



2010-2011 Local School Plan For Improvement

LSPI Objectives

December 2010

BERKELEY LAKE ELEMENTARY

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

2010-2011 Long Term Goals and Objectives

Goal: Berkeley Lake Elementary will target meets or exceeds performance levels on the GCPS grade -level writing rubrics for all its students, with a focus on all subgroups' achievement.

Objective: Berkeley Lake Elementary will increase academic performance in Writing for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of writers workshop practices-grouping students for instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing higher level skills and professional development for teachers in best practices in Writing instruction.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

2010-2011 Long Term Goals and Objectives

Goal: Berkeley Lake Elementary will target meets or exceeds performance levels on the Georgia Mathematics CRCT for all its students, with a focus on all subgroups' achievement.

Objective: Berkeley Lake Elementary will increase academic performance in Mathematics for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of guided math practices-grouping students for instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing higher-level thinking and problem-solving skills and professional development for teachers in best practices in Mathematics instruction throughout the year.

Goal: Berkeley Lake Elementary will target meets or exceeds performance levels on the Georgia Reading/Language Arts CRCT for all its students, with a focus on all subgroups' achievement.

Objective: Berkeley Lake Elementary will increase academic performance in Reading for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of guided reading/balanced literacy practices-grouping students for instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing critical thinking skills and professional development for teachers in best practices in Reading instruction throughout the year.

Goal: Berkeley Lake Elementary will target meets or exceeds performance levels on the Georgia Science CRCT for all its students, with a focus on all subgroups' achievement.

Objective: Berkeley Lake Elementary will increase academic performance in Science for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of differentiating instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing higher-level thinking and problem-solving skills and professional development for teachers in best practices in Science instruction.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

2010-2011 Long Term Goals and Objectives

Goal: Berkeley Lake will continue acquiring interactive mimio boards for each classroom. Technology and technology training will permeate our students' education. Digital tools will make learning real and relevant and meet student needs for technology-based knowledge, skills, and training.

Objective: Students will use technology to advance their mastery of AKS objectives. Students will also be exposed to interactive board technology, streaming videos, internet research and communication, broadcast technology, and online educational supports that will foster their learning at school and at home.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Schools Goals - BERKELEY LAKE ELEMENTARY

Goal Title	Goal	Start School Year	End School Year
All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Mathematics.	Berkeley Lake Elementary will target meets or exceeds performance levels on the Georgia Mathematics CRCT for all its students, with a focus on all subgroups' achievement.	2010-11	2013-14
All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Reading.	Berkeley Lake Elementary will target meets or exceeds performance levels on the Georgia Reading/Language Arts CRCT for all its students, with a focus on all subgroups' achievement.	2010-11	2013-14
All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Science.	Berkeley Lake Elementary will target meets or exceeds performance levels on the Georgia Science CRCT for all its students, with a focus on all subgroups' achievement.	2010-11	2013-14
All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Writing.	Berkeley Lake Elementary will target meets or exceeds performance levels on the GCPS grade -level writing rubrics for all its students, with a focus on all subgroups' achievement.	2010-11	2013-14
Berkeley Lake will acquire interactive boards for all classes and foster student technology usage to increase achievement.	Berkeley Lake will continue acquiring interactive mimio boards for each classroom. Technology and technology training will permeate our students' education. Digital tools will make learning real and relevant and meet student needs for technology-based knowledge, skills, and training.	2010-11	2012-13

Annual Objective

Berkeley Lake Elementary will increase academic performance in Mathematics for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of guided math practices-grouping students for instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing higher-level thinking and problem-solving skills and professional development for teachers in best practices in Mathematics instruction throughout the year.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Associated Goals

Goal: All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Mathematics.

Implementation Design

Math Special

Provide additional math instruction and enrichment for grades 3-5

ESOL Inclusion Classes' Teachers' Support

Target ELL students' instruction and interventions in regular education classrooms

SD: ESOL-endorsed and Regular Education ELL Inclusion Classes' Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for ESOL-certified ELL inclusion class teachers and regular education ELL inclusion class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time and quarterly TPP and ESOL modification plan review time with grade level.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Support Best Practices in Mathematics Instruction professional development

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of math learning and share best instructional practices thereby improving student achievement.

SD: Best Instructional Practices Professional Learning Communities

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of math learning and share best instructional practices thereby improving student achievement.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

SD: MATH INSTITUTE - ELEMENTARY

The Math Institute provides effective professional learning through modeling by “master” teachers, peer coaching, and debriefing discussions. Following the summer workshop, ongoing mentoring and implementing of best practices should be evident.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

SD: MATH-SCIENCE STAFF DEVELOPMENT

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

Support gifted certified teachers in differentiating instruction for FOCUS students

Provide gifted resource and cluster class teachers with resources and professional development that foster differentiated instruction for gifted students throughout each school day

SD: Gifted-certified Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for gifted-certified resource and cluster class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

SWD Inclusion Classes' Teachers' Support

Target SWD students' instruction and interventions in regular education classrooms

SD: LRE Project Year One

The LRE Project refers to the initiative within the state of GA in which Students with Disabilities are educated with their non-disabled peers to the maximum extent appropriate. As a district, we are at 51% which reflects a slight increase of 3% from the December 2008 FTE Environment count of 48% to the December 2009 FTE Environment count. The state of GA has set a goal of 63% of students with disabilities to be educated 80% or more of their school day with non-disabled peers for the 2010-2011 school year. This LRE Project is required for schools that have LRE data less than 30% based on reports provided to Principals and Special Education Assistant Principals during leadership meetings in Spring 2010. The LRE Project will consist of three meetings during the 2010-2011 school year. The first meeting will focus on an overview of the initiative. The second meeting will focus on the six co-teaching models as well as the walk through instrument designed for evaluating the effectiveness of the co-teaching environment. The third and final meeting will consist of an overview of the scheduling component to assist with the 2011-2012 school year

SD: Special Education and Regular Education Inclusion Classes' Teachers PLCs

Professional Learning Communities providing daily, weekly, monthly and quarterly planning time and professional development for special education inclusion teachers and regular education inclusion teachers.

Annual Objective

Berkeley Lake Elementary will increase academic performance in Reading for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of guided reading/balanced literacy practices-grouping students for instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing critical thinking skills and professional development for teachers in best practices in Reading instruction throughout the year.

Associated Goals

Goal: All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Reading.

BERKELEY LAKE ELEMENTARY

LSPi Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Implementation Design

ESOL Inclusion Classes' Teachers' Support

Target ELL students' instruction and interventions in regular education classrooms

SD: ESOL-endorsed and Regular Education ELL Inclusion Classes' Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for ESOL-certified ELL inclusion class teachers and regular education ELL inclusion class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time and quarterly TPP and ESOL modification plan review time with grade level.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Support Best Practices in Reading Instruction professional development

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of reading learning and share best instructional practices thereby improving student achievement.

SD: Best Instructional Practices Professional Learning Communities

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of reading learning and share best instructional practices thereby improving student achievement.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Support gifted certified teachers in differentiating instruction for FOCUS students

Provide gifted resource and cluster class teachers with resources and professional development that foster differentiated instruction for gifted students throughout each school day

SD: Gifted-certified Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for gifted-certified resource and cluster class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time.

SWD Inclusion Classes' Teachers' Support

Provide daily common planning time between inclusion teacher and regular classroom teacher. Provide weekly professional development with grade level. Provide monthly committee time to collaborate with other inclusion/regular education teacher duos. Provide quarterly grade level planning time.

SD: LRE Project Year One

The LRE Project refers to the initiative within the state of GA in which Students with Disabilities are educated with their non-disabled peers to the maximum extent appropriate. As a district, we are at 51% which reflects a slight increase of 3% from the December 2008 FTE Environment count of 48% to the December 2009 FTE Environment count. The state of GA has set a goal of 63% of students with disabilities to be educated 80% or more of their school day with non-disabled peers for the 2010-2011 school year. This LRE Project is required for schools that have LRE data less than 30% based on reports provided to Principals and Special Education Assistant Principals during leadership meetings in Spring 2010. The LRE Project will consist of three meetings during the 2010-2011 school year. The first meeting will focus on an overview of the initiative. The second meeting will focus on the six co-teaching models as well as the walk through instrument designed for evaluating the effectiveness of the co-teaching environment. The third and final meeting will consist of an overview of the scheduling component to assist with the 2011-2012 school year

SD: Special Education and Regular Education Inclusion Classes' Teachers PLC

Professional Learning Communities providing daily, weekly, monthly and quarterly planning time and professional development for special education inclusion teachers and regular education inclusion teachers.

Annual Objective

Berkeley Lake Elementary will increase academic performance in Writing for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of writers workshop practices-

BERKELEY LAKE ELEMENTARY

LSPi Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

grouping students for instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing higher level skills and professional development for teachers in best practices in Writing instruction.

Associated Goals

Goal: All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Writing.

Implementation Design

Best Instructional Practices Professional Learning Communities

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of writing learning and share best instructional practices thereby improving student achievement.

SD: Best Instructional Practices Professional Learning Communities

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of writing learning and share best instructional practices thereby improving student achievement.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

SD: SUMMER LITERACY INSTITUTE

An intensive course in the theory and practice of Readers' and Writers' Workshop in K-12 language arts and literacy strategies for math, science, and social studies.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

SD: VISION 2016, PHASE 1, COHORT 2

Rigorous training in the implementation of our balanced literacy framework in K-12 classrooms, including math, science, and social studies classrooms in grades 6-12.

ESOL Inclusion Classes' Teachers' Support

Target ELL students' instruction and interventions in regular education classrooms

SD: ESOL-endorsed and Regular Education ELL Inclusion Classes' Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for ESOL-certified ELL inclusion class teachers and regular education ELL inclusion class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time and quarterly TPP and ESOL modification plan review time with grade level.

Support gifted certified teachers in differentiating instruction for FOCUS students

Provide gifted resource and cluster class teachers with resources and professional development that foster differentiated instruction for gifted students throughout each school day

SD: Gifted-certified Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for gifted-certified resource and cluster class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

SWD Inclusion Classes' Teachers' Support

Provide daily common planning time between inclusion teacher and regular classroom teacher. Provide weekly professional development with grade level. Provide monthly committee time to collaborate with other inclusion/regular education teacher duos. Provide quarterly grade level planning time.

SD: LRE Project Year One

The LRE Project refers to the initiative within the state of GA in which Students with Disabilities are educated with their non-disabled peers to the maximum extent appropriate. As a district, we are at 51% which reflects a slight increase of 3% from the December 2008 FTE Environment count of 48% to the December 2009 FTE Environment count. The state of GA has set a goal of 63% of students with disabilities to be educated 80% or more of their school day with non-disabled peers for the 2010-2011 school year. This LRE Project is required for schools that have LRE data less than 30% based on reports provided to Principals and Special Education Assistant Principals during leadership meetings in Spring 2010. The LRE Project will consist of three meetings during the 2010-2011 school year. The first meeting will focus on an overview of the initiative. The second meeting will focus on the six co-teaching models as well as the walk through instrument designed for evaluating the effectiveness of the co-teaching environment. The third and final meeting will consist of an overview of the scheduling component to assist with the 2011-2012 school year

SD: Special Education and Regular Education Inclusion Classes' Teachers PLC

Professional Learning Communities providing daily, weekly, monthly and quarterly planning time and professional development for special education inclusion teachers and regular education inclusion teachers.

Annual Objective

Berkeley Lake Elementary will increase academic performance in Science for all of its students, with a focus on all subgroups, targeting meets or exceeds performance levels for all students through focused, data-driven instruction; the utilization of inclusion classes for SWD and ESOL students; the usage of differentiating instruction to meet individual needs; an emphasis on vocabulary instruction; targeted interventions; stressing higher-level thinking and problem-solving skills and professional development for teachers in best practices in Science instruction.

Associated Goals

Goal: All Berkeley Lake Elementary students will proficiently demonstrate on or above grade-level skills in Science.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Implementation Design

Science Special

Provide additional science instruction and enrichment for grades 3-5

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

Support Best Practices in Science Instruction professional development

Professional learning providing daily, weekly, monthly and quarterly planning time and professional development for teachers.

SD: Best Instructional Practices Professional Learning Communities

Weekly professional learning community meetings facilitated by peers to increase teacher understanding of science learning and share best instructional practices thereby improving student achievement.

SD: DULUTH: CLUSTER-WIDE ACHIEVEMENT AND TEACHING STRATEGIES (CATS)II

This year-long experience is designed to develop strategies to meet the needs of the students in our cluster. Sessions will be focused on teaching and learning strategies for Reading/Literacy and Math. Subject area integration will include Science and Social Studies instruction. Teachers and staff will share strategies from fellow teachers, administrators, and guest speakers. Some of these speakers will include cluster subject area specialists as well as GCPS Curriculum Coordinators. Teacher leadership is a strong component of the success of the vertical team concept. Teacher leaders will meet regularly throughout the year to build leadership skills during separate book study and mentoring sessions. A major concurrent component of the cluster vertical teaming will be the advancement of instructional strategies specifically targeted to address differentiation strategies for acceleration of students who display the need for advancement either through the gifted program or through ESL instruction. As a cluster we will train teachers at every school to implement these strategies and to redeliver the strategies to other teachers and staff at our schools.

SD: ESOL-endorsed and Regular Education ELL Inclusion Classes' Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for ESOL-certified ELL inclusion class teachers and regular education ELL inclusion class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time and quarterly TPP and ESOL modification plan review time with grade level.

SD: Gifted-certified Teachers PLC

Professional Learning Communities providing weekly and quarterly planning time and professional development for gifted-certified resource and cluster class teachers. Provide weekly grade level staff development on instructional best practices. Provide quarterly common, collaborative planning time.

BERKELEY LAKE ELEMENTARY

LSPI Continued

FA A McLeod, *Principal*

Dr. Gale Hey, *Area Superintendent*

SD: MATH-SCIENCE STAFF DEVELOPMENT

After-school sessions have the primary goal of improving student achievement in mathematics and science by connecting both the math and science AKS with the expected performance-based student outcomes at each grade level. The K-5 sessions are offered by grade level and are in time with the corresponding instructional calendar. One hour is devoted to mathematics instruction and the second hour is devoted to science instruction. The science sessions will focus on problem solving and include the vertical alignment of scientific processing, essential vocabulary lists, document based questions, mathematics integration, mastery-based lab activities, relevant technology, and the modeling of Quality-Plus Instructional Strategies. Instructional plans are developed, modeled, and practiced to guide the daily lesson planning for elementary school teachers. The math sessions will model rigorous lessons for upcoming AKS. Each session will focus on a different component of the Balanced Numeracy framework. Session 1 is focused on Informal Assessment, Session 2 on Quality Questioning, Session 3 on Problem Solving, Session 4 on Student Collaboration, and Session 5 on Activating and ...

SD: Special Education and Regular Education Inclusion Class Teachers' PLC

Professional Learning Communities providing daily, weekly, monthly and quarterly planning time and professional development for special education inclusion teachers and regular education inclusion teachers.