshine State Standards for Reading and Language Arts and replace them with the NGSSS. This process is underway and the standards are being currently reviewed. The NGSSS standards was adopted in 2009.

The Next Generation Sunshine State Standards for Social Studies (NGSSS-SS) include the benchmarks, summaries, and access points per grade level for grades K-6 and are organized by subject area for grades 9-12. Although the new NGSSS-SS still are centered around common social studies categories or themes such as world geography, American and world history, civics or government, and economics, the NGSSS-SS identifies specific benchmarks for each grade level for grades K-8 and for each subject (World History, American History, Government, and Economics) for senior high schools. The NGSSS-SS will be fully implemented by the school year 2012-2013.

When looking at the NGSSS-SS, benchmarks are categorized into the following strands: geography, world or American history depending on the grade level, civics or government, and economics. The following working titles provide insight into the broad topics that will be taught per grade level under the NGSSS-SS:

- K Living, Learning and Working Together
- 1st Our Community and Beyond
- 2nd Who We Are as Americans
- 3rd The United States Regions and Its Neighbors
- 4th Florida Studies
- 5th United States History (Exploration to 1850)
- 6th World History/Ancient Civilizations
- 7th Civics/US Government
- 8th American History: Exploration to 1877
- 9th World History: 1500 to the Present
- 11th American History: 1900 to the Present
- 12th American Government/Economics

If one were to review the standards per grade level and per subject, one can easily see that the two most impacted grade levels will undoubtedly be 6th grade and 9th grade. Currently, the required course in Miami-Dade County Public Schools for sixth graders in social studies is World Geography. Under the NGSSS-SS, although world geography will still be emphasized, content is more heavily concentrated on world history and specifically, the time periods of early civilizations through the Middle Ages. These changes will also impact 9th grade World History teachers given that the NGSSS-SS emphasizes the content where the sixth grade curriculum leaves off- Renaissance through Modern Times. Looking further down the road, it is imperative that social studies teachers begin to familiarize themselves with the new standards and start to infuse them into their instruction where and when appropriate.

LEARNING IN THE DIGITAL AGE

“People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including...rapid changes in technology tools...and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology...” (Partnership for 21st Century Skills Framework, 2009).

Our students live in a digital world and a global society, and so must be prepared for the challenges of a dynamic, digital world. A recent survey by the National School Boards Association found that 50 percent of students with online access say they use social networking services, such as Facebook and MySpace, to communicate specifically about schoolwork. Students also reported building their own Web sites or online profiles, creating their own content or characters, sharing virtual objects such as images and videos, and participating in collaborative projects online. While students are among the most enthusiastic and able technology users and embrace technology, technology is still used sparingly in schools, rather than as a critical component of all educational operations (*Maximizing the Impact: The Pivotal Role of Technology in a 21st Century System, 2007*).

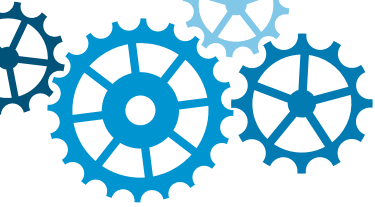
The national technology standards set by the International Society for Technology in Education (ISTE) and by the Partnership for 21st Century Skills focus on the following four goals which support the four pillars of the District’s Strategic Goals:

- Creativity and innovation
- Communication and collaboration
- Critical thinking, problem solving, and decision making
- Digital citizenship

Utilization of Technology in M-DCPS: Currently, M-DCPS utilizes technology in a variety of ways including:

- Core and supplementary technology-based interventions in core subject areas
- 24/7 applications for remediation, acceleration, and enrichment that truly extend *Learning Beyond the Bell*
- Online access to textbooks, instructional materials, and library research databases
- Organization of learning resources: lessons plans, Pacing Guides, and Instructional Focus Calendars on the *Learning Village*
- National industry-based certification programs (i.e., CISCO, Microsoft, and programming languages)
- Online professional development courses for teachers and administrators
- Podcasts for *Learning on the Go*
- Full-time and part-time virtual schooling options

Technology Integration: Additionally, the District, through its professional development efforts, emphasizes the need for all teachers to integrate technology into their classroom instruction to the extent possible to foster creative thinking with the vision that technology can be used comprehensively and purposefully to support students in mastering the full range of what they need to learn. The goal



is to integrate technology as a fundamental building block of the curriculum and ensure that our students are globally aware, civically engaged, and fluent in information, media and technology skills. For example, multimedia applications and Internet resources can help students visualize, explore and master core academic concepts. Students can use technology to dig deeply into research topics, work with others to shape their own projects and present their knowledge creatively.

Technology is “an enabling force behind globalization, knowledge work and entrepreneurship” (Technology in Schools: What the Research Says, 2006). Technology integration will provide students with rich and ample opportunities to use modern technologies in school, outside of classroom walls and beyond the school day. When appropriately and creatively used, technology can impact every aspect of the school from curriculum delivery to content creation and community collaboration.

Virtual Education

M-DCPS Options: Over the past decade, virtual education, in its contemporary form of asynchronous, computer-generated interaction between a teacher and students over the Internet, has grown from a novelty to an established mode of education that recent statistics indicate may provide all or part of formal schooling for nearly one in every 50 students in the United States. M-DCPS provides several options for distance learning or virtual schooling to students.

Online Secondary Courses: For several years, students have been able to enroll in online secondary courses through the Miami-Dade Virtual School (M-DVS) or the Florida Virtual School (FLVS), on a part-time basis. M-DVS is the District’s part-time supplemental program. The school opened in 2003 and offers high school courses for students seeking additional course work and/or credit recovery. Courses are franchised from Florida Virtual School and are taught by M-DCPS teachers. Students in need of a computer to matriculate are loaned laptops from the District. M-DVS is funded through the Enhancing Education Through Technology grant.

Additionally, students can take courses directly with FLVS. FLVS offers a wide array of middle and high school courses. FLVS was founded in 1997 and was the country’s first, state-wide Internet-based public high school. All teachers hold Florida teaching certificates. Students must be enrolled in a public or private school or be registered with the District’s home education office to participate in FLVS courses.

Miami-Dade Online Academy: In August, 2009, the District opened the Miami-Dade Online Academy (MDO) which enables K-12 students to enroll full-time in the District’s online school. Students interested in a full-time online program can enroll in MDO. MDO offers a full K-12 curriculum, and all courses are offered online. Students apply through the District’s Choice Application process, which is available from October 1 through January 15 each school year. As per state statute, students seeking admission had to attend a Florida public school the previous year and be reported for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys to be eligible for MDO. MDO is funded through the Florida Education Finance Program (FEFP) and funding is based on successful promotion for elementary (K-5) students and successful completion for secondary (6-12) students. Computers and internet stipends are available upon request for students on free or reduced lunch. Additional information on MDO can be found at <http://mdo.dadeschools.net/>



DISTRICT-WIDE IMPLEMENTATION OF CORE CURRICULUM

The Office of Curriculum and Instruction (C & I), is committed to improving academic standards and student performance throughout the District. Based on the varied levels of performance found in schools, it is evident that support can no longer be relegated to only the schools with the lowest performance. The key to increased student achievement lies with the District's ability to maximize all resources towards a common goal. With that in mind, realignment of resources and collaboration among District, Regional Centers, and Education Transformation Office (ETO) staff in analyzing data and creating common action plans is critical.

To positively impact student achievement across all schools, the consistent implementation of the core curriculum within the context of the Florida Continuous Improvement Model (FCIM) is essential. To this end, District and Regional Center administrators collaborated on the development of the template for the Pacing Guides and Instructional Focus Calendars that are required in the District Managed, Intervene, and Correct II "D" and "F" schools. These tools are also available as a resource for all other schools. In addition, lessons plans were developed by subject area administrators. All of these materials are aligned to the District-wide administration of the interim assessments and the grade-level State assessment. The consistent implementation of the core curriculum will maximize the impact of professional development provided and deployment of support personnel to schools.

Implementation of District Curriculum

The effective implementation of the curriculum is dependent on several factors. One of the most important is the creation and nurturing of a classroom culture and environment that is conducive to learning. To that end, the District is committed to fostering a school and community climate where education can flourish.

RESPONSE TO INSTRUCTION/INTERVENTION:

A Framework for Data-Based Instructional Delivery

In June of 2008, the Florida Department of Education released the Statewide Response to Instruction/Intervention (RtI) Implementation Plan with the intent that RtI would "promote schoolwide practices that align with and accelerate our collective efforts to ensure the highest possible student achievement in both academic and behavioral pursuits." In addition, following the 2004 reauthorization of the federal "Individuals with Disabilities Education Act," Florida began requiring RtI to be used as the

process for determining eligibility for students with learning disabilities on July 1, 2010. With that in mind, Rtl becomes the framework that guides the delivery of the curriculum District-wide.

Rtl is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions.

Multi-Tier System of Instruction/Intervention

Rtl follows the premise that all students need to progress at a rate that corresponds to at least one year's growth for every year of instruction. Therefore, an indicator of high-quality instruction would be equivalent to most of the students in a school progressing at that rate without need for additional intervention. In Rtl this level of support is described as "Core Instruction" or Tier 1, and includes the use of the Instructional Focus Calendar and small-group differentiated instruction to meet students' varied needs.

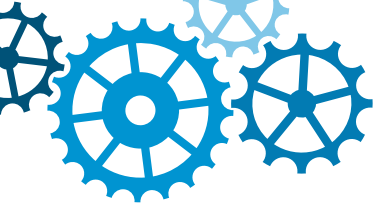
For those students who begin a school year already behind in key academic areas such as reading or language, and who require additional (supplemental) intervention to achieve "catch up growth," it is imperative to provide that support as early as possible, in order to help those students to eventually meet expectations. Therefore, Tier 2 includes intervention, usually delivered in small groups, outside of core instruction, that provides additional time engaged in mastering specific skills. Successful Tier 2 interventions should allow most students (approximately 70% of students receiving Tier 2 support) to progress at a rate that allows for catch up growth.

For a small number of students, effective Tier 1 and Tier 2 supports are insufficient to allow them to catch up and meet expectations. For those students, intensive, individualized intervention plans are developed, implemented, monitored, and revised as needed. Because there are many reasons why students might fail to respond to Tier 2 interventions, the level of problem solving needed to determine the particular barrier to the child being successful may well be rigorous. For some children receiving these Tier 3 interventions, the process of developing and monitoring intervention might lead to a determination that they require special education. For all students that require Tier 3 intervention, the Rtl process of monitoring and revising intervention as needed, continues until it is no longer needed.

Data Types and Purposes

Rtl requires the effective use of data for the following purposes:

- Screening data identifies students who are already in need of or likely will need Tier 2 intervention.
- Diagnostic data specifies core instructional focus and core differentiated instruction focus, and specifies Tier 2 and Tier 3 intervention focus.
- Progress monitoring measures rate of learning across time for groups or individuals and is used to maximize instruction and intervention outcomes. Progress monitoring helps determine adjustments to the level (Tier) of support needed for students.



Problem Solving

A four-step problem-solving process is used to plan and revise instruction and intervention. Each step includes critical activities.

1. Problem Identification

Gap analysis is conducted to determine the amount of progress that needs to occur in a given amount of time to move groups of or individual students to benchmark.

2. Problem Analysis

The problem-solving team generates hypotheses to identify potential reasons for students not meeting academic or behavioral benchmarks.

Data are used to verify that potential hypotheses are viable reasons for students not meeting benchmarks, prior to intervention development.

3. Intervention Development

Detailed action plans are developed or revised to help students move closer to meeting academic and benchmarks.

4. Evaluation of Response

Progress monitoring data are collected and compared to goals set during problem identification to determine if instruction or intervention is effective at moving groups or individuals to benchmark. Instruction/intervention is revised if necessary.

PACING GUIDES

Development of District Pacing Guides

Staff, within the core content areas of Language Arts/Reading, Mathematics, and Science, has aligned State Standards and essential curricular content to instructional materials and resources. Each discipline has developed content-specific pacing guides which set expectations for student performance at K-12 levels, for the 2010-2011 school year. The District Pacing Guides support the following goals to:

- Assist teachers with implementing the Standards
- Address issues of pacing to ensure that all State Standards are being addressed and that curriculum, in full, is being covered
- Improve usage of curriculum programs with fidelity and improve quality and continuity of instruction
- Provide consistency and uniformity at both school-site level and District-wide for increased rigor and equity of instruction for all students
- Address issues which arise due to student mobility within the District
- Ensure that the necessary content included in the grade-level State assessment is addressed

- Allow teachers to be in close instructional proximity of one another through the orderly, systematic use of Pacing Guides by grade levels, though styles and use of materials may vary
- Foster collaborative planning and increased rigor of instruction leading to improved student achievement

Language Arts/Reading, Mathematics, and Science used a common template to develop District Pacing Guides which are course-specific by grade level. The guides can be accessed, downloaded, and printed through the C & I website: <http://curriculum.dadeschools.net>

Areas included in the guide are the appropriate pacing or time frame in which instruction is to occur, the Standard covered, main topic or theme, the curricular content which is the instructional focus, old and new or Next Generation Sunshine State Standards (NGSSS), Essential Content, Objectives, Instructional Tools. Additional support for ELL and SPED students is also aligned to the guides. Some variation occurs based on curriculum content and timelines of the implementation of NGSSS.

These guides have been developed through a collaborative effort by teachers, department chair persons, Regional and Differentiated Accountability curriculum support specialists, District supervisors, and administrative directors. Additionally, during the planning phase, the required elements and format of the District Pacing Guides were discussed at length with Regional Center Administrative Directors to ensure that school needs would be met through this document and that all parties involved would be in agreement as to the function and use of the District Pacing Guides.

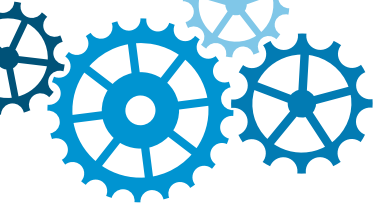
General Format for
Language Arts/Reading,
Mathematics, and Science

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

Grade Level or Course Title		Course Code	
STRAND/BODY OF KNOWLEDGE	PACING		DATE(S)
	Traditional	# of Days	Date Range
	Block		

TOPIC: Specifies the Curriculum Content Area

Next Generation Sunshine State Standard(s)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
Lists the Next Generation Sunshine State Standard(s) to be covered during the specific date range.	Lists the Instructional focus to be met through the objectives during the specific date range.	Lists behavioral objectives for the specific date range which demonstrate level of mastery of the essential content and benchmarks.	Lists a variety of resources and strategies that support and enhance effective instruction.



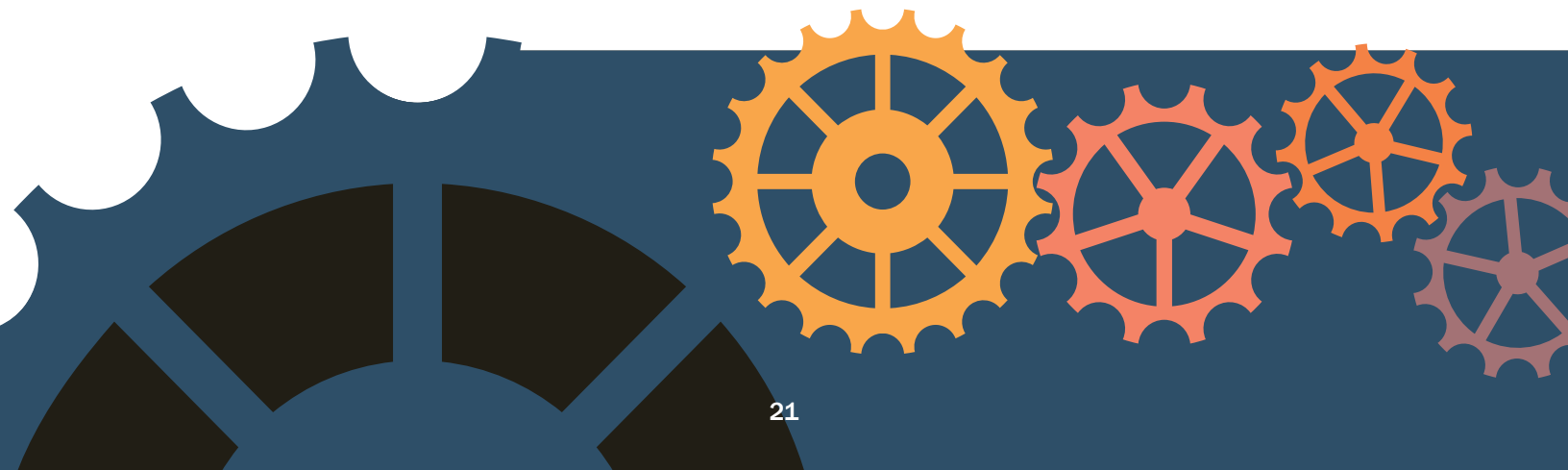
Research Supporting the Usage of the Pacing Guides

In pacing the year's curriculum, teachers have little control over the many variables that affect teaching and learning; however, they do have control over how they allocate time to teach the standards and grade-level objectives that every student must master. Instructional pacing is directly linked to time allocation and must begin the first day of the new school year (McLeod, Fisher, Hoover, 2003).

In a joint project between San Diego State University and the San Diego Unified School District, researchers from Stanford University worked with teachers in creating a four-step process for creating a school-wide environment that fosters the precision needed in teaching and learning in order to move all students along a continuum of learning experiences that allows them to achieve grade-level standards. Essential to this school-wide process is the development and use of common pacing guides. "Pacing guides generally identify when the teacher will teach specific content standards, which instructional materials are appropriate, and what types of instructional strategies teachers can deploy" (Fisher, Grant, Frey, Johnson, 2008, p. 64).

The use of common pacing guides not only provides teachers with these and other components but they also foster collaborative planning and promote instructional conversations. "Talking with colleagues that teach the same content and see the same data results is foundational to instituting improvements and helps teachers determine which instructional strategies are working, which materials are effective, and which students still need help to master the standards" (Fisher, et. al. 2008).

In a study conducted in an urban elementary school where 100% of students qualify for free lunch, a task force made up of researchers, teachers, parents, and administrators agreed on the following: learning is social and conversations are critical for learning. "Learning takes place when humans interact with one another: kids with kids, kids with teachers, teachers with teachers-everything related to learning is social" (Fisher & Frey 2007). One of the core beliefs of this study is that "it's not just talk about anything, it's talk that is focused and based on an agreed upon purpose." Fisher & Frey stated that "we are flush with information about teaching students to read and write well. The challenge, it seems, is putting all of this information into practice at the whole-school level." Additionally, guiding teachers' instructional decisions was an essential component for achieving success. By creating a framework for pacing instruction, expectations were changed and established. The task force had essentially decided that every student should, and could, meet grade-level expectations. "If every teacher at a specific grade level were focused on specific content standards, then students could be assessed and interventions could be developed" (Fisher & Frey 2007).



District-wide Pacing Guides provide targeted action plans for teachers when planning lessons. Research on new teachers points to the need for curricular guidance. Kauffman, Johnson, Kardos, Liu, & Peske (2002) found that new teachers can benefit from resources such as Pacing Guides designed to help them determine what to teach and how to teach it. In districts where teacher and student mobility is high, the use of Pacing Guides steer and point all teachers, novice and veteran, to where they need to be at any stage in the academic year.

Language Arts/Reading Pacing Guides

Within the Language Arts/Reading Pacing Guides for elementary grades, both old Sunshine State Standards (SSS), correlated to Houghton Mifflin, as well as new SSS are included. Pacing varies according to the story being covered. The dates are based on the 2010-2011 academic calendar. A separate Writing Pacing Guide for elementary includes only new SSS. For both reading and writing, they are posted by week on the C & I website and include a Year-at-a Glance as well.

Secondary Language Arts/Reading District Pacing Guides are posted on the C & I website by week, and include the old and new SSS. Pacing for Language Arts is based on a traditional weekly schedule and would be adjusted according to a school's schedule; dates are included based on the 2010-2011 academic year. Included are literary works common to the various literature series currently used in the District (Prentice/Hall, Holt, Rinehart and Winston, McDougal Little, Glencoe), and other recommended novels which are also listed when applicable. Technology resources, related web links are included as well as links to ELL and SPED strategies. Writing process and application objectives and new SSS are infused in the weekly guide.

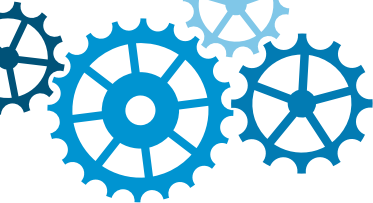
Pacing Guides for the reading programs are weekly or biweekly, depending on the reading intervention program. For the middle schools, Pacing Guides for the Voyager Intensive Reading classes and Language! Intensive Reading Plus classes are included. For high schools, the Hampton-Brown Edge Intensive Reading Plus program, weekly Pacing Guides covering levels, A, B, and Homogeneously Grouped have been developed and include a weekly focus on the following: Reading Comprehension, Listening/Speaking, Vocabulary Development, Literary Analysis, Writing Applications/Creative Writing, Editing for Language Conventions, Technology links, SPED Strategies.

For the *Jamestown Reading Navigator* program, the biweekly Pacing Guides have been developed for Treks 2-4 and include a Cross Trek Focus Skill (Whole Group Instruction), Differentiated Instruction, Reading Comprehension, Vocabulary Development, Fluency, Writing, Literary Analysis, Technology Links, SPED Strategies, and suggested thematic novels.

Mathematics Pacing Guides

The 2010-2012 Mathematics Curriculum Pacing Guides assist teachers in designing standards-based instruction that is sequential, rigorous, and consistent throughout the District. These guides have been created for elementary grades (K-5), middle school grades (6-8), Algebra I, Algebra I Honors, Geometry, Geometry Honors, and Algebra II.

This "road map" for instruction in grades 3 through 8, Algebra I, Geometry, and Algebra II aligns the essential content with the NGSSS. Additionally, these Pacing Guides provide the essential content, objectives, instructional tools, recommended time frames, and technology resources to meet and exceed benchmarks at varying levels of complexity.



MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

M/J Mathematics 1

Course Code: 120501001

BIG IDEA 3: Write, interpret, and use mathematical expressions and equations

PACING		DATE(S)
Traditional	30 Days	04-05-11 to 05-17-11
Block	15 Days	04-05-11 to 05-17-11

TOPIC IX: Linear Equations, Functions, Tables, and Graphs

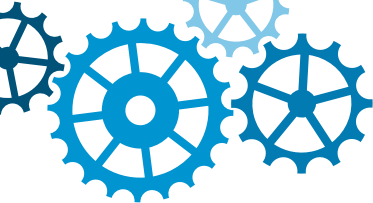
Next Generation Sunshine State Standard(s)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>MA.6.A.3.2 Write, solve, and graph one- and two- step linear equations and inequalities</p> <p>MA.6.A.3.3 Work backward with two-step function rules to undo expressions</p> <p>MA.6.A.3.6 Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation</p>	<p>A. Mapping Diagrams</p> <ol style="list-style-type: none"> 1. Draw 2. Describe 3. Apply <p>B. Functions</p> <ol style="list-style-type: none"> 1. Define 2. Writing an Equation in Two Variables 3. Input/Output Machine <ol style="list-style-type: none"> a. Given the input and a rule, determine the output b. Given the input and the output, determine the rule c. Given the rule and output value, determine the input d. Given the table of values, write the rule e. Translate words to an equation 4. Graph a Linear Equation <ol style="list-style-type: none"> a. Explain the Coordinate Plane VPlot Input/Output values as (x,y) <p>C. Linear Equations as Functions</p> <ol style="list-style-type: none"> 1. Describe a linear function 2. Identify from graphs <p>D. Real-World Applications of Linear Equations and Functions</p>	<ul style="list-style-type: none"> • Create a mapping diagram given a set of ordered pairs, a graph • Describe a given mapping diagram • Define Function • Describe the pattern in the numbers in an input/output table • Complete an input-output table • Create a table of values given an equation • Determine the function or rule for a given table of values • Construct a table of values given a function, equation, or rule • Analyze a table, graph, or equation that represents a linear function or other simple relationship • Write an equation in two variables given an input/output table or set of ordered pairs • Identify different representations of the same relationship, including translating among graphs, equations, tables, and words • Solve Real-World Problems using Linear Equations and Function 	<p><u>Core Text Book:</u></p> <p>SW = Student Worktext (Chapter – Section)</p> <ul style="list-style-type: none"> • SW 10-1 • SW 10-2 <p><u>Vocabulary:</u> function, $f(x)$, input, output, rule, table of values, coordinate plane, ordered pair, linear equation, mapping diagram,</p> <p><u>Technology:</u></p> <ul style="list-style-type: none"> • BrainPop.com: Graphing Linear Equations • Gizmos: Linear Functions <p><u>Strategies:</u> Problem Solving Strategy: Solve a Simple Related Problem, Investigation, Frayer Model for Vocabulary, Cooperative Learning: Numbered Heads and Think-Pair-Share</p> <p><u>Performance Assessment:</u></p> <ol style="list-style-type: none"> 1. My Best Work 2. Cool Pictures

The Mathematics Curriculum Pacing Guides are divided into conceptual topics so that teachers may design brain-compatible lessons that develop meaning for the content being studied. In this way students are provided with a deeper understanding of the content rather than simply a superficial knowledge base. The compelling instructional tools provide key vocabulary, suggested implementation strategies, and links to current technology that bridge instructional theory to successful practice. Hot links are provided for ease in using the technology and strategies.

Each Pacing Guide provides the teachers with the wording of each standard as well as the wording of the specific benchmarks – remarks, examples, and the level of complexity for each benchmark. Additionally, the middle school pacing guides provide the required prior knowledge benchmark for each standard as well as the pre-requisite knowledge benchmark for each standard when applicable.

MIAMI-DADE COUNTY PUBLIC SCHOOLS District Pacing Guide

M/J Mathematics 3 Advance		Course Code: 120508001
NEXT GENERATION SUNSHINE STATE STANDARDS		
Grade 8		
Big Idea 1: Analyze and represent linear functions and solve linear equations and systems of linear equations		
BENCHMARK CODE	BENCHMARK	
MA.8.A.1.1 Prior Knowledge MA.6.A.3.2, MA.7.A.3.3	<p>Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.</p> <p><i>Remarks/Examples:</i> Example 1: Jan decided to save some money. She already had \$25. She received and saved \$5 on Friday each week for 8 weeks. Make a table and a graph of the money she would have each week. If she continues with this same savings plan, how much money will she have after 2 years? Is the situation in this problem continuous or discrete? The problem above is technically a discrete problem. A continuous linear function such as $y=25+ 5x$ may be used to fit the data and to solve the problem. If the domain is integers, this is a discrete function. If the domain is all real numbers, this is a continuous function.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating:</i> High</p> <p>Content Limits for MA.8.A.1.1:</p> <ul style="list-style-type: none"> • Equations used in items should include no more than two variables and no more than two operations. • Values in expressions should be rational numbers. • In items that contain equations, the equation must be linear. 	
MA.8.A.1.2 Prior Knowledge MA.6.A.3.6, MA.7.A.1.4.	<p>Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem.</p> <p><i>Remarks/Examples:</i> Example: For the example 1 in benchmark MA.8.A.1.1, graph the equation $y = 5w + 25$. Tell why the line "slopes up" by 5 each week. Also tell why the line crosses the y-axis at 25.</p> <p><i>Cognitive Complexity/Depth of Knowledge Rating:</i> Moderate</p> <p>Content Limits for MA.8.A.1.2:</p> <ul style="list-style-type: none"> • Functions may be from all four quadrants. • Items should rely primarily on tables, graphs, and t-tables to present real-world relationships. • Equations used in items should include no more than three operations. • Items may include positive, negative, or zero slopes, but not undefined slopes. • The x- and y-intercepts are limited to integers and halves. 	



Science Pacing Guides

In Science, Pacing Guides are available for grades K-8, Earth/Space, Biology, Chemistry, Physical Science, Integrated Science III, Physics, and Science Research. Pacing Guides are also available for the middle school advanced courses and the high school honors courses. Due to the State adoption of the NGSSS, there are two variations of Science Pacing Guides. The first includes only the NGSSS for those courses whose students will be tested on those standards on or after 2012: grades K - 4th, 6th, 7th, 9th, and 10th.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

GRADE 1		Course Code: 502000C1						
BIG IDEA 14: Organization and Development of Living Organisms A. All plants and animals, including humans, are alike in some ways and different in others. B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow. C. Humans can better understand the natural world through careful observation.								
		<table border="1"> <thead> <tr> <th>Pacing</th> <th>Date(s)</th> </tr> </thead> <tbody> <tr> <td>17 Days</td> <td>08-24-09 to 09-18-09</td> </tr> </tbody> </table>	Pacing	Date(s)	17 Days	08-24-09 to 09-18-09		
Pacing	Date(s)							
17 Days	08-24-09 to 09-18-09							
TOPIC 1: Living and Nonliving Things								
NEXT GENERATION SUNSHINE STATE STANDARD(S)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS					
SC.1.L.14.3 Differentiate between living and nonliving things SC.1.N.1.4 Ask "how do you know?" in appropriate situations.	A. Living Things 1. Grow and Change 2. Plants/Animals 3. Basic Needs Food Water Space Shelter 4. Can Reproduce B. Nonliving Things 1. Do not grow and change 2. Do not move or respond on their own 3. Do not need food or water	<ul style="list-style-type: none"> Apply knowledge about life processes to distinguish between living and nonliving things in the environment Identify the basic needs of all living things Infer that if living things do not receive water, food, shelter and space, they will die Create a concept web to organize ideas about living and nonliving things 	Core Text Book: SF p. 1-23 Quick Study: p. 2,3,8,9 Workbook: p.4-7 Vocabulary: living, nonliving, shelter Technology: River Deep Brain Pop www.afsuccessnet.com Strategies: See pg. 2 <ul style="list-style-type: none"> ELL: Every Student Learns, pages 2 and 5 Enrichment: Leveled Readers TE page 1A SPED: Scaffolded Questions & Every Student Learns, pages 2 and 5 Assessment: SF Exam/View Chapter 1 test Scaffold/Checkpoint Questions TE page 7,9,11,15,17 Labs: Directed Inquiry SF page 4 Guided Inquiry SF pages 18-19					

The second variation of the Pacing Guide includes both the SSS and the NGSSS as a crosswalk to provide awareness of the newly adopted standards and depth of instruction. These are for students who will be tested before 2012 on the 1996 science standards; i.e., grades 5th, 8th, and 11th.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
District Pacing Guide

HONORS BIOLOGY		Course Code: 20032001								
STRAND: F: Processes of Life – H: The Nature of Science BODY OF KNOWLEDGE: L: Life Science – N: Nature of Science										
		<table border="1"> <thead> <tr> <th>Pacing</th> <th>Date(s)</th> </tr> </thead> <tbody> <tr> <td>Traditional</td> <td>8 Days 8-24-09 to 9-02-09</td> </tr> <tr> <td>Block</td> <td>4 Days 8-24-09 to 9-02-09</td> </tr> </tbody> </table>	Pacing	Date(s)	Traditional	8 Days 8-24-09 to 9-02-09	Block	4 Days 8-24-09 to 9-02-09		
Pacing	Date(s)									
Traditional	8 Days 8-24-09 to 9-02-09									
Block	4 Days 8-24-09 to 9-02-09									
TOPIC 1: Introduction to Biology/Nature of Life										
SUNSHINE STATE STANDARD(S)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS	NEXT GENERATION SUNSHINE STATE STANDARDS (Field Tested 2011)						
Standard 1: The student describes patterns of structure and function in living things. SC.F.14.7 Standard 1: The student uses the scientific processes and habits of mind to solve problems. SC.H.14.1AA SC.H.14.4CS Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. SC.H.2.4.2 Standard 3: The student understands that science, technology, and society are	Introduction to Biology 1. What Is Biology 2. Diversity in Biology 3. The Themes of Biology 4. Careers in Biology 5. Characteristics of living things 6. Levels of organization B. Data Analysis 1. Inquiry and observation 2. Hypothesis based science 3. Understanding science inquiry C. Safety Procedures 1. Lab safety rules 2. Location of safety equipment D. Equipment and procedures	<ul style="list-style-type: none"> Identify the parts, functions, proper care and use of scientific equipment. Select proper attire to ensure personal protection for all science activities. Identify appropriate safety procedures for typical laboratory emergencies. Describe how discoveries by biologists can have detrimental effects on the quality of human life. Explore research and career opportunities in the field of biology. Write conclusions that cover the following seven points: 	Core Text Book: Prentice Hall Biology Exploring Life, Campbell Ch. 1 & 2 Vocabulary: (see page 3) Asexual/ Sexual, Reproduction, Biology. Technology: (see page 3) 1. importance of Biology/ Visit: PHSchool.com Code: cbe-101 Strategies: (see page 3) CRIS: GN, DI o ELL: o Enrichment	Standard 14: Organization and Development of Living Organisms SC.912.L.14.4 Standard 1: The Practice of Science SC.912.N.1.1 SC.912.N.1.2 Standard 2: The Characteristics of Scientific Knowledge SC.912.N.2.4 SC.912.N.2.5						

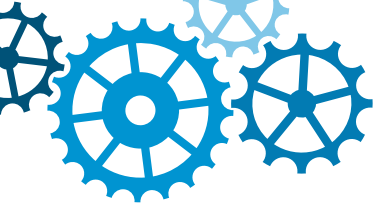
The Science Pacing Guides promote the use of inquiry-based activities, incorporating cooperative learning, differentiated instruction, and integration of skills such as the use of graphic organizers by providing teachers with an instructional guideline that facilitates the use of the 5E Model (Bybee), high-order questioning strategies and inquiry development aligned to specific grade level/subject area

M/J COMPREHENSIVE SCIENCE 1, ADVANCED		Course Code: 200205001	
BODY OF KNOWLEDGE: E. Earth and Space Science			
TOPIC III: Causes of Weather			
Pacing		Date(s)	
Traditional	14 Days	09-14-09 to 10-02-09	
Block	7 Days	09-14-09 to 10-02-09	
NEXT GENERATION SUNSHINE STATE STANDARD(S)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<p>Big Idea 7: Earth Systems and Patterns SC.8.E.7.2 Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate SC.8.E.7.3 Describe how global patterns such as the jet stream and ocean currents influence local weather. In measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation SC.8.E.7.6 Differentiate between weather and climate SC.812.E.7.6 Relate the formation of severe weather to the various physical factors</p> <p>Big Idea 1: The Practice of Science SC.8.N.1.1 Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>MA.8.A.3.6 Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation. LA.8.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used</p>	<p>A. Layers of the Earth 1. Hydrosphere, atmosphere, lithosphere</p> <p>B. Water Cycle 1. Evaporation 2. Condensation 3. Transpiration 4. Precipitation 5. Percolation</p> <p>C. Weather 1. Weather patterns 2. Jet stream 3. Ocean currents</p> <p>D. Influences on Local Weather 1. Air pressure 2. Wind speed and direction 3. Humidity 4. Precipitation 5. Clouds</p> <p>E. Instruments/tools used to measure weather 1. Anemometer, rain gage, barometer, hygrometer, weather vane, thermometer 2. Weather collection devices made from recycled materials</p>	<ul style="list-style-type: none"> Identify the layers of the Earth Cite evidence of the cycling of water between the hydrosphere and atmosphere Investigate the different factors that affect weather Identify tools that are used to measure weather Differentiate between weather and climate Diagram and label jet stream and ocean currents for different regions of the world Record and graph temperature and precipitation over a period of time Measure wind speed and direction using an anemometer and weather vane Define a problem about a factor of weather and design an experiment to test their hypothesis Infer the possible weather from given data and conditions Create a barometer to understand the effects of air pressure Observe the cycling of water in a closed system Understand the cycling of water in the atmosphere Predict the effects of different factors on different ecosystems Create and present a student weather device to track weather in the community 	<p>Core Text Book: Science: Florida Science Grade 6 (TX) p.294-306</p> <p>Vocabulary: Temperature, Jet stream, Ocean currents, Air pressure, Wind speed and direction, Humidity, Precipitation, Water Cycle, Evaporation, Condensation, Transpiration, Precipitation, Percolation</p> <p>Technology: 1. GIZMOS Water Cycle 2. GIZMOS Relative Humidity 3. GIZMOS Coastal Winds and Clouds 4. www.noaa.gov 5. www.nbc.com/weather 6. MAST Outreach: Weather on Wheels</p> <p>Strategies: research, data collection, modes, Power Writing, cooperative groups, CRSS</p> <p>Enrichment: (TX p. 301 Applying Math)</p> <p>Assessment: Graph accuracy, Venn diagram comparing weather and climate, project based assessment, formal assessment, design presentation</p> <p>Labs: 1. Measuring Air Pressure (LM p. 63) 2. Hurricanes (LM p. 67) 3. Creating a Low Pressure (TX p.307) 4. Creating Your Own Weather Station (TXp314) 5. Cloud Watch (TXp706)</p> <p>Related Program: NA</p>

standards and benchmarks. They include a Year-at-a-Glance document for preparation and effective instructional strategies for concept development and pedagogical understanding. These documents list a variety of instructional tools such as the alignment with the adopted textbook, Essential Labs, and numerous investigations, explorations, and hands-on activities from various sources. There is a technology section which lists technology correlations such as the ExploreLearning Gizmo, Discovery Education, the use of hand-held technology such as Pasco, Texas Instruments, Vernier, and other technology.

For senior high school, there is a more detail table which lists additional instructional tools.

HONORS BIOLOGY		Course Code: 200032001
TOPIC II		
INSTRUCTIONAL TOOLS		
<p>Vocabulary: Carbohydrate, Compound, Electron, Concentration, Covalent bond, Element, Ionic bond, Mass number, Molecule, Neutron, Proton, Radioactive, Isotope, Solution, Solute, Solvent, pH scale, Indicator, Protein, Lipid, Nucleic Acid, Chemical equation, Chemical reaction, Reactant, Product, Enzyme and Catalyst.</p> <p>Technology: 1. Explore Parts of an Atom - OA 2. Predict How Atoms Will Bond - OA 3. Investigate the Structure and Properties of Water - OA 4. Examine Carbon based Molecules - OA 5. Analyze the Role of Glucose in Life Processes - OA 6. Explore the Properties of Lipids - OA 7. Build Amino Acid Chains - OA 8. Investigate the Role of Enzymes in Nature - OA</p> <p>Assessment: 1. My Best Work 2. Update your portfolio of your best work. 3. Choose one or more examples of your most significant work. Be sure each piece is complete. 4. Write a paragraph about each piece. Be sure to address the following questions – what is the piece an example of? Why did you choose this piece to represent your best work? What science do you learn or apply in this piece? How would you improve the piece if you were to redo it?</p> <p>1. Lab 2. Lab 3. Enzyme Kinetics Lab & Enzyme Catalysis Lab-AP</p>		
TOPIC II		GIZMO CORRELATION
BENCHMARK	GIZMO TITLE	
SC.A.1.1, SC.A.2.4.5	Covalent Bonds	
	Ionic Bonds	
	Element Builder	
	Dehydration Synthesis	



INSTRUCTIONAL FOCUS CALENDAR

MIAMI-DADE COUNTY PUBLIC SCHOOLS Instructional Focus Calendar					
Date	Pacing Guide Benchmark(s)	Data Driven Benchmark(s)	Activities	Assessment(s)	Strategies
Coincides with the date –range found on the upper-right hand corner of the Pacing Guide	Lists all the benchmarks found on the Pacing Guide. The expectation is that these will be the main focus of instruction	Lists benchmarks from the previous column that require additional or more targeted instruction based on available data (see assessment column)	Lists instructional activities which best serve to address the benchmarks	Includes assessments which yield information regarding students' achievement levels, strengths, and/or weaknesses. These may include SAT-10, FCAT, FAIR, On-Going Progress Monitoring, Interims, and in-program assessments.	Lists strategies to be used during this period of time in order to ensure that all benchmarks listed are addressed with rigor.

The Instructional Focus Calendar (IFC) found at the end of every District Pacing Guide, is a document which provides schools the opportunity to personalize instruction based on school needs determined by their School Improvement Plan (SIP), Interim Assessment (IA) data, FCAT data, and other in-school assessments. This document is data-driven and includes the date-range, benchmarks, activities, assessment(s), and strategies, and is aligned to the Florida Continuous Improvement Model (FCIM).

Regional Center staff designed the template and it will be used by school-site leadership teams in District Managed, Intervene, and Correct II "D" and "F" schools to customize data-driven instruction. The IFC is a template-based tool used in conjunction with the Curriculum Pacing Guide to facilitate action-in-common among teachers teaching the same course of study. For example, communities of instructional practice, such as Elementary Grade Level teams or Secondary Course-alike teams (Earth/Space Science, Biology, etc.), are strongly encouraged to use this calendar to collectively plan and customize learning to meet the needs of their particular students.

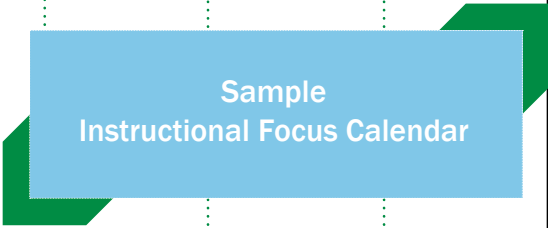
The course-alike/grade level communities of instructional practice meet regularly to develop the instructional focus calendar, design lessons that focus on five key elements of instruction: preparation, meaning, content, practice, and performance. Additionally, these teams analyze student data and work productively so as to research, discuss, design, and implement instructional strategies to improve student achievement.

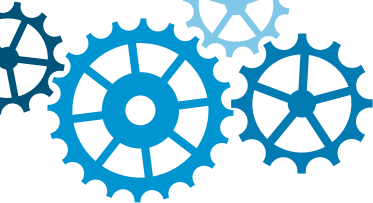
Preparing the Instructional Focus Calendar

In preparing the IFC, course-alike/grade level communities of instructional practice teams come together to begin the work of planning their focus for the content to be studied. Teachers must keep in mind that the IFC is a calendar designed to target benchmarks in need of maintenance, enrichment, or remediation. Teachers utilize current FCAT data to include baseline assessments, interim assessments, and teacher-designed assessments in order to enhance instruction by incorporating “a focus” on data-driven benchmarks that align with the required SSS/NGSSS benchmarks and topic content.

Teachers will work collaboratively to examine and discuss instructional strategies that stimulate students to think more deeply about the concepts. Once the IFC is developed, teachers will independently develop their daily plan addressing the needs of their students using various DI strategies, instructional styles, and assessments.

Date(s)	Pacing guide Benchmark(s)	Data Driven Benchmark(s)	Activities	Assessment(s)	Strategies
09-22-09 to 09-29-09	<p>Standard 1 The student understands that all matter has observable, measurable properties.</p> <p>SC.A.1.2.1 Determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances and thermometers). AA</p> <p>SC.A.1.2.2 Knows that common materials (e.g., water) can be changed from one state to another by heating and cooling. CS</p> <p>SC.A.1.2.4 Knows that different materials are made by physically combining substances and that different objects can be made by combining different materials. AA</p>				





Sample lesson plan developed upon completion of the monthly focus calendar and containing the five key elements of instruction: preparation, meaning, content, practice, and performance.

DAY 1

LESSON PLAN
Grade 10

TEACHER OBJECTIVES
The teacher will
• display

STUDENT LEARNING OBJECTIVES
After this lesson, the student will be able to
• describe the relationship between the length of an arc and the measure of the central angle.
• calculate the length of an arc.
• solve problems involving the length of an arc.
• describe the relationship between the length of an arc and the measure of the central angle.

SSS:
MA.8.1.4-2

PREPARATION MATERIAL
Pictures of straight lines
chart paper
transparencies

Essential Question
• How is the length of an arc related to the measure of the central angle?

Key Vocabulary
velocity

Curriculum and Instruction
Grade 10

CLASS OPENING

As the students enter the room, welcome each student to class and ask them to begin copying the day's agenda on a fresh sheet of paper. This agenda (below) is prominently displayed on the overhead projector. At the end of the day, have the students compare their agendas and discuss the relationship between the length of an arc and the measure of the central angle.

AGENDA

TOPIC: Arc Length

ACTIVITIES

HOMEWORK

Provide the students with a transparency of Activity 1. Ask them to describe the relationship between the length of an arc and the measure of the central angle. What types of arcs are in Miami?

Using chart paper or a transparency of Activity 1, place a diagram of a circle on the circle. Ask the students to describe the relationship between the length of an arc and the measure of the central angle. Say: "For 3 minutes, discuss the relationship between the length of an arc and the measure of the central angle. Say: "Now compare your solutions. How are they similar? How are they different?"

Return the teams to their tables. Have them describe the process with the solutions. Have them describe how they used their prior knowledge of the terms with the solutions.

II. MEANING DEVELOPMENT

Today the student will learn the length of an arc and the measure of the central angle. Using a transparency of Activity 1, draw two concentric circles and ask the student to describe the relationship between the length of an arc and the measure of the central angle.

Curriculum and Instruction
Grade 10

CLASS ACTIVITIES

III. CONCEPT DEVELOPMENT

1. Draw a circle with center O. Draw a diameter AB. Draw a chord AC. Draw a chord BC. Draw a chord AD. Draw a chord BD. Draw a chord CD. Draw a chord ED. Draw a chord FD. Draw a chord GD. Draw a chord HD. Draw a chord ID. Draw a chord JD. Draw a chord KD. Draw a chord LD. Draw a chord MD. Draw a chord ND. Draw a chord OD. Draw a chord PD. Draw a chord QD. Draw a chord RD. Draw a chord SD. Draw a chord TD. Draw a chord UD. Draw a chord VD. Draw a chord WD. Draw a chord XD. Draw a chord YD. Draw a chord ZD.

2. Draw a circle with center O. Draw a diameter AB. Draw a chord AC. Draw a chord BC. Draw a chord AD. Draw a chord BD. Draw a chord CD. Draw a chord ED. Draw a chord FD. Draw a chord GD. Draw a chord HD. Draw a chord ID. Draw a chord JD. Draw a chord KD. Draw a chord LD. Draw a chord MD. Draw a chord ND. Draw a chord OD. Draw a chord PD. Draw a chord QD. Draw a chord RD. Draw a chord SD. Draw a chord TD. Draw a chord UD. Draw a chord VD. Draw a chord WD. Draw a chord XD. Draw a chord YD. Draw a chord ZD.

3. Draw a circle with center O. Draw a diameter AB. Draw a chord AC. Draw a chord BC. Draw a chord AD. Draw a chord BD. Draw a chord CD. Draw a chord ED. Draw a chord FD. Draw a chord GD. Draw a chord HD. Draw a chord ID. Draw a chord JD. Draw a chord KD. Draw a chord LD. Draw a chord MD. Draw a chord ND. Draw a chord OD. Draw a chord PD. Draw a chord QD. Draw a chord RD. Draw a chord SD. Draw a chord TD. Draw a chord UD. Draw a chord VD. Draw a chord WD. Draw a chord XD. Draw a chord YD. Draw a chord ZD.

4. As the student describes the relationship between the length of an arc and the measure of the central angle, draw two concentric circles and ask the student to describe the relationship between the length of an arc and the measure of the central angle.

IV. PRACTICE DEVELOPMENT

With the student repeating the practice problem, complete the following:

Curriculum and Instruction
Grade 10

ACTIVITY 1 Refreshing My Memory

Direction: With your team match the figure below with the terms in the box. Compare your team answers with another team.

1. Semicircle
2. Major Arc
3. Minor Arc
4. Tangent
5. Diameter
6. Chord
7. Radius
8. Concentric Circles
9. Congruent Circles

A. \overline{DC}
B. \overline{OE}
C. \overleftrightarrow{AG}
D. \overline{AB}

E.

F.

G. \widehat{YZX}
H. \widehat{YRZ}
K. \widehat{YX}

Using the diagrams above name:
10. A Central Angle
11. An Inscribed Angle

Curriculum and Instruction
Grade 10

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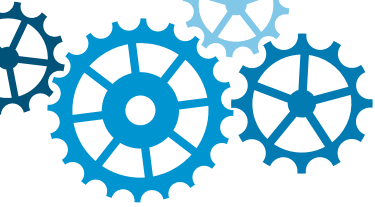
LESSON PLANS AND THE ORGANIZATION OF INSTRUCTIONAL RESOURCES

Learning Village: Quality lesson design balances content understanding and process expectations. Learning episodes are designed so that students will be able to move their learning from their working memory to their long-term memory; i.e., students must be exposed to activities that allow their brain to find the pattern in the concept before they are told what to do or how to do something. The following steps provide a natural learning sequence to assist when designing a lesson: Preparation, Meaning, Content, Practice, and Performance.

In order to help organize the wealth of resources available to teachers, the District has imported resources such as District Pacing Guides and lesson plans into an electronic instructional organizer, the *Learning Village*. The *Learning Village* taps into a wealth of District resources aligned to standards-based curricula and facilitates collaboration with educators across the District. The *Village* hosts both District-developed and publisher-produced content for core subject areas. District subject area specialists created lessons plans in the core content areas of reading, mathematics, and science. In addition, publisher-created lesson plans for District-adopted textbooks are linked to eBooks for easy access. To facilitate access to these essential teaching and learning resources, teachers will be able to access the lessons plans directly from the Pacing Guide page.

The screenshot displays the Learning Village Teacher interface. A green arrow labeled "Daily Calendar" points to a calendar widget showing "Today's Events" for Sunday, May 17, 2009. Another green arrow labeled "Pacing Guides" points to a table of classes. The table has columns for Course, Class Collaboration, eTextBook, Learning Village, Room, and Period.

Course	Class Collaboration	eTextBook	Learning Village	Room	Period
6th Grade Economics				2102	01
1st Grade Reading				1102	01
Art/2-D Comprehensive 2				2102	01
Art/2-D Comprehensive 3				1102	02
Advanced Placement Art-Drawing				1102	06
Advanced Placement Studio Art				2102	06



The Learning Village is accessed through the District’s Employee Portal, via the “Teacher” tab. The Pacing Guides are easily accessed through the “My Classes” section of the Teacher site. Teachers have the ability to customize District-developed lesson plans to suit their specific needs, and then share them with other educators. Additionally, they can use the “calendar view” to organize their daily lesson plans.

INTERVENTIONS

Core Interventions

In addition to providing support and the necessary instruction for all students through the use of the Pacing Guides, the core intervention programs for each subject area further aid in meeting the needs of students who may still be experiencing difficulties in the core subject areas.

Language Arts/Reading Core Interventions

For elementary students, the Language Arts/Reading Core Intervention is the *Voyager Passport* and *Ticket to Read* programs. This intervention is for High Risk, Levels I and II, and/or Tiers 2 and 3 students in addition to the reading block. *Voyager* lesson plans can be found at: <http://village2.dadeschools.net>

Voyager Passport is a comprehensive reading intervention that meets the needs of all struggling readers. It targets the priority skills and strategies that basals only mention. The six essential components of reading (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension) are strategically integrated in systematic 30-40 minute daily lessons. Through explicit introduction of priority skills, struggling readers access increasingly complex text. There are two components to every lesson: Word Works and Read to Understand. Word Works provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words. Each skill is taught explicitly, deliberately, and with a purpose in mind. Read to Understand gives struggling readers daily opportunities to successfully apply newly learned skills with accessible and engaging text. Vocabulary instruction builds students’ lexicon while comprehension instruction helps students read more strategically.

Ticket to Read is *Voyager*’s exciting technology component. This component is available to all K-5 students regardless of their reading ability. This web-based skill-builder invites students to read hundreds of engaging and informative passages and become more fluent, learn more vocabulary words, and comprehend more about the world around them. As they learn they earn tickets for hundreds of virtual prizes to decorate their personal clubhouse. Web-based technology allows 24/7 hassle-free access for students anywhere they can connect online. Oral fluency assessment scores place students at one of sixteen levels – students begin reading where they are appropriately challenged. Whether students are at the head of the class or struggling readers, they experience meaningful gains.

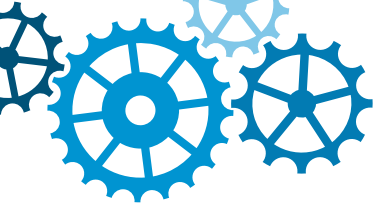
Secondary reading interventions at the middle school level consist of the *Language!* reading program for Intensive Reading Plus students and the *Voyager Passport Journeys* reading program for Intensive Reading students.

Voyager Passport Journeys includes research-based lessons which address word study, vocabulary and comprehension skills of students. Explicit instruction, teacher-directed activities, online learning tools, DVDs, independent motivational online learning activities, and age-appropriate topics engage and motivate students to build and further develop their reading and writing skills. *Language!* is a comprehensive reading program that provides instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The goal of the program is to significantly accelerate literacy development for students reading below grade level.

At the high school level, the core intervention programs are *Hampton Brown Edge* and *SIPPS* for Intensive Reading Plus and *Jamestown Reading Navigator* for Intensive Reading. *Hampton-Brown Edge* components include Student Texts, Interactive Practice Books, and a Classroom Library. Units center on essential questions, vocabulary study, motivating student engagement, comprehension/critical thinking, fluency, and writing through reading relevant literature. Software allows students to read literature silently, listen to fluent reading and practice oral reading fluency. In addition, the *Teaching Edge* website with additional resources is available for teachers. *SIPPS* is to be used in conjunction with *Edge*. *SIPPS* is a decoding curriculum which teaches the prerequisites for developing reading fluency and comprehension. This program assists students using a unique process to build fluency skills quickly and effectively.

Jamestown Reading Navigator is an adaptive online learning system with print resources and teacher-directed instruction to provide a comprehensive, intensive intervention program that addresses all aspects of literacy – phonics, phonemic awareness, fluency, vocabulary development, comprehension skills, and writing. This program revolves around small group teacher-led instruction, collaborative and independent work groups, *InClass* readers, and the *Critical Reading Series*.





Mathematics Core Interventions

Success at learning requires persistence and promotes confidence. Struggling students need to receive additional time and support. Rather than providing remediation, a learning support system intervenes by providing a systematic, timely, and directive program for struggling students. In a learning support system the teachers quickly identify students who are in need of additional time and support, and these students are provided with help as soon as they experience difficulty rather than utilizing summer school, retention, or a remedial course to address their needs. Core mathematics interventions provide a learning support system that may include the following intervention strategies:

- ***Cooperative Groups of Mixed Ability***

Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity. Students who are struggling can benefit and learn from students with a greater mastery of the skill or better grasp of the subject matter. When students explain their learning to peers, they engage in a brain-based rehearsal strategy that increases retention.

- ***Weekly Progress Reports***

Weekly progress reports for the student and the student's parents are provided. When a student or the parent discovers that the student is not doing well in a class, a talk with the teacher, parent, and guidance counselor or faculty advisor will help the student begin to resolve the problem. At this meeting, the student, parent, counselor, and classroom teacher can sign a contract that clarifies what each party will do to help the student meet the standards for the course.

- ***Mathematics Centers***

Mathematics centers within the classroom provide opportunities for small group/individual assistance and activities for struggling students as needed.

- ***After School Study Time***

After school study time is required for struggling students to develop effective study habits in mathematics. This dedicated "quiet time" is provided for the student to complete class assignments, complete homework assignments, work on long term projects, and prepare for tests. A classroom teacher moderates the after school study time assisting the student as needed. The after school study time teacher communicates with the student's classroom teacher to learn exactly what homework each student needs to complete, monitors *the completion of* that work, and notifies the classroom teacher of the student's efforts.

- ***Coordinated Intervention Among School Staff***

The school staff works together to plan intervention strategies for individual students. The counselor will check on struggling students on a weekly basis and communicate with the parent and teacher. Communication among teachers of struggling students, the counselor, and the student provides a safety net for the student.

- **Small Group Guided Instruction**

Identify groups of students (5 or less) who need additional assistance with a concept and work with them in a small group while the rest of the class is working on independent practice. Small group instruction addresses individual needs effectively and efficiently and increases student understanding and grasp of course content. This strategy also motivates students and generates greater student involvement in learning.

A school's learning support plan provides extra help to students who need to make greater progress in their learning. A well-designed support system is a benefit to the struggling student. In addition, it benefits teachers by increasing instructional momentum and focusing their energy on all learners. A well-designed learning support system is rooted in the belief that all humans are natural learners and all learners can be successful.

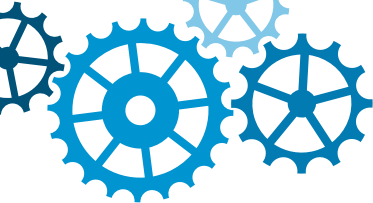
Successful schools fulfill the promise of education – that each student may develop his or her ability to the fullest. These schools communicate a clear message to all students: “What you are doing here is important,” “You can do it,” and “We are not going to give up on you, nor will you give up on yourself.” These schools provide a “safety net” for their students by providing a learning support plan.

Intensive Mathematics Remediation

“For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year” (Florida Statue 1003.428). Remediation may be integrated into the student's required mathematics course, offered as a pull-out, or offered as Intensive Mathematics, an elective course, in addition to the regular mathematics courses (Student Progression Plan). The following textbooks were purchased by the District for implementation in the Intensive Mathematics courses in all Correct II “D” and “F” middle and senior high schools: *Number Worlds* from SRA/ McGraw-Hill for grades 6-8; *Inside Algebra* from Cambium Learning for 9th grade Intensive Math; Carnegie Learning's Bridge to Algebra for 10th grade Intensive Math.

Intervention Resources

Interventions are designed to assist students in strengthening their ability in areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving mathematically. When appropriate, the classroom teacher and the supplemental support coordinate the activities with the student's primary mathematics class. Intervention classes utilize technology, peer tutors, classroom aides, and school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring, and guided instruction are used to help strengthen student's area of weakness. Mastery of the NGSSS benchmarks is continually monitored. Immediate feedback is provided and appropriate interventions applied for the individual student's success. The following table identifies resources that may be used to assist in improving instruction.



INSTRUCTIONAL RESOURCES	
District Assessments	The following assessments monitor student progress: <ul style="list-style-type: none">• District Baseline Assessment• District's Interim Assessments
FCAT Assessment	The following assessments are diagnostic tools for all mathematics strands: <ul style="list-style-type: none">• FCAT Explorer• Florida Achieves
Teacher Reference Books	<ul style="list-style-type: none">• Robert Marzano, Debra Pickering, and Jane Pollock, <i>Classroom Instruction That Works</i>• Marilyn Burns, <i>About Teaching Mathematics</i>• National Council of Teachers of Mathematics, <i>Principles and Standards for School Mathematics</i>• National Council of Teachers of Mathematics, <i>A Research Companion to Principles and Standards for School Mathematics</i>• Helene Sherman, Lloyd Richardson, and George Yard, <i>Teaching Children Who Struggle with Mathematics</i>

Science Core Interventions

Science interventions are designed to meet the needs of an identified group of learners who have the potential of excelling if provided with extra support. Science interventions come in different forms including supplemental classes, pull-out groups/push-in groups, and additional support offered by science coaches, Region Center, and District staff. These interventions directly address the identified needs of a particular group of students in order to help them reach high science academic standards. In addition, these interventions provide a support network around students to ensure that their specific needs are addressed.

The following science interventions target the top 45% of students with the purpose of creating a core of students who will excel in the Science FCAT. These interventions include, but are not limited to:

- *Before/After School Teacher Support* – Tutorial sessions before and after school should be available for all students but especially for this group of students.
- *Pull-outs* – A special plan should be developed by the science coaches and administrators to plan the pull-out sessions and the topics to be covered during those sessions.
- *Push-in* – A schedule is created where coaches go to each 11th grade science class each day for 20 minutes. During this time, a benchmark is covered each day and assessment questions are modeled.
- *Use of technology* – Technology available at the schools such as the ExploreLearning Gizmos and Compass Learning should be used during the tutorials and pull-out sessions.
- *Field experiences* – It is recommended that, early in the school year, science students participate in science field experiences with the purpose of creating an exciting environment for students to become interested in science and gain real-world experiences.
- *Saturday enrichment sessions* – Targeted students should be motivated to participate in Saturday enrichment tutorial sessions.

Supplementary Intervention Programs

District-wide Technology Tools

Curriculum and Instruction is committed to improving student performance throughout the District. To achieve this goal, the District is providing all schools with a set of supplemental instructional technology tools. These technology programs include tools for enrichment and differentiated instruction, learning diagnostic tools, and course recovery. These tools will provide teachers with additional resources to identify and address specific student deficiencies in a variety of subject areas. Below are brief descriptions of these programs and their target audience.

Compass Learning Odyssey.....

Target Audience: Grades 6-8, Title 1 Schools

Subject Area(s): Language Arts, Reading, Mathematics, Science, Social Studies, and Writing

Designed to efficiently and effectively improve instruction for learners at diverse performance levels, the scope and sequence of *Odyssey* addresses and prioritizes important grade-level competencies. The program's research-based pedagogy ensures that students are provided with clear examples and focused activities that move from the simple to the complex and from the concrete to the abstract in a manner that provides scaffolded support to the learner.

Intervention activities are delivered through engaging, highly interactive, and individualized learning paths that provide targeted instruction on specific skills and concepts. Instant feedback and repetitive skill development ensure that students are mastering critical objectives before moving on to more complex materials.

Discovery Education.....

Target Audience: Grades 6-12, Title 1 Schools

Subject Area(s): Language Arts, Reading, Mathematics, Science, and Social Studies

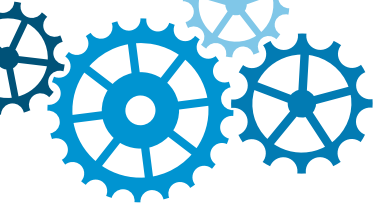
Discovery Education provides a myriad of multimedia resource like the Interactive Atlas, Virtual Labs, simulations, and videos to engage students in Science and all areas of the curriculum. Teachers and students have access to 150,000 online digital objects aligned to state standards and assessments, searchable by keyword, content area and grade level.

e2020.....

Target Audience: Grades 9-10 for Credit Recovery, All High Schools*

Subject Area(s): Language Arts, Reading, Mathematics, Science, and Social Studies

The *e2020* instructional program is aligned to National and State standards and has been successfully implemented in selected M-DCPS adult education sites. The online program features highly-qualified teachers delivering content rich lessons, supported by online activities. Students are able to learn at their own pace, make meaningful academic gains, and recover high school credits.



This program provides learning opportunities for students in a computer lab setting. Teachers and administrators can assign, monitor, and assess student progress through the management, tracking and reporting tools. The e2020 content includes Algebra 1, Geometry, Earth Space Science, Biology, Chemistry, Integrated Science III, Physical Science, Physics, Language Arts 1, Language Arts 2, World History, and American History.

* Not licensed for alternative or school-wide magnet program sites.

Gizmos.....

Target Audience: Grades 4-11, All Students
Subject Area(s): Science and Mathematics

ExploreLearning Gizmos are interactive, online simulations that drive conceptual understanding in mathematics and science. *Gizmos* assist teachers in implementing research-proven instructional strategies and help students, of all ability levels, in developing conceptual understanding. With over 450 *Gizmos*, teachers can supplement and enhance instruction with powerful interactive visualizations of mathematics and science concepts. Students can manipulate key variables, generate and test hypotheses, and engage in extensive “What-if.....then” experimentation.

Sammy Science (Riverdeep).....

Target Audience: Grades Pre-K-2, All students
Subject Area(s): Science

Sammy helps young scientists build their understanding of biology and time concepts through seven engaging activities. Students learn to observe, analyze, classify, sort, construct, sequence, and manipulate variables as they study weather, habitats, adaptation, recycling, and attributes of living and nonliving things.

Destination Science (Riverdeep).....

Target Audience: Grades 2- 10, All students
Subject Area(s): Science

Destination Science includes supplemental instruction, intervention, assessment and reporting, professional development and school-to-home connections. Courses include actual photographs, quick facts to engage students, vocabulary box drops at the end of any screen that has a vocabulary word – including panel pop up’s with definition and audio support. Each module within a course includes an open ended science laboratory experiment. Worksheets are correlated to each module for both teachers and students.

Logal Science.....

Target Audience: Grades 6- 12, All students
Subject Area(s): Science

Logal Science is a series of standards-based science simulations for middle school and high school. It is an extensive offering which includes 46 different science units with 529 unique simulation activities. These simulations cover units in Physical Science, Life Science, The Human Body, Biology, Physiology, Chemistry, and Physics. These activities are supplementary to the science curriculum. They complement hands-on experimentation. All activities are correlated to all state and national standards.

Discovery Education.....

Target Audience: Grades 6- 12, Title I Schools
Subject Area(s): Science

The Discovery Education program provides engaging, scientifically proven, standards-based digital education resources through active links in the pacing guides. The program supports independent and self-directed learning and encourages student ownership of projects. Educators have access to additional instructional resources such as the Discovery Educator Network.

Imagine Learning.....

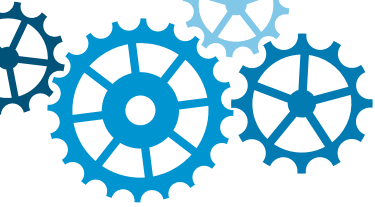
Target Audience: Pre-K, Title 1 Students
Subject Area(s): Reading/Language Arts, ELL Students

The Imagine Learning program teaches children English and helps them develop their literacy skills using interactive technology. Students receive one-on-one instruction through hundreds of engaging activities specifically designed to meet their individual needs, so they progress quickly. This program includes a focus on vocabulary development, listening and speaking, literacy, and school readiness.

ReadingPlus.....

Target Audience: Grades 6-12, All Students
Subject Area: Reading

Reading Plus is a browser-based reading intervention system that uses innovative technology to provide individualized, scaffolded silent reading practice for students in second grade and higher. Reading Plus picks up where phonics and oral reading instruction leave off, providing rapid and sustainable comprehension and silent reading fluency gains. Reading Plus develops sustained attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.



Destination Reading and Mathematics (Riverdeep).....

Target Audience: Pre-K – 12, All Schools
Subject Area(s): Reading and Mathematics

The *Destination* series brings highly-differentiated instruction to an entirely new level by automatically delivering targeted and personalized instruction based on a student's performance in a given skill. The program incorporates a "teach, practice, apply" methodology to promote efficient learning.

Student motivation is at the forefront of the *Destination* series. Characters bring skills and strategies to life, creating a dialogue with the learner that invites active engagement. More than 3,000 students voted on the topics for reading passages and were involved in the interactive design of the program. Instruction and themes reference popular culture, allowing students to practice key skills in contexts they find relevant.

The Edmark House Series (Riverdeep).....

Target Audience: Pre-K – 2, All Schools
Subject Area(s): Reading, Mathematics, Science, and Social Studies

The *Edmark House Series* is a comprehensive solution for engaging early learners and special needs students. The award-winning series combines activities which supplement mathematics, reading, social studies, and science for students in grades Pre-K through second grade.

- *Bailey's Book House*

Bailey's Book House builds the foundation for a lifelong love of reading through the exploration of letters, words, rhyming, and sentence building.

- *Millie's Math House*

Millie's Math House lays the groundwork for a solid understanding of fundamental mathematical concepts and thinking skills that feel like play.

- *Sammy's Science House*

Sammy's Science House teaches budding scientists how to observe, analyze and test theories.

- *Trudy's Time and Place House*

Trudy's Time and Place House encourages students to explore and expand their knowledge of the world around them.

SuccessMaker.....

Target Audience: Grades 3-5, Title 1 Schools
Subject Area(s): Reading, Language Arts, Mathematics, and Writing

SuccessMaker Enterprise (SME) is a research-based instructional technology software program using specifically correlated algorithmic design to identify an individual's learning deficiency and thus narrow the educational gap in learners. *SuccessMaker's* intelligent tutor blueprint uses differentiated instruction techniques and embedded assessments to extend academic performance predictions to the teacher, school-site administrator, and the District. With appropriate use, *SuccessMaker* can forecast a student's performance on the FCAT with an 80% confidence level.

Waterford.....

Target Audience: Pre-K, Title 1 Schools

Subject Area(s): Mathematics and Science, ELL Students

The *Waterford Institute* developed this curriculum with significant contributions from leading researchers and ongoing research, development, and testing incorporate the latest scientific learning. Learning is self-paced allowing students the time they need to absorb initial instruction. It is highly interactive with discovery-based learning engagement building on children's native curiosity. *Waterford* provides individualized instruction and easy-to-use reports. Teachers are alerted if additional intervention is required.

ELLIS.....

Target Audience: Grades K-12, Selected Schools

Subject Area(s): ELL Students

ELLIS is an English language development software program that has been designed for maximum learning with maximum ease by creating a virtual language experience for English language learners at all levels. *ELLIS* is a complete suite of multimedia software designed to teach learners of varying ages and levels to speak and understand English. With thousands of hours of instruction, *ELLIS* curriculum combines graphic, full-motion video, digitized sound and voice recording, animation, text, and support for 60+ native languages in a comprehensive and user-friendly environment.

KidBiz and TeenBiz.....

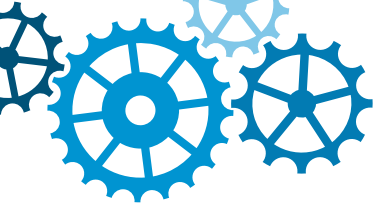
Target Audience: Grades 2-5, All Elementary, 6-12, Selected Schools

Subject Area(s): Reading and Writing, ELL Students

ACHIEVE3000 through its two products *Teenbiz3000* and *KidBiz3000* address differentiated instruction for grades 2 through 12 using a web-based individualized learning solution. Lexiles correlate reading ability with content readability of non-fiction current event articles. Students engage in learning specific skills required for content-area reading. Passages administered at the child's individual readability level develop non-fiction reading comprehension, vocabulary development, and writing proficiency. The *Five-Step Literacy Routine*, a research-based daily core sequence, provides for a formal and an informal writing experience.

Saturday Success Academies

The Saturday Success Academy, first implemented in December 2008, was a key component of the District student performance enhancement initiatives launched in 2008-2009. High-impact lessons in science, reading and mathematics were developed by staff in C & I for use in the classrooms of schools hosting these Saturday sessions. Teachers were hired to provide extra classroom instruction to students targeted as needing additional academic support. The success of the Saturday sessions was a function of the support provided by the District to participating teachers. C & I administrators provided support to the school-site lead teachers by reviewing the Saturday Success Academy lessons and training them on strategies for implementing these lessons. School-site lead teachers provided



instructional support to the Saturday Success Academy classroom teacher by reviewing the lesson plans with the classroom teachers prior to the actual instruction, followed up by a debriefing session immediately after the class. This weekly process of lesson introduction, instruction, and debriefing provided a structure for fidelity of deployment of this instructional model throughout the targeted schools and classrooms. In addition, key instructional concepts were reviewed with District staff who modeled instructional strategies and techniques that ensured consistent, high-quality instruction every week.

Building on the success and lessons learned from this experience, Saturday Success Academies will be offered in all Correct II “D” and “F” schools and begin in September 2010. Twenty sessions are planned and teachers will be recruited and trained beginning in September 2010.

In an effort to offer this level of additional support and ensure the delivery of the high-impact lessons, the District has begun producing podcasts of the lesson introduction process which are available to all schools in the District. The podcasts are available for download from the C & I website, either to personal computers or iPODS. Based on teacher feedback, this innovative approach will serve as a model for future professional development initiatives.

ACCELERATION MECHANISMS

A variety of acceleration mechanisms are available to secondary students in Miami-Dade County Public Schools. Through participation in acceleration programs, students may save time and money since they are able to earn academic credit that may apply toward postsecondary degree/certificate requirements. Furthermore, because Florida law exempts high school students from payment of tuition for Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and Dual Enrollment courses and exams, these programs offer considerable cost savings to students and families. If students apply the academic credits earned through the various acceleration program options toward degree requirements, they may graduate more quickly from colleges and universities. According to a report completed by the Florida Legislature Office of Program Policy Analysis and Government Accountability (OPPAGA) in 2009, students who successfully complete advanced courses often receive more favorable consideration in the college admission process and, once in college, are more likely to graduate with academic honors, earn higher GPAs, graduate within four years, and be accepted into a doctoral program. OPPAGA reported that almost 75% of high school students who take and pass acceleration courses subsequently attend a public college in Florida. Most of these students (90%) receive college credit for their acceleration courses.

Middle School Acceleration Mechanisms

As per School Board Rule 6Gx13-5B-1.04, Student Progression Plan 2010-2011, students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class (School Board Rule 6Gx13- 5B-1.061). Up to six credits may be earned in grades 6, 7, and/or 8, for courses taken prior to the 2007-2008 school year which may be applied toward the total credits needed for graduation or for the Florida Bright Futures Scholarship Program requirements.

Credit may be earned in the courses listed below:

- **Earth/Space Science*#**
- **Algebra I Honors***
- **Biology*#**
- **Geometry Honors***
- **Computer Programming I and above***
- **Earth/Space Science Honors*#**
- **Spanish for Spanish Speakers I and above**
- **Biology Honors*#**
- **Haitian Creole for Haitian Creole Speakers I and above**
- **Foreign Language I and above***
- **Language and Literature for International Studies 1, 2, 3, and 4 (French, German, Spanish)**

* Courses offered by The Florida Virtual School. # Must meet science lab requirement.

Senior High School Acceleration Mechanisms

As per School Board Rule 6Gx13-5B-1.04, Student Progression Plan 2010-2011, there are five options for high school graduation, two of which are accelerated programs and two (#2 and #3) are advanced academic programs for which students may earn college credit. Students and their parents may select from one of the five options. Students selecting one of the two accelerated options (#4 or #5) must declare that option by the end of their 9th year. All of the five options require students to earn a passing score on the FCAT graduation test in order to graduate.

The graduation options are as follows:

1. A four-year, 24-credit standard program
2. An International Baccalaureate program
3. An Advanced International Certificate of Education program
4. A three-year, 18-credit college preparatory program
5. A three-year, 18-credit career preparatory program

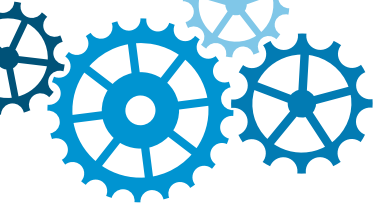
Description of Accelerated Programs

Honors Courses

Honors courses are available in most middle schools and all high schools throughout the District, and enrollment is open to all students. These courses are accelerated from the regular school curriculum, and provide additional critical-thinking skills to students. Honors courses generate credit that can be used towards high school graduation, unlike advanced courses, which are strictly middle school courses. In middle schools, the only subjects in which courses are available at the Honors Level are foreign language, mathematics, and science. In high schools, all subject areas offer Honors-level courses.

Advanced Placement (AP) Program

Advanced Placement (AP) courses are available in all high schools, and enrollment is open to all students. Although some students enroll in AP courses as early as grade 9, most students begin taking AP courses in grades 10 and/or 11. These courses are challenging, providing college-level course work while students are still in high school. Towards the end of the school year, students participate in the AP exam, an examination that assesses student's knowledge in the specific content area. Scores range from one through five. Most colleges and universities will award students college credit for their AP course if they have scored a three or above on the exam. It is recommended



that students work directly with the college or university they wish to attend in order to determine acceptance of AP course credit. This benefits students and parents, as students will not have to pay or take these courses over once they enter a post-secondary institution. AP courses are offered in the following subjects: language arts, mathematics, social science, science, foreign language, and the arts.

Dual Enrollment

Dual Enrollment provides students the opportunity to enroll in college courses while still in high school. In Miami-Dade County Public Schools, Dual Enrollment is provided through Miami-Dade College (MDC), University of Florida (UF), and Florida International University (FIU). Students who qualify may enroll in a college course, and the tuition and textbook cost is waived for the student. No transportation is available for students to attend Dual Enrollment courses at MDC, UF or FIU. Many students take Dual Enrollment courses during the regular school day as part of their regular high school schedule, after school, and during the summer semesters available at colleges and universities. Upon completion of the course, the credit earned can be used towards fulfillment of a high school graduation requirement, and can also be used as college credit. In order to qualify for Dual Enrollment, students must be entering or be in grade 10, grade 11, or grade 12, must have a 3.0 unweighted grade point average (GPA), and meet all the criteria for admission to MDC, UF or FIU.

DUAL ENROLLMENT (DE) OPTIONS			
OPTION 1	OPTION 2	OPTION 3	OPTION 4
Courses offered on University/College campus	Courses offered on Miami-Dade County Public School (M-DCPS) campuses	Courses offered on Miami-Dade County Public School (M-DCPS) campuses	School for Advanced Studies (SAS) at MDC or Advanced Academics Academy (AAA) at FIU
Courses taught by a University/College Professor	Courses taught by a University/College Professor	Courses taught by a SACS accredited M-DCPS teacher	Courses taught by a University/College Professor
Courses are offered at two Florida International University (FIU) campuses: <ul style="list-style-type: none"> • North • University 	M-DCPS pays for the contracted services of the University/College Professor	Courses are made available to students during the regular school-day or after school	<ul style="list-style-type: none"> • School is housed at MDC or FIU campus • Eligible students complete their eleventh and twelfth grade year at MDC or FIU campus
Courses offered at four Miami-Dade College (MDC) campuses: <ul style="list-style-type: none"> • North • South • Wolfson • Homestead 	Courses are made available to students during the regular school-day or after school		<ul style="list-style-type: none"> • Students take three Advanced Placement courses per year taught by an M-DCPS teacher • DE courses are offered at the University/College

Early Admission, a form of Dual Enrollment, enables eligible high school students to enroll in a postsecondary institution on a full-time basis in courses that are creditable toward a high school diploma and an associate or baccalaureate degree. Program participation is limited to students who have completed a minimum of six semesters of full-time high school enrollment. Students enrolled in the program are exempt from college registration, enrollment, and laboratory fees.

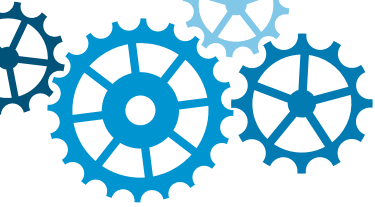
Another Dual Enrollment option available to students is Career Technical Education Dual Enrollment (CTE-DE). This option allows active students the opportunity to enroll in post-secondary career education programs and receive both high school and post-secondary credit. One of the most popular and successful programs is in operation at the District's Baker Aviation School, where high school students, who may come from any high school in Miami-Dade, attend classes half the day and take advantage of one of the few Avionics and Power Plant programs available in the State. CTE-DE also allows students access to coursework leading to industry certifications which can greatly enhance their employability, and subsequent earnings, without regard to the final post-secondary credential earned.

International Baccalaureate (IB) Diploma Program

At the senior high level, the International Baccalaureate (IB) Diploma Program is a liberal arts curriculum designed to promote understanding of global citizenship, encouraging students to become critical and compassionate thinkers, and informed participants in local and world affairs. Programs are comprised of advanced courses in grades 9 and 10, followed in grades 11 and 12 by two years of courses that lead to advanced standing in universities throughout the United States. The program aims to provide students with the intellectual, social, and critical perspectives needed to excel in college and beyond. IB program students are required to take courses in six academic areas including two languages, sciences, mathematics, social studies, and humanities. Students are recommended for college credits if they receive an exam score of 4 or higher on a 7-point scale.

Advanced International Certificate of Education (AICE) Program

The *Advanced International Certificate of Education* (AICE) program is designed to provide accelerated courses that lead to college credit for academically able students in grades 11 and 12. Administered by the University of Cambridge Local Examinations Syndicate, the coursework follows an international curriculum. Students who successfully complete six credits within 13 months in mathematics and science, languages, and arts and Humanities receive the AICE Diploma. Passing grades on AICE exams range from A to E, with A being the highest. According to a *Florida Department of Education study*, a grade of E on an AICE exam corresponds to an Advanced Placement exam grade of 3. A grade less than E is considered not passing an AICE exam.



Funding For Accelerated Programs

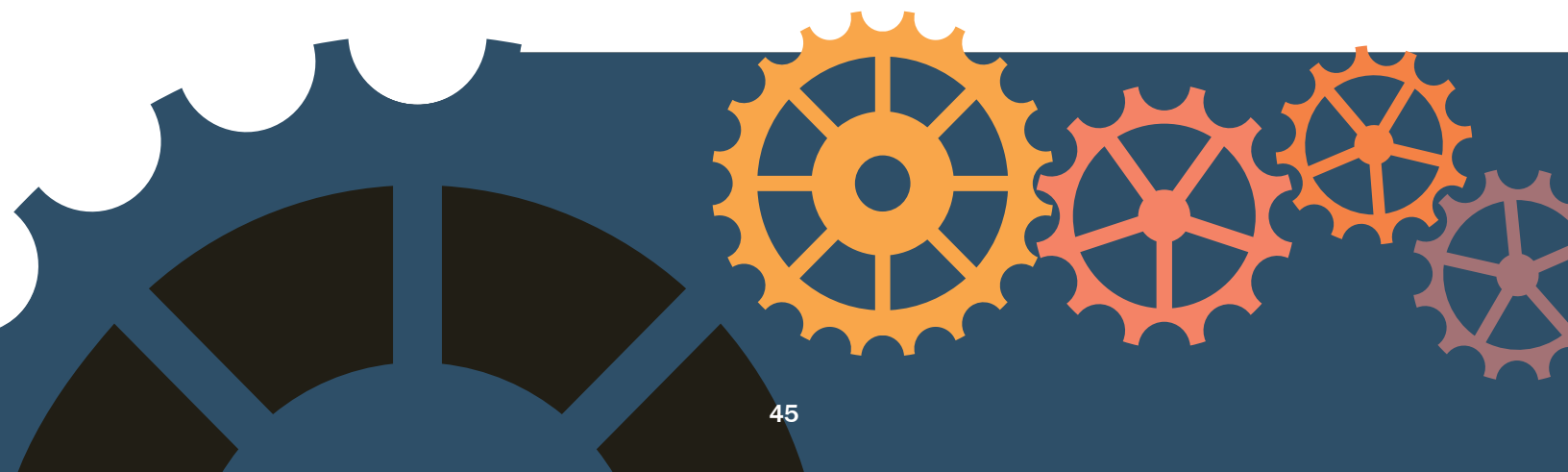
Enrollment Funding: Funding for the AP, IB, AICE, and Dual Enrollment programs is provided to school districts through the Florida Education Finance Program (FEFP). Students who enroll in these programs are included in their school districts' full-time equivalent (FTE) student count and districts receive allocations based on their FTE enrollment. Students who participate in Dual Enrollment programs with Florida's community colleges and universities are also included in the community college or universities' FTE count for funding purposes; these students are not required to pay college tuition for the courses. Funding for Honors courses is provided through basic FTE.

Incentive Funding: In addition to the regular (FEFP) funding paid to districts, the Legislature provides incentive funding to districts for student performance on AP, IB, and AICE examinations. Districts may use the incentive funding to cover exam fees and provide teacher bonuses. The Department of Education calculates the amount of funds to be distributed to each district based on students' AP, IB, and AICE test performance for the previous school year.

School districts receive an additional .16 FTE (Full-Time Equivalent student membership) for each AP examination grade of three (3) or higher that students achieve. For the IB program, school districts receive an additional .16 FTE for each IB examination grade of four (4) or higher and an additional .3 FTE for every student who earns an IB diploma. For the AICE program, school districts receive an additional .16 FTE for each AICE exam passed and an additional .3 FTE for each AICE Diploma earned.

Exam Fees: Florida's school districts pay students' AP, IB, and AICE exam fees. While exam fees for the IB program vary, the AP exam costs \$84 nationwide and the AICE exam is \$43. Districts may use incentive funding to cover this cost. There are no exam fees associated with the Dual Enrollment program.

Dual Enrollment Funding: The State provides FTE funding to high schools for students enrolled in Dual Enrollment courses and, at the same time, funds postsecondary institutions per student enrolled. The funding is the same as if the student took two courses; one at the school district and one at the community college. Total funding for these students equated to \$728 per semester for the Dual Enrollment course in 2007-2008. This funding is provided regardless of whether the student passes and earns credit for the course.





PROGRESS MONITORING

Florida Comprehensive Assessment Test

As part of the Florida Continuous Improvement Model, the FCAT annual assessments form the centerpiece of the ongoing school improvement efforts. Because these assessments are administered uniformly across the State, they provide a standard measure applicable to all schools and students.

The spring FCAT results provide current summative data on school and student achievement to date. However, because these assessments represent a static “snapshot” view of achievement, as the school year progresses, the information provided loses its utility for identifying and addressing the instructional needs of students.

What should be done in the summer to drive instruction?

Although school schedules are already in place by late summer, schools can still drill down into the test results of their incoming and returning students to make any adjustments to placement or instructional program necessary. Teachers can be provided with the data on the students assigned to them, so as to better address their instructional needs right from the start. As ongoing information is generated through the various progress measures, teachers will be able to fine-tune their instructional practice to address the evolving needs of the students.

As part of summer planning for the upcoming school year, these data provide significant useful information for: placement and grouping of students; assessing programmatic results; and gathering a perspective on instructional effectiveness of schools, programs, and teachers. Further, deeper analyses, such as by accountability groups, by demographic and/or treatment characteristics (curriculum group, instructional group, tutorial participation, etc.), or by content clusters or strands, help to inform decisions at multiple levels. In addition, the available FCAT data provide a basis for identifying and addressing professional development needs of staff in areas that will best support student learning and growth.

Florida End-of-Course (EOC) Assessments

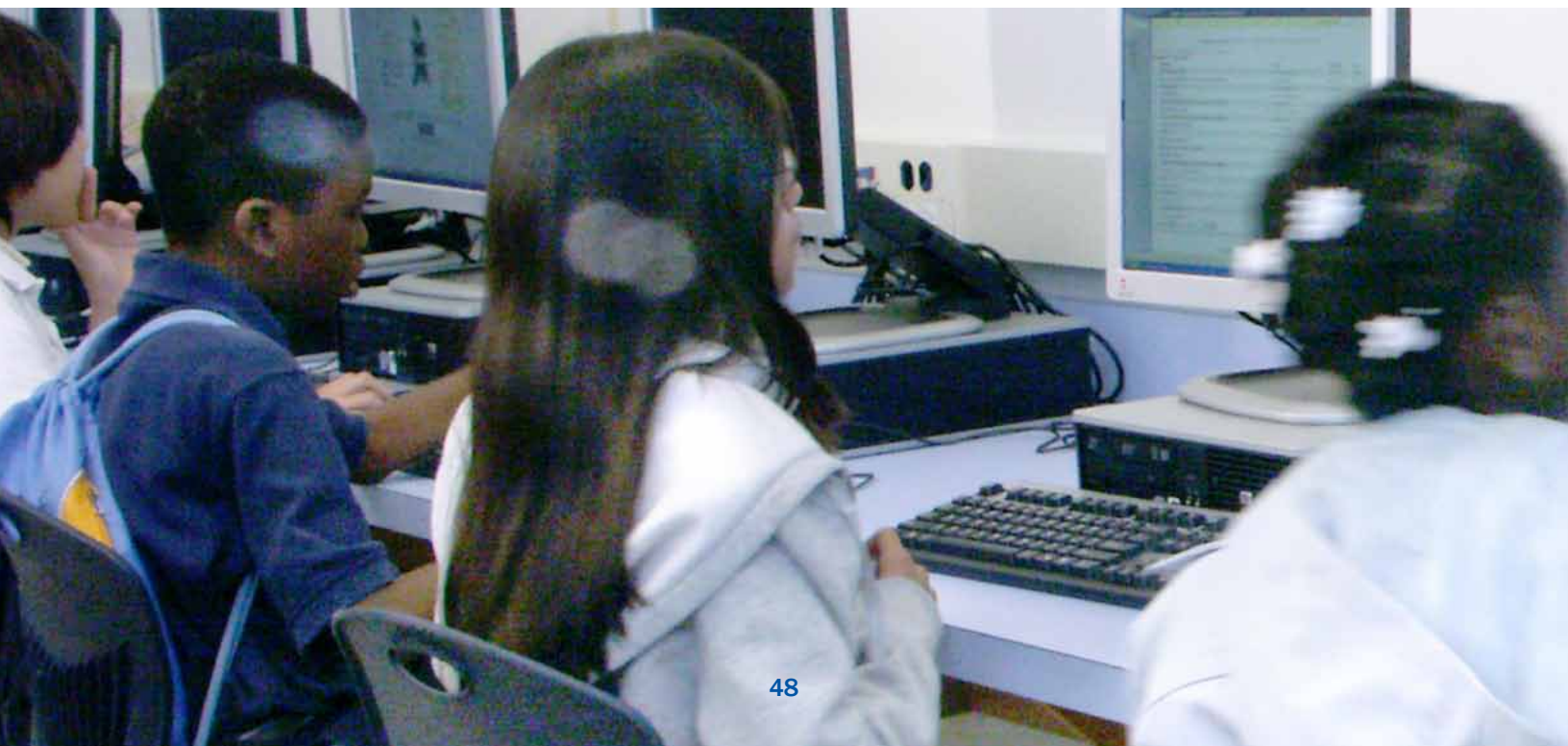
Beginning in the 2010-11 school year, Florida EOC assessments are being phased in to take the place of the FCAT for senior high students. The first EOC assessment in Algebra I will be administered in spring 2011, to be followed by Geometry and Biology EOC assessments in spring 2012. The EOC assessments are designed to measure the state's Next Generation Sunshine State Standards for each course. The EOC tests are criterion-referenced measures and the results provide summative data on the students' understanding of the course content.

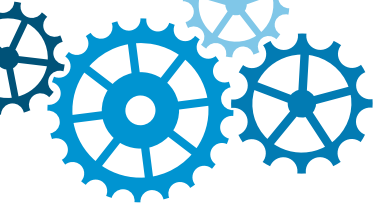
On-going Progress Monitoring

In order to monitor student progress, and provide the opportunity for a more dynamic view of progress and instructional needs, more current data will be needed throughout the school year. Available tools that can provide updated data during the school year include the Interim Assessments, classroom assessments, including teacher-made tests, customized tests using the District item bank, or authentic assessments such as portfolios and in-class performance tasks. Teachers may use tests that are aligned with instructional materials, such as unit tests, to assess student mastery and identify instructional gaps. Instructional programs with embedded assessments can provide updated progress data.

Interim Assessments

All schools will have access to the District's Interim Assessments. The Interim Assessment tests are formative assessments that were specifically designed to provide a "snapshot" of the learning progress of students at several points in the school year and to provide a basis for projecting the expected performance of those students on the FCAT. Because the baseline assessment is administered right at the beginning of the school year, the results will incorporate the effects of any learning growth (or regression) that took place over the summer break. Thus, teachers can begin the year with a much





clearer picture of the students' current instructional needs than would be possible based solely on the spring FCAT results.

The Interim Assessments are designed to work within a comprehensive framework of instructional support. The District's Pacing Guides and Instructional Focus Calendars are aligned with the timing and content of the Interim Assessments, working together to provide both guidelines for instruction and tools for monitoring student progress throughout the year. Further, the various report formats and debriefing protocols that are part of the Interim Assessment program design provide teachers and school administrators with multiple tools for analyzing student data, deconstructing student response patterns, and identifying gaps in either instruction or student's comprehension of the tested content, in order to focus remediation and/or enrichment efforts precisely where needed.

Florida Assessments for Instruction in Reading

In addition, the new Florida Assessments for Instruction in Reading (FAIR) for students in grades K through 12 will be administered three times in the year. These assessments will provide updated pictures of student's progress in reading. The FAIR results are predictors of student success on the upcoming FCAT; student results are grouped into bands and flagged according to their projected likelihood of success on the test. The diagnostic value of this testing program is enhanced by the portfolio of instructional strategies that are aligned to each identified area of need and which are provided for teachers to use to target instruction. Additionally, the results provide Lexile levels which provide teachers with a basis on which to match student reading levels to reading materials and which can be used to alert teachers in other subject areas to the needs of students whose low reading levels relative to the textbook and other class materials may significantly affect their ability to read and understand the materials.

The District Coordination of Services Committee will be able to access school-level reports on student achievement and progress in order to assess the fit of observed instructional practices to identified student needs.





STUDENT SUPPORT SERVICES

The Student Services Program supports goals in the M-DCPS' 2009-2014 Strategic Plan by targeting the development of the whole child and enabling students to successfully transition after high school. The Division of Student Services implements a Comprehensive Student Services Program to meet the academic, personal/social, career/community awareness and health and wellness needs of our students, PK-Adult. This program provides students with skill development services and activities that promote and support achievement and individual growth.

- Goal I** To reduce barriers to student achievement and provide a seamless transition for students, PK-Adult
- Goal II** To develop a school counseling program and monitor the implementation of student skill development based on the Florida School Counseling Framework

The success of the Miami-Dade County Public Schools Comprehensive Student Services Program is based on several well-founded assumptions, including that it is an integral part and an independent component of the total educational program and that all students are provided with a comprehensive articulation, transition and orientation process to support student success. To this end, the Division of Student Services works in collaboration with community agencies, school-site personnel, Regional centers, District offices, as well as state and local government agencies.

Comprehensive Student Services Program Standards

Standard 1: Prepare Students to Achieve Skills for Readiness to Start Schools

Standard 2: Increase the Graduation Rate and Readiness for Postsecondary Education

Standard 3: Maximize Student Academic Potential and Performance

Standard 4: Maximize Student Personal, Emotional and Social Growth and Development

Standard 5: Enhance the Learning Environment

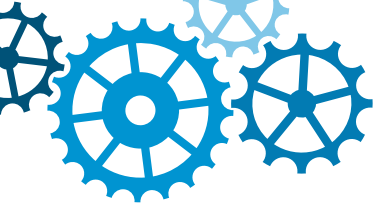
Standard 6: Promote and Enhance a Healthy and Safe Learning Environment

Standard 7: Provide Support to Teachers, Administrators and Staff

Standard 8: Provide Support to Adult Learners

Through its wide range of programs and services, the mission of each program is to nurture, support, and encourage students to reach their maximum potential and remove the barriers to learning. The programs are:

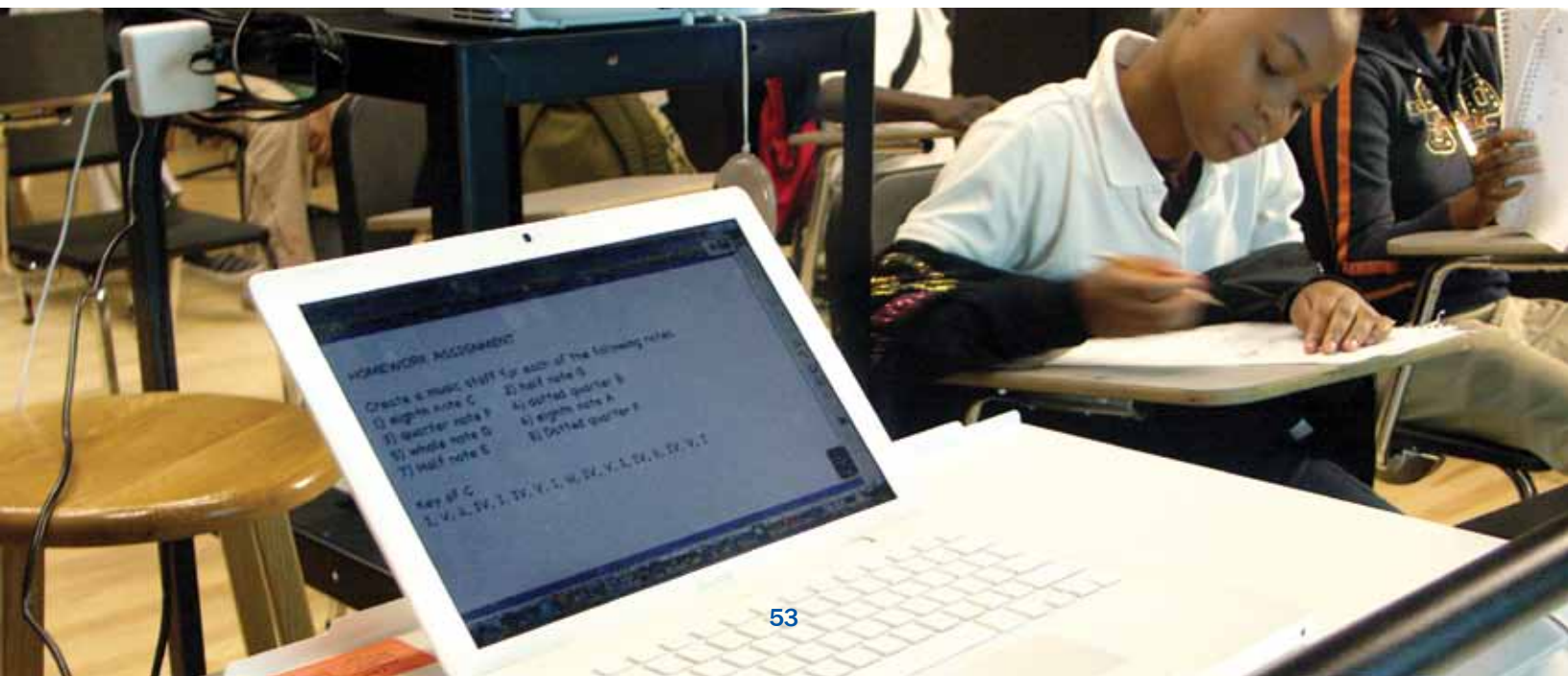
- *School Counseling Programs*-The School Counseling Program is an integral component of the school's total program with a commitment to individual uniqueness, an understanding of multicultural diversity, and the maximum development of academic potential; it is comprehensive in scope, preventative in design, and developmental in nature. The ultimate goal of the program is for students to graduate with the competencies necessary to be able to make self-directed, realistic, and responsible decisions; prepare post secondary plans; and to be successful contributors to society. This program is delivered to students by school counselors who are trained and credentialed and meet state and local professional standards.
- *College Assistance Program (CAP)*-The College Assistance Program (CAP), one of the few college help services in schools nationwide, is a post-secondary advisory program in all traditional public senior high schools in Miami-Dade County. The specialized focus of the CAP advisor is to provide information and assist students in completing applications for college admission testing, admission to post-secondary institutions, financial aid and scholarships. They present college workshops to parents, community organizations, and students, and utilize a planned curriculum encompassing post-secondary planning and financial aid. The CAP advisor, along with the school counselor, serves as an advocate for students who are seeking assistance with post-secondary options and decisions. CAP advisors communicate effectively on behalf of students as a result of their special relationships with college representatives as well as local, State and national organizations.
- *The Homeless Children and Youth in Transition Program (Project Upstart)*- Through the Division of Student Services, the Homeless Children and Youth in Transition Program assists schools with the identification, enrollment and attendance of homeless students as established by the McKinney-Vento Act. This program serves homeless children and youth by ensuring that they are provided with school placement, registration, transportation services, and after school tutorial programs. Homeless awareness activities for students, school-based personnel, and community groups are also provided. The core of the program is to avoid homeless children and youth from being stigmatized, separated, segregated, or isolated on the basis of their status. Additionally, the Project Upstart Children and Youth Program Homeless Education



Campaign, through sensitivity awareness and prevention curriculum, provides students with a sense of pride and respect for all.

- *Comprehensive Health Services Program*-Comprehensive Health Services (CHS) is dedicated to the promotion, prevention and protection of health of all students in M-DCPS. Standardized school health services are implemented in approximately one-third of M-DCPS through a program called Health Connect in Our Schools (HCiOS). Comprehensive Health Services plays a key role in the management of HCiOS school-based health services.
- *HIV/AIDS Education Program*-The HIV/AIDS Education Program was created to provide information to the District and the community on HIV/AIDS and related topics. The fundamental mission of the Miami-Dade County Public Schools' HIV/AIDS Education Program office is to stop the transmission of HIV and prevent AIDS within our community via classroom instruction, teacher trainings, student peer-led education, policy development, community collaboration, District-wide awareness activities, curriculum development, HIV-focused prevention, and the coordination of health services in school-based health clinics. The HIV/AIDS Program office is involved in the completion of the CDC School Health Profile survey to monitor school health education practices and adherence to school health policies related to HIV/AIDS. The program is responsible for assessing the students' needs and awareness. For this purpose, the Youth Risk Behavior Survey (YRBS) and the School Health Profile Survey are conducted biennially. Based on trend and evaluation data, the HIV/AIDS Program office plans and allocates resources, guides professional development, advocates for policy improvement and resources, and describes the status of HIV/AIDS education in M-DCPS.

The Division of Student Services, through the programs outlined above, promotes prevention services and provides curriculum initiatives/programs to ensure student safety and well-being throughout the District. Student Services Curriculum Support Specialists provide technical assistance, support, training and professional development to school-site personnel to support and strengthen student safety and academic success as students transition from grade to grade, as well as school to school. <http://studentservices.dadeschools.net>





DISTRICT-WIDE PROFESSIONAL DEVELOPMENT

In support of the District's mission to insure achievement of high academic standards by all students, the M-DCPS Professional Development Plan is premised on delivering research-based learning experiences aimed at advancing performance for all teachers and administrators. As a related objective, the Professional Development Plan also charts pathways for professional growth and career advancement that will produce a highly-efficient and well-trained workforce.

The development of comprehensive professional development underscores the District's recognition that sustained, intellectually rigorous and timely professional development for all personnel is essential in order to promote student learning. In alignment with the Standards for Staff Development promulgated by Learning Forward (formerly known as the National Staff Development Council) and the Florida Professional Development Protocol Standards, the professional development plan is accordingly based on research that connects high-quality professional learning to student achievement.

In particular, research has established that effective professional development practices adhere to four core principles in order to demonstrably enhance student learning and job performance. While systemically interconnected, these principles are clear, consistent, and appear to be integral to the process of improving results (Guskey, 1997). Professional development activities must

- Have a clear focus on learning and learners
- Target both individual and organizational change
- Make small changes guided by an overarching vision
- Be ongoing and procedurally embedded to reinforce and promote learning

The ability to improve student achievement and employee performance through professional development is hindered by reliance solely on traditional methods of delivering professional development, chiefly, isolated in-service workshops. Historically, Districts and schools secured consultants or curriculum experts to present sessions addressing specific topics. In light of a lack of continuity and overarching purpose, a professional development plan dependent exclusively on isolated in-service workshops provides an inadequate mechanism by which to transfer learning and change classroom practices. Research demonstrates that the application of a lecture model inherent in workshops does not provide an optimal learning environment for adults and fails to recognize the complexity of teachers' work (Little, 1994; Miles, 1995).

Developing the Professional Development Plan

M-DCPS has undertaken a systemic overhaul of its professional development planning process to implement a results-oriented model that

- Offers sustained professional learning reinforced through targeted follow-up support activities
- Aligns PD activities with District goals, student instructional needs, and individual teacher needs
- Provides a tiered level of support for professional learning based on the school's accountability level
- Offers professional development that aligns to the State's Differentiated Accountability requirements
- Expands the depth of specific professional learning experiences while narrowing the focus to emphasize research-based professional development that directly impacts teaching and learning
- Reduces isolated workshops
- Increases the availability of school-based offerings
- Facilitates coordination among the District and Regional staff that provide and oversee professional development

To ensure that the 2010-2011 Professional Development Plan targets District-wide professional development needs, the plan incorporates data and information collected from the following sources:

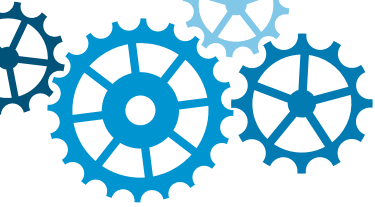
- Multiple sources of 2009-2010 student achievement data
- Needs assessment surveys of instructional personnel and school-based administrators conducted during May, 2010
- District strategic goals
- Applicable State and Federal mandates

Levels of Professional Learning

Developed by C & I with input from key District stakeholders, the plan reflects the core knowledge, skills, and tools needed by instructional personnel and administrators to close the achievement gap and promote student learning. Specific PD activities are categorized according to the following knowledge categories: **Awareness, Teaching and Learning, and Building Capacity for Teaching and Learning.**

Awareness or introductory-level professional development, provides basic information relating to specific instructional practices, programs and/or terminology.

Teaching and Learning targets in-depth professional learning that requires the participant to implement new strategies or behaviors. Training is intended to encourage the adult learner to directly apply new knowledge, skills and tools during classroom instruction in order to improve student performance.



Building Capacity for Teaching and Learning focuses on maintaining or institutionalizing new behaviors and protocols. This level of training is generally reserved for curriculum support specialists, teacher leaders, instructional coaches, and instructional support personnel tasked with learning strategies that will assist teachers in applying new instructional practices.

The Learning Continuum

The Professional Development Plan accommodates diverse methods of professional learning, spanning collective training opportunities for broader audiences as well as targeted professional development to support individual growth. The following hierarchical framework outlines District-wide professional development priorities for 2010-2011 and provides examples of critical professional development in these areas:

Critical mass training targets all teachers at a specific grade level(s) or an identified subject area or school administrators. Critical mass training is intensive and focuses on core learning objectives, i.e., Superintendent’s Summer Institute for Principals, FAIR Assessment, and training for instructional coaches and school-based PD Liaisons.

Superintendent’s Summer Institute for Principals 2010

Two hundred thirty-nine principals attended this one-week institute focused on all aspects of school-based data-informed decision-making. The institute was designed based on the “DataCom” model which is utilized by the Superintendent. Since successful principalship in the current educational climate requires that school leaders are effective users of multiple levels and sources of data, principals worked in cohorts by school level (elementary/K8 and secondary) on identifying targets for school improvement, establishing priorities based on strengths and weaknesses revealed in the data, and exploring best practices for improving teaching and learning. Principals also received updates on Response to Intervention (RtI), IPEGS, FAIR assessment, Certification, META, Highly Qualified, Special Education, and Bilingual Education.

Response to Intervention (RTI) Training for Leadership Teams

Implementation of RtI is a State requirement and the model will be established in all K-12 schools with a three (3) year roll-out implementation. Schools that receive a DA designation of Correct II or Intervene will be accelerated in this process. In order to effectively teach all children, RtI emphasizes early intervention utilizing multi-tier levels of support through a problem-solving method that utilizes data to make decisions. Once a problem has been identified and research-based interventions have been implemented, student progress will be monitored in order to adjust instruction to meet student needs.

The 3-Tiered Model of decision making and support is designed so that Tier 1 designates support that is school-wide for every student; Tier 2 designates support that is for small groups of students; and Tier 3 designates support that is individualized.

The RtI Team is an extension of the school-site Leadership Team and meets on a regularly scheduled basis. Once a problem has been identified, additional staff or support personnel would be included on a case-by-case basis.

To build and maintain a data-based culture, school administrators and teachers need training, access, and support in using data effectively. To this end, Professional Development provides training for teachers, school administrators, and District and Region support staff that focuses on building participants' skill in identifying and accessing relevant sources of data; framing essential questions; analyzing data; roles of data team members and administrators in building and supporting effective teams; sharing findings and conducting data dialogue; identifying instructional targets; and building and monitoring work plans based on data.

Turnkey Professional Development targets a representative[s] from each school who in turn delivers the training at the school site, i.e., **IPEGS Training**.

IPEGS training teams from all schools consisting of the principal, an assistant principal, and two teachers received an update training in June 2010 which focused on lessons learned from the first year of full implementation and on changes. These teams in turn trained their school faculty at the beginning of the school year and serve as on-site experts facilitating a consistent implementation of the new teacher evaluation system.

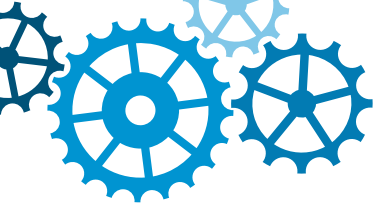
Job-embedded Professional Development infuses professional learning with daily practice, cultivating a mindset that professional development is an element of classroom teaching in lieu of an ancillary activity. These activities are frequently collaborative and offer an opportunity for structured conversation, reflection, and inquiry. Specific approaches to promote job-embedded professional development include mentoring, coaching, and professional learning communities.

Coaching provided at the school site, concentrates on one-on-one or small group instruction that incorporates planning with teachers, demonstrating strategies in live classroom settings, allowing teachers to observe and practice implementation, and providing appropriate feedback.

Mentoring offers one-on-one guidance, support, and feedback for beginning/early career teachers and school principals, extending a professional lifeline that addresses particular individualized needs. Teachers new to the profession will be provided mentors through the District's new teacher induction program, MINT. Second year teachers working in schools that report to the Education Transformation Office (ETO) will also be provided with a site-based mentor.

Professional Learning Communities (PLC), required in all DA schools, provide an effective method to engage faculty members in continuous study aimed at advancing common goals for student learning. Through shared leadership, collective creativity, mutually understood values, vision, and common practices, professional learning communities create safe, collegial environments that are conducive to inquiry and professional growth. The forum allows participants to explore in-depth a specific area of focus over an extended period of time. Several effective professional growth activities that adhere to the school-based professional learning community model include:

- Lesson Study provides a powerful, collaborative approach that brings teachers together as researchers into the science and craft of teaching and learning in their classrooms. Teachers work as teams to develop a research lesson, teach and observe the lesson to collect data on student learning, and use their observations to refine their lesson. Teachers build their sense of professional authority while



discovering effective instructional practices that result in improved learning outcomes for their students.

- Tuning Protocols offer a process to fine-tune teacher work through a framework that allows educators to directly examine student work, establish inferences about their classroom practice, and discuss strategies that can be applied to enhance student learning.
- Study groups convene teachers and/or administrators to advance professional learning with respect to a particular subject, such as discipline, cooperative learning, or specific instructional programs. Study group members review applicable research and discuss the potential impact of instituting instructional programs and/or incorporating new practices and strategies.

The United Teachers of Dade Professional Resource Center

The UTD Professional Resource Center (PRC) is an inviting and supportive professional learning environment which is open to all teachers and educational support staff at Miami Southridge Senior High School. The PRC is a place where individuals are encouraged to come together for collegial conversations and high-quality, site-based professional development and growth activities that are determined by the needs of the professionals who choose to participate

The goals of the PRC align with the goals of the United Teachers of Dade - to grow, activate, engage, and develop its members. The PRC will improve teacher practice in order to increase student performance, strengthen the union through the power of professional issues, support and retain new teachers, and support teachers throughout their careers.

Funding for the PRC will be through grants written by staff of the UTD Teaching Excellence Foundation.

Digital Age Professional Development

In order to leverage District resources and reach a wide audience with digital-age professional development on an “at-your-fingertips basis,” podcasts covering critical benchmarks in language arts, mathematics, and science have been developed. These brief mini-lessons may be accessed by any teacher at anytime, providing PD opportunities that are timely, relevant, and self-motivated. Podcasts addressing additional topics are planned.



Reading Log table with columns for Date, Title, Author, Genre, and Pages.

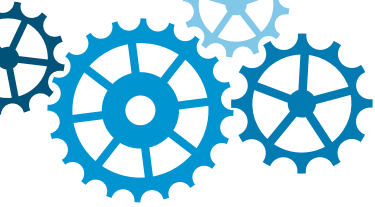
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Shelves
papers



Listen to the story on Tape
FCAT Daily Practice
Probability
Math/Science
Describe life in St. Augustine

Geometric shapes poster: Trapezoid, Rhombus, Parallelogram. Includes definitions and diagrams.





Monitoring and Measuring the Impact of Professional Development

In implementing the plan, the District, Region Centers, and schools assume defined roles, as outlined below, to deliver PD and monitor its effectiveness. Quality assessment for professional development activities is triggered upon the proposal of PD courses. An initial screening insures alignment with:

- District student achievement needs
- Reported learning needs for target audience
- Identified District and/or State goals
- Adherence to national professional development standards
- Specified research base

To monitor transfer of learning and the application of new skills to the classroom, District and Regional personnel conduct random follow-up visits aimed at identifying changes to instruction that should be evident as a result of participation in specific professional learning activities. Lesson plans, student work products, and other follow-up documentation are also reviewed to ascertain the impact of professional development.

In addition to ensuring that new skills are applied to classroom instruction as a result of participation in professional development activities, monitoring allows the District to chart future professional development needs. Information collected by monitoring PD services and knowledge transfer will identify strengths and weaknesses in curriculum, instruction, and professional development that will in turn shape future instructional and professional development programs. The monitoring of professional development thus becomes an active agent in an ongoing process of continuous improvement.

The regular assessment of professional learning activities also aids the District in establishing meaningful long-range benchmarks that gauge broader programmatic impact. By identifying specific objectives, the District can measure tangible results yielded by professional development initiatives and assess the implications of those results.

	course submissions adhere to state requirements and articulate appropriate research base	All instructors must adhere to PD Data Center policies for sign in, grading & evaluation before MPP will be awarded; instructors must also sign statement of ethical conduct	Observations target: -Confirmation of session legitimacy-session held as scheduled; participants in attendance; & -Qualitative analysis to gauge effectiveness of PD session	selected PD sessions Review measures legitimacy of assignment & effectiveness of method used to transfer/reinforce PD	up work Incorporates PD Delivery Rubric with established standards for high quality PD
OBJECTIVES	Insure all PD adheres to state and national standards	Establish protocols for each PD session	Gauge PD effectiveness & "sniff test" legitimacy	Assess qualitative impact of PD and transfer of learning	Facilitate self-policing & identify risks and/or areas for improvement
RESOURCES	Office of PD/PD Data Center	PD Data Center	PD Specialists Regional CSS Regional PD directors	PD specialists Content area specialists	Web-based tool PD Delivery Rubric



TIERED ACADEMIC SUPPORT

The percentage of M-DCPS' students meeting the high standards on the FCAT SSS from 2009 to 2010, increased at most grade levels and subject areas. District student growth outpaced State growth at nearly every grade level in 2009-2010. The 2011-2012 designations are as follows:

DA CATEGORY	TOTAL SCHOOLS	2011-2012 SCHOOL GRADE DESIGNATIONS							
		A	B	C	D	F	I	UNGRADED SCHOOLS	
								High Schools pending grade	No grade to be assigned
Prevent I	60	44	3	3				6	4
Prevent II	25	11	3	7	1			1	2
Correct I	74	29	11	23				5	6
Correct II	121	23	16	28	21	3	2	24	4
Intervene	5			1	1			3	
	285	107	33	62	23	3	2	39	16

The number of schools in DA decreased slightly from 298 in 2010-2011 to 285 in 2011-2012.

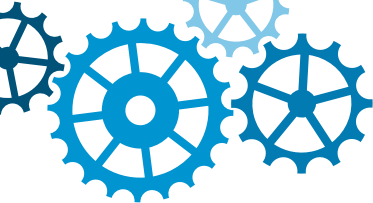
Based on the varied levels of performance found among schools, it is evident that support can no longer be relegated to only the schools with the lowest academic performance. It is the goal of the 2010-2011 Education Plan to strategically assist schools based on need through differentiated support that provides progressive interventions. Progressive interventions as well as prevention are components of this plan. The plan systematically addresses the needs of schools through strategies designed to:

- Increase teacher capacity
- Enhance fidelity of implementation to core/intervention programs
- Provide consistent supplemental technology-based programs in grades K-12 to sustain student achievement
- Provide a system of checks and balances to progress monitor student achievement

The 2010-2011 Educational Plan realigns C & I and demonstrates collaboration with School Operations and the Education Transformation Office to provide:

- Curriculum development
- Capacity building
- School support
- Monitoring

The following chart from the Florida Department of Education provides an explanation of how schools fall into the various DA categories:



2011-2012 DIFFERENTIATED ACCOUNTABILITY SCHOOL CATEGORIES***

CATEGORY I	CATEGORY II
<p>Prevent I Schools with AYP Counts* from 1 to 3 that have met at least 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> • “A”, “B”, “C” elementary or middle schools • High schools and high school combination schools with FCAT performance points of 435 or higher • Ungraded schools. <p>Actions</p> <ul style="list-style-type: none"> • School implements interventions • District monitors progress and supports schools 	<p>Prevent II Schools with AYP Counts* from 1 to 3 that have met less than 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> • “A”, “B”, “C” elementary or middle schools • High schools and high school combination schools with FCAT performance points of 435 or higher • Ungraded schools. <p>“D” elementary or middle schools with AYP counts less than 4. High schools and high school combination schools with FCAT performance points from 395 to 434 with AYP counts less than 4.</p> <p>Actions</p> <ul style="list-style-type: none"> • School implements interventions • District directs school interventions • District monitors progress and supports schools • State monitors district’s support of schools
<p>Correct I Schools that have AYP Counts* of 4 or greater, have met at least 80% of AYP criteria, and belong to one of the following groups:</p> <ul style="list-style-type: none"> • “A”, “B”, “C” elementary or middle schools • High schools and high school combination schools with FCAT performance points of 435 or higher • Ungraded schools. <p>Actions</p> <ul style="list-style-type: none"> • School implements interventions • District directs interventions • District monitors progress and supports schools • District and state provide intensive onsite support to schools in the lowest 5% 	<p>Correct II Schools with AYP Counts* of 4 or greater that have met less than 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> • “A”, “B”, “C” elementary or middle schools • High schools and high school combination schools with FCAT performance points of 435 or higher • Ungraded schools. <p>Schools with AYP Counts of 4 or greater that include</p> <ul style="list-style-type: none"> • “D” elementary or middle schools • High schools and high school combination schools with FCAT performance points from 395 to 434. <p>Schools regardless of AYP Status that meet the following criteria:</p> <ul style="list-style-type: none"> • All “F” elementary or middle schools • High schools and high school combination schools with FCAT performance points less than 395. <p>Actions</p> <ul style="list-style-type: none"> • School implements interventions • District and state monitor progress and support schools • District and state direct school interventions for f and lowest 5% schools

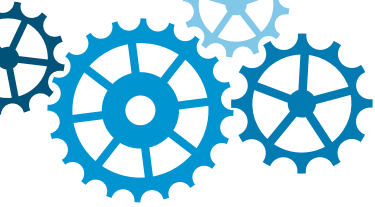
2011-2012 DIFFERENTIATED ACCOUNTABILITY SCHOOL CATEGORIES*** (CONTINUED)

CATEGORY I	CATEGORY II
<p>SCHOOLS NOT REQUIRED TO PARTICIPATE IN DA STRATEGIES</p> <p>Schools that have not missed AYP for at least two consecutive years that are:</p> <ul style="list-style-type: none"> • “A”, “B”, “C” elementary or middle schools • High schools and high school Combination schools with FCAT performance points of 435 or higher • Ungraded schools. 	<p>INTERVENE**</p> <ul style="list-style-type: none"> • Current “F” elementary or middle schools that have earned at least four “F” grades in the last six school years. • High schools and high school combination schools that have earned less than 395 FCAT performance points and have earned at least four “F” grades in the last six school years (counting the current year’s FCAT performance points less than 395 as one year). • “D” Correct II elementary or middle schools or “F” elementary or middle schools or Correct II high schools and high school combination schools with FCAT performance points less than 435 that meet at least 3 of the following criteria: <ul style="list-style-type: none"> • Percentage of non-proficient students in reading has increased compared to the percentage attained five years earlier • Percentage of non-proficient students in math has increased compared to the percentage attained five years earlier • 65 % or more of the students are not proficient in reading • 65 % or more of the students are not proficient in math. <p>Actions</p> <ul style="list-style-type: none"> • School implements interventions • District and state monitor onsite • District and state provide intensive onsite support • District chooses one of four reconstitution options <ol style="list-style-type: none"> 1. Convert school to a district turnaround school 2. Reassign students and monitor progress 3. Close and reopen as a charter school 4. Contract with an outside entity to run the school

* Schools with FCAT performance points of 435 or higher or ungraded schools enter DA after missing Adequate Yearly Progress (AYP) for two consecutive years starting from 2002-2003. An “AYP Count” value is assigned to all schools. The AYP Count starts at 1 for a school that has missed AYP for two consecutive years. The count increases for each year that a school in DA misses AYP. A school must make AYP two consecutive years to exit DA. If a school in DA then makes AYP one year, the school’s AYP Count freezes. However, if that school then misses AYP in the following year, the school’s AYP Count resumes. Reaching AYP for two consecutive years resets the AYP Count at zero. To re-enter DA, a school would need to miss AYP for two consecutive years or be graded D or F.

** To exit the Intervene category a school must make significant progress after one year. Significant progress is defined as: 1. “C” elementary and middle schools and high schools with 435 FCAT performance points or greater. 2. The school’s AYP performance improves so that at least one subgroup in reading and at least one subgroup in mathematics that previously did not make AYP has made AYP.

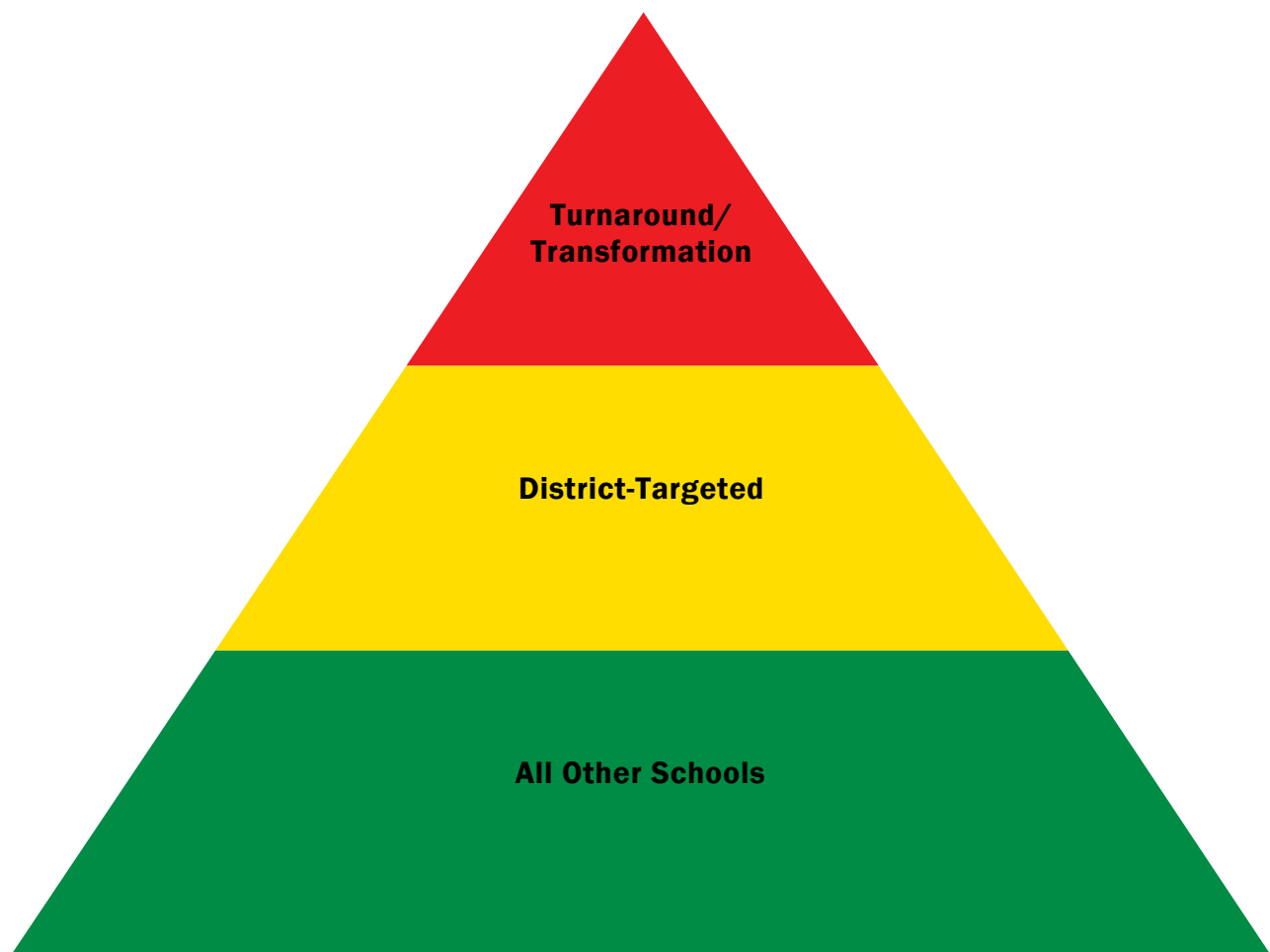
***For the purposes of DA, high school status is calculated on FCAT performance only (800 points based on reading, mathematics, writing, and science scores).



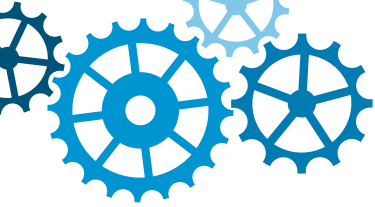
Levels of School Support and Deployment

Recognizing the reality of diminishing resources and the differentiated needs of schools based on the State’s accountability designation, the plan incorporates a system of tiered support for schools. Both professional development and in-class support will be provided based on the school’s Differentiated Accountability designation. Schools in red and yellow (Turnaround/Transformation Intervention Model, Intervene, and Correct II “D,” and “F” schools) will receive the most concentrated and sustained level of support in terms of both professional development and on-site classroom level support.

District/Region curriculum support specialists are deployed on a regular basis to provide in-class support and customized professional development. Services will be provided based on the identified needs of the school. The highest level of deployment and support will be provided based on the school Differentiated Accountability designations. The following illustrates the Tiered Approach that will be employed.



TURNAROUND/TRANSFORMATIONAL (COMBINATION OF INTERVENE, AND CORRECT I & II SCHOOLS)	CORRECT II (F) SCHOOLS (COMBINATION OF INTERVENE, CORRECT I & II, AND PREVENT II SCHOOLS)
Lenora B. Smith Elementary	Mandarin Lakes K-8
Frederick R. Douglass Elementary	Arcola Lake Elementary
Holmes Elementary	William J. Bryan Elementary
North County Elementary	Comstock Elementary
Kelsey L. Pharr Elementary	Charles R. Drew Elementary
Pine Villa Elementary	Earlington Heights Elementary
Dr. Henry W. Mack/West Little River Elementary	Edison Park Elementary
Jesse J. McCrary Elementary	Florida City Elementary
Phillis Wheatley Elementary	Benjamin Franklin Elementary
Allapattah Middle	Golden Glades Elementary
Charles R. Drew Middle	Laura C. Saunders Elementary
Jose de Diego Middle	Miami Park Elementary
Madison Middle	R.R. Moton Elementary
Miami Edison Middle	Myrtle Grove Elementary
North Miami Middle	Olinda Elementary
Parkway Middle	Dr. R. B. Ingram/Opa Locka Elementary
Homestead Senior	Irving & Beatrice Peskoe Elementary
Miami Carol City Senior	Beckford/Richmond Elementary
Miami Central Senior	West Homestead Elementary
Miami Edison Senior	Nathan B. Young Elementary
Miami Jackson Senior	Brownsville Middle
Miami Norland Senior	Carol City Middle
Miami Northwestern Senior	Campbell Drive Middle
North Miami Senior	Citrus Grove Middle
Miami Southridge Senior	Thomas Jefferson Middle
Booker T. Washington Senior	Lake Stevens Middle
	North Dade Middle
	Westview Middle
	American Senior
	Hialeah Senior
	Hialeah-Miami Lakes Senior
	Miami Coral Park Senior
	North Miami Beach Senior
	William H. Turner Technical School
	South Dade Senior



Supporting the Turnaround/Transformation Model Schools

Creation of the Education Transformation Office

The Education Transformation Office (ETO) was created in 2010 and is charged with improving the performance of Miami-Dade County Public School's "persistently lowest-achieving schools," identified by the Florida Department of Education. The District has designated these schools as "*The Rising 19.*" A priority for the ETO is helping schools implement targeted interventions and enrichment activities for all students in reading, writing, mathematics, and science. These intervention and enrichment activities have been created based on analysis of student data; they are designed to assist schools in identifying when, by whom, and how interventions and enrichment should be delivered. Academic data will be monitored throughout the year to ensure students are properly placed in intervention or enrichment activities. The monitoring process will culminate in an annual evaluation to determine effectiveness.

The ETO functions as a hybrid Region and collaborates with and supports the schools in operations, advocacy, curriculum and instruction, school improvement, and professional development. Specifically, the ETO:

- Serves as operational support in the areas of personnel, maintenance and facilities, and student transfers
- Provides individualized job-embedded professional development based on the specific instructional needs of each core content teacher and instructional coach
- Facilitates professional learning communities and lesson study groups to build teachers' capacity to develop and deliver high-quality, effective instruction
- Negotiates grade- and school-level professional development to ensure teachers receive the training they need to effectively deliver core curriculum and to provide interventions
- Assists schools in: implementing baseline, mid-year, and mini assessments; disaggregating data; and developing strategic action plans for ensuring mastery of the standards
- Leads the schools through the development, implementation, and modification of the School Improvement Plan (SIP) and ensures that the SIP guides every aspect of the schools' transformation
- Trains tomorrow's administrators, instructional coaches, and lead teachers in the fundamentals of school transformation through academies, shadowing periods, and internships

In order to ensure success of this innovative program, *The Rising 19* will:

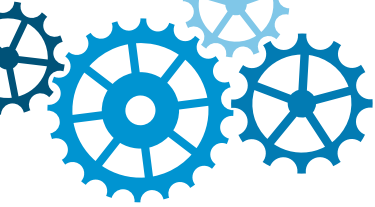
- Be able to provide incentive pay to recruit and retain the most effective administrators and teachers
- Extend the learning day or year, providing customized interventions and enrichment to improve academic support
- Receive ongoing, on-site, and job-embedded professional development that focuses on the deep teaching of the standards, and building the capacity of teachers, coaches and administrators in the areas of lesson planning, data analysis, and student interventions
- Develop or refine positive behavior support systems for students

Supporting Intervene and Correct II, “D” and “F” Schools

Support at the classroom level in the core subject areas of reading, mathematics, writing, and science is critical at the Intervene and Correct II (D and F designation) school level. However, there is a scarcity of certified curriculum support specialists in these critical areas at the District and Region levels. Therefore, District and Region curriculum support specialists will need to be reconfigured in order to provide an additional layer of support to the most fragile schools.

A three-person DA Support team comprised of existing District Instructional Supervisors and/or curriculum support specialists and Region curriculum support specialists will be assigned to support specific elementary and secondary schools. To the extent possible, the composition of the team will include a reading, mathematics, and science certified individual. This team participates in the State and District Instructional reviews at their assigned school and will support the action plan developed by the school as a result of the review. The DA Support team begins working at the schools in September each year, with a more concentrated deployment in January.

With the Differentiated Accountability designation comes a tiered approach to the deployment of support and services. As a result of this, C & I will take primary responsibility for monitoring support provided to “F” schools and the Regions will assume the responsibility for monitoring the support provided to the students in identified subgroups in the Correct II “C,” Prevent I and II, and all other schools in their Region. C & I will continue to provide District-wide professional development in all content areas and instructional strategies. In addition, C & I will make available to all schools, regardless of designation, a wide range of instructional resources. Additionally, C & I will also provide capacity-building training for instructional coaches and the school professional development liaisons to ensure that all schools benefit from well-trained, on-site experts that support job-embedded professional growth of teachers.



The State requires that all schools with the Differentiated Accountability designation of Turnaround/Transformation, Correct II “D” and “F” have a reading, mathematics and science coach. The school coaches and administrative team at the school will work collaboratively with the appropriate District/Region staff to ensure that resources and support are deployed where needed to maximize student achievement. The coaches will be tasked with reviewing the Pacing Guides and Instructional Focus Calendars with the classroom teachers on a weekly basis. In addition, key instructional concepts will be reviewed and/or taught. Every week a debriefing of the previous week’s progress and planning for the upcoming week will take place. The coaches will be responsible for visiting classrooms to ensure fidelity of implementation, co-teach or model lessons when necessary, and to make sure that any additional supports needed for the classroom teacher are provided in a timely fashion. Ensuring the correct use of core interventions based on an analysis of current data will also be the responsibility of the team. In conjunction with the school leadership team, the coaches and DA Support Team will examine student trend data to identify strengths and establish nine-week intervention targets and monitor use of school-based intervention programs and materials.

The three coaches and DA Support Team members receive specialized training throughout the year.

Selection of School Support Teams

Selection of District and Region curriculum support specialists that provide in-class support to these fragile schools must be:

- Certified at the level and in the content area in which they are assigned
- Have a proven track record of high performance
- Have a strong desire to coach and nurture their peers

In order to ensure consistency of deployment and the quality of the services provided, all team members were trained in August 2009 by staff in C & I and will continue to meet periodically throughout 2010-2011. These teams will act as a bridge between the principal, Region, and District and be viewed as a focal point of classroom transformation at the school level.

Correct II “C,” Prevent I and II, and All Other Schools

One of the most challenging goals for any school is ensuring that all students, regardless of race, ethnicity, or socio-economic status, excel academically. Schools must meet set State and Federal targets each year for each subgroup of students in the school in order to make Adequate Yearly progress (AYP). Schools that fail to meet these targets receive a Differentiated Accountability designation. Regardless of such designation, all schools must continue to ensure that students in each subgroup receive the level of support and services required for them to perform at the highest level.

Regions will assume primary responsibility for monitoring the support provided to the students in identified subgroups in the Correct II “C,” Prevent I and II, and all other schools in the Region.

District Support for School-based Response to Intervention Teams to All Schools

C & I staff will focus tiered support for the development of the school-based response to intervention (Rtl) teams. The level of support afforded to schools will vary based on need and readiness to implement Rtl. District Rtl leadership personnel and Rtl curriculum support staff will assist schools in developing the following “Foundational Benchmarks of Rtl Implementation”:

Problem-Solving Benchmarks

1. A four step problem-solving process is used to plan and revise instruction and intervention. Each step includes critical activities.
 - a. Problem Identification

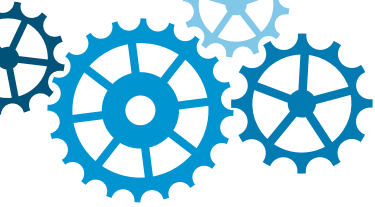
Gap analysis is conducted to determine the amount of progress that needs to occur in a given amount of time to move groups of or individual students to benchmark.
 - b. Problem Analysis

The problem-solving team generates hypotheses to identify potential reasons for students not meeting academic or behavioral benchmarks.

Data are used to verify that potential hypotheses are viable reasons for students not meeting benchmarks, prior to intervention development.
 - c. Intervention Development

Detailed action plans are developed or revised to help students move closer to meeting academic benchmarks.
 - d. Evaluation of Response

Progress monitoring data are collected and compared to goals set during problem identification to determine if instruction or intervention is effective at moving groups or individuals to benchmark. Instruction/intervention is revised if necessary.



Tier 1 Benchmarks

2. Screening data are reviewed to schedule Tier 2 intervention.
3. Diagnostic data are reviewed to plan instructional focus (benchmark data) and small group differentiated instruction.
4. Progress monitoring data are reviewed at least three times per year to evaluate the effectiveness of core instruction. Data are disaggregated as appropriate to evaluate differential effectiveness and revise instruction as necessary.

Tier 2 Benchmarks

5. Supplemental interventions (small group in elementary, small group and intensive classes in secondary for reading and math) are delivered to all students who are not progressing towards academic and behavioral benchmarks.
6. Fidelity of Tier 2 intervention is monitored to ensure the following:
 - a. The interventionist has been trained in the intervention
 - b. Students are attending as prescribed
 - c. Intervention group size, frequency, and duration is consistent with program guidelines
 - d. Administrator walk throughs and coaching visits have occurred regularly
7. Progress monitoring of students in Tier 2 intervention occurs at least monthly and is reviewed for:
 - a. Effectiveness as measured by a positive response in approximately 70% of students receiving Tier 2 intervention
 - b. Differential effectiveness between intervention groups
 - c. Differential effectiveness within intervention groups
8. The four step problem-solving process is used to revise intervention as necessary and/or identify students in need of Tier 3 intervention.

The meeting of these benchmarks will be accomplished through a process of self assessment, action planning, plan implementation support, and continuous monitoring. Regular collaboration between the District Rtl leadership team and staff in Language Arts/Reading, Mathematics, Science, and Professional Development will ensure a coordinated focus.

Classroom Walkthroughs

A Tool to Ensure Consistent Planning and Support

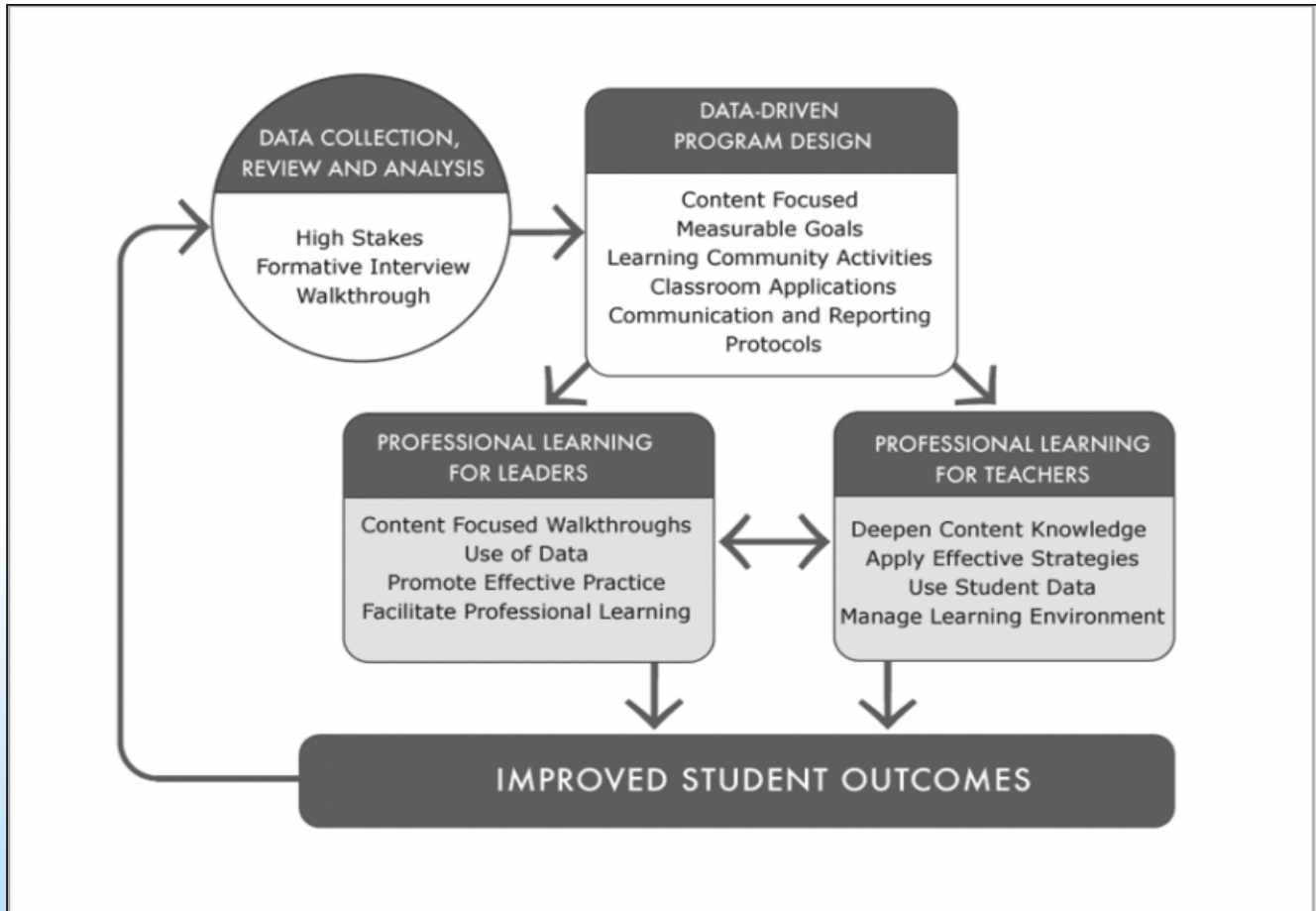
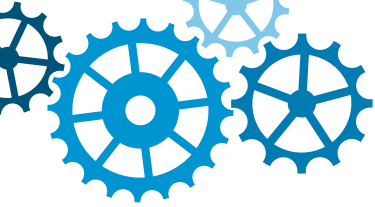
The school coaches and DA Support Team members will be trained in classroom walkthrough strategies in order to ensure the classroom visits yield accurate and consistent information about teaching and learning in the classroom.

Schools collect enormous amounts of data that indicate what students know at the end of the teaching and learning process. Effective schools also collect classroom observation data about the instructional process along the way. When school leaders have a clear, objective picture of what is happening in the classroom, they can establish standards for practice, guide professional learning, support reflective dialogue, and develop best practices among faculty.

Through brief classroom visits, instructional leaders can quickly collect data about critical instructional practices. Reflective discussions on the classroom walkthrough data will lead to action planning, which guides instruction and classroom practice.

Over time, classroom observational data reveal patterns of practice. School-support personnel will use these data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers, and suggest professional learning for the whole school.

The graphic on the next page provides a conceptual framework for the ongoing work of improving student outcomes through the collection and review of relevant data, improvement and calibration of instructional practices, focused staff development initiatives, and assessment of progress to further inform the decision-making process.



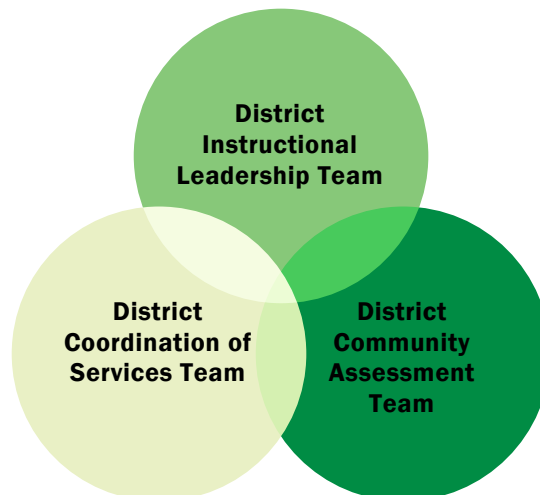


MONITORING OF TIERED ACADEMIC SUPPORT

Monitoring the implementation of the District’s Educational Plan during 2010-2011 is critical. The purpose of monitoring is more than simply assuring compliance with State Differentiated Accountability and District requirements, albeit this is paramount. However, monitoring the consistent delivery of the core curriculum, intervention materials, and instructional resources, in addition to key student data points throughout the school year, provides the opportunity to revise the deployment of on-site classroom support and professional development delivered to better meet the ever-changing needs of students and teachers.

The monitoring process will consist of three District teams described below, in addition to the use of a new Service Delivery Log tool. This two-pronged approach will facilitate an in-depth review of school and student leading data elements, and observations of instructional support personnel working in schools, to ensure that schools and students are receiving the level and concentration of support needed to maximize teacher performance and ultimately improve student performance.

DISTRICT MONITORING TEAMS



District Instructional Leadership Team

The District Instructional Leadership Team will be composed of the Superintendent of Schools, the Deputy Superintendent for District/School Operations, the Associate Superintendent for Curriculum and Instruction (Chair), the Regional Center Superintendents, the Assistant Superintendent for K-12 Core Curriculum, the Administrative Director for Professional Development, the Assistant Superintendent for Title I Administration, the Assistant Superintendent for Differentiated Accountability, the Chief Financial Officer, the Assistant Superintendent for the Office of Human Resources, a representative from the Office of School Facilities, and the State Regional Executive Director. The District Instructional Leadership Team will meet the second Monday of every month in order to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams in leadership with a direct support system for each school principal, and planning for systems change.

District Coordination of Services Team

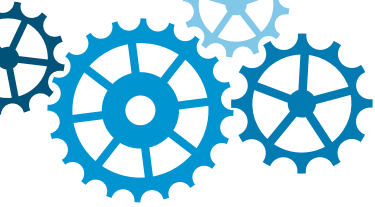
The District Coordination of Services Team will be composed of the Regional Center Superintendents, the Assistant Superintendent for K-12 Core Curriculum (Chair); the Administrative Director for Professional Development; the Assistant Superintendent for Title I Administration; and the Administrative Director for Assessment, Research and Data Analysis. Additional staff will be invited by the appropriate department as needed. The District Coordination of Services Team will meet the fourth Monday of every month in order to coordinate the implementation of intervention plans developed during the instructional review process for Intervene and Correct II “F” schools. The Team will review school performance on progress monitoring tools, determine root cause for non-performance, make adjustments to action plans, coordinate deployment of services to schools, ensure fidelity of implementation of these interventions, and provide a monthly report of actions taken to the District Instructional Leadership Team. Additionally, the Team will review findings from the instructional reviews conducted by the State, District, and Regional Center staff, will review and approve action plans to address low performance of schools, will ensure fidelity of implementation of the action plans across the District, and will monitor implementation of the School Improvement Plans.

District Community Assessment Team

The District Community Assistance Team (DCAT) will be composed of the Superintendent of Schools, the Deputy Superintendent for District/School Operations, the Associate Superintendent for Curriculum and Instruction, the Regional Center Superintendents, the Assistant Superintendent for Differentiated Accountability (Chair), a team of three representatives for every Intervene and Correct II F school (principal, EESAC chair, community representative), and the State Regional Executive Director. The DCAT will meet the third Thursday of every month in order to review school performance data, determine cause for low performance for each school and advise the District on its District Improvement Assistance and Intervention Plan (DIAP).

The Service Delivery Log Tool

All District and Region personnel who provide on-site support to schools will utilize the web-based Service Delivery Log in 2010-2011 to document their support to schools. This new tool will assist the District in tracking support and professional development provided to schools. Support is categorized



by content area, pedagogy, and consultative services and can be drilled down from a global (District) view to the classroom teacher level.

The Service Delivery Log provides leading data that will be analyzed monthly and aligned to other data points to determine:

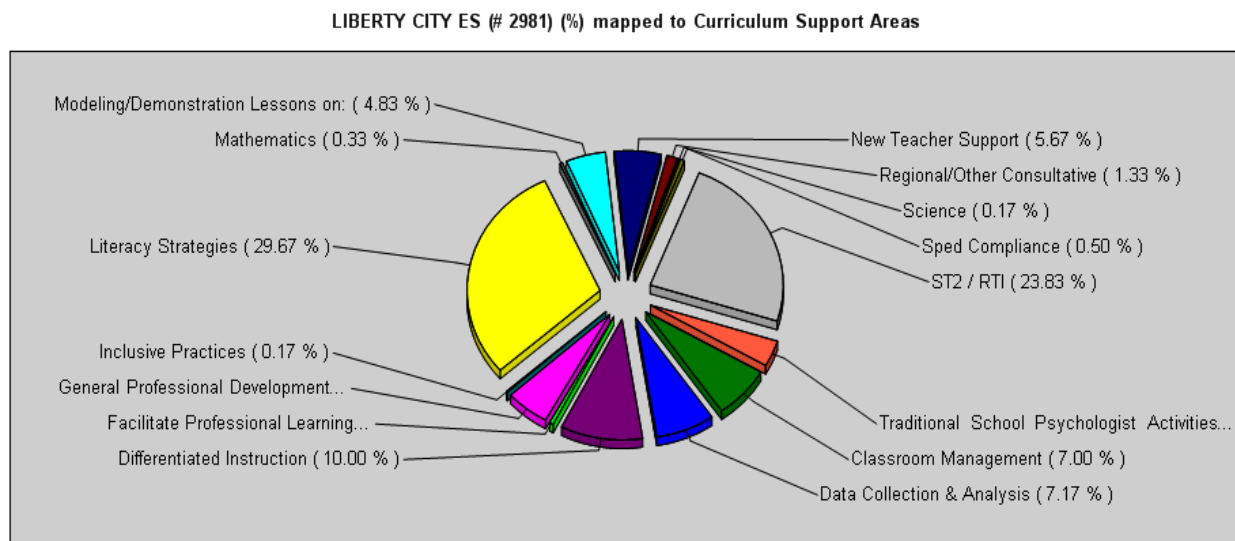
- Success of support personnel deployment and professional development strategies
- Need for changes in deployment
- Need for additional services

The Service Delivery Log includes the following information fields:

- General information regarding the service provider and school-site client
- Teacher Categories
- Delineation of Curriculum Support Services for the core academic areas, namely reading, mathematics, science, and language arts. Specificity of services provided will cover:
 - Professional Development services (i.e., modeling/demonstration, coaching, workshops, professional learning communities, etc.)
 - Consultative services (i.e., student services)
 - Data analysis and reports
 - School team support
 - Administrative support (i.e., mentor, coach)

In addition to its use by service providers assigned to deliver support to classroom teachers in assigned schools, the Service Delivery Log will record student services provided by itinerant personnel in order to formulate a comprehensive look at trends in specific schools and classrooms. Specialized trainings on the tool's proper application will be planned to accommodate service providers that represent expertise across a multitude of content areas. This will ensure validity of the data collected to reveal pertinent information about corresponding services and their impact.

The following graphic is a sample of a school level report:

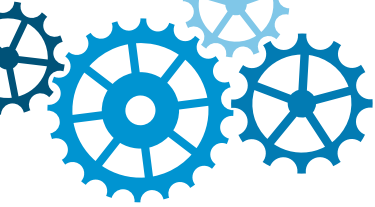




CONCLUSION

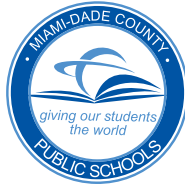
As is the case in other large urban school districts, the students in our charge come to us with a wide range of interests, talents, abilities, and levels of preparedness for the work ahead. In addition, many of our students face daunting challenges outside of the classroom. While these challenges put added pressure on schools, we cannot allow them to become obstacles which deter us from achieving the goals outlined in the District's 2009-2014 Strategic Plan. Achievement of these strategic goals requires the concerted efforts of the Miami-Dade County Public Schools team and of the entire community. Each member of the community is a key work partner who has a special role in achieving these goals.

The Education Plan is the core work plan for the Office of Curriculum and Instruction for the 2010-2011 school year. As such, it provides the guiding framework for the curriculum, instructional resources, professional development, and deployment of human resources for 2010-2011. As a work plan, it is a living document which simultaneously impels a thoughtful and disciplined implementation, and requires considered and responsive updating and calibration based on the ongoing analysis of critical data elements throughout the year.



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The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FNMA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07, (Florida Statutes), which stipulate categorical preferences for employment.

