

EEA Outcome 1: English/Language Arts

Understand the implications of the shifts in instruction; examine the PARCC resources; and apply best practices to maximize student learning;

Outcome	Activities (learning designs, implementation)	Target Staff (learning communities) & Responsible Person(s) (leadership)	Required Resources	Timeline	Progress Monitoring and Measurement (data)
<p>Align classroom instruction to reflect the CCSS Instructional shifts</p> <p>1. Regular practice with complex texts and its academic language</p> <p>2. Reading, writing, speaking, and listening that is grounded in evidence from texts</p>	<p>System Initiatives:</p> <p>A. Align Tier II vocabulary instruction to texts students read and implement best practices</p> <p>B. Revisit and regularly implement Close Analytic Reading strategies using both SMCPS and MSDE resources (follow through from last year)</p> <p>C. Regularly implement performance based assessment (PBA) tasks that measure student comprehension of texts and require students to cite evidence to support their thinking (follow through from last year)</p> <p>D. Begin to examine resources for writing best practices (potential elementary/secondary vertical ELT book study) for PD and implementation next year</p>	<p>Target Staff: All secondary R/ELA teachers</p> <p>Responsible Persons: Michelle Gallant-Wall, IRT/EEA representatives, PLC leaders</p>	<p>A. PD modules and resources for research-based vocabulary instruction, recommended vocabulary lists related to texts in each instructional unit (secondary)</p> <p>B. CAR videos and PD modules, grade-level CAR models, planning and implementation guidance and templates</p> <p>C. CCSS instructional support documents: units, maps, model lessons/units, K-12 CCSS map with aligned evidence statements (for writing PBA items); central work sessions to examine student work samples (from SMCPS PBA tasks) and plan follow-up classroom instruction; PARCC-aligned rubrics</p>	<ul style="list-style-type: none"> ▪ Monthly IRT/EEA meetings (PD modules to be delivered that can be duplicated at the school/PLC level) ▪ Quarterly grade-level work sessions ▪ Quarterly collaborative planning days 	<ul style="list-style-type: none"> ▪ Evidence of instructional initiatives in daily classroom instruction following PD delivery. Consider TPAS data and/or informal walk-through data. ▪ Student performance on SMCPS PBA tasks (anchor papers submitted by individual teachers) ▪ Student performance on SMCPS pre/mid/post assessments (focus on CCSS with embedded vocabulary skills)
	<p>School-specific activities:</p> <p>A. Two-week data review submissions contain a line for how instruction and assessments are aligned to an ELA practice.</p> <p>B. Each teacher will work one-on-one with the EEA representative to incorporate ELA standards. After the lesson, professional development will be led by the EEA representative on how current lessons can be modified</p>	<p>Target Staff: All teachers</p> <p>Responsible Persons: Wendy Zimmerman Ed Pike</p>	<p>Venn Diagram to determine practices/standards</p>	<p>Every two weeks 2 month period</p>	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments • Sharing lessons and teaching practices

	to incorporate ELA standards of practice.				
Examine PARCC resources and modify curriculum materials and assessments accordingly	<p>System Initiatives:</p> <p>A. Implement a PARCC-aligned assessment model which includes:</p> <ul style="list-style-type: none"> • A range of text lengths and complexities (as reflected in the PARCC assessment blue prints) • Two-part selected response (EBSR) questions • Paired texts (fiction and non-fiction) • SR and PBA items that align to the PARCC evidence statements • Literary analysis and narrative writing PBA tasks <p>B. Examine and emulate new PARCC task generation models and prototype items on both system and classroom assessments</p>	<p>Target Staff: All elementary and secondary R/ELA teachers</p> <p>Responsible Persons: Michelle Gallant-Wall, Kacie Miluski, IRT/EEA representatives, PLC leaders</p>	<p>A1. Pre/mid/post assessments (SR items only)</p> <p>A2. 2nd and 3rd quarter PBA tasks (that align to other texts in the unit and measure both a reading and writing standard)</p> <p>B1. PARCC task generation models/PBA planning template</p> <p>B2. PARCC-aligned rubrics (literary analysis and narrative writing)</p>	<ul style="list-style-type: none"> ▪ August: Pre assessment ▪ December/January: mid-year formative assessment ▪ May/June: post growth assessments ▪ 2nd and 3rd quarter PBA tasks 	<ul style="list-style-type: none"> ▪ Evidence of PARCC resources being used to design formative and summative assessment items. Consider lesson plans submitted for observations and/or informal walk-through data ▪ Student performance on SMCPS PBA tasks (anchor papers submitted by individual teachers) ▪ Student performance on SMCPS pre/mid/post assessments ▪ Teacher feedback and input on SMCPS assessment items
	<p>School-specific activities:</p> <p>Two-week data review submissions contains a line for how instruction and assessments are aligned to an ELA practice.</p>	<p>Target Staff: All teachers</p> <p>Responsible Persons: Wendy Zimmerman</p>	Venn Diagram to determine practices/standards	Every two weeks	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments
Develop/enhance and implement performance tasks that are cross-disciplinary and aligned to appropriate content standards	<p>System Initiatives:</p> <p>A. Implement cross-disciplinary PBA tasks that measure student comprehension of literary and informational texts and require students to cite evidence to support their thinking</p> <p>B. Implement cross-disciplinary PBA tasks that measure argumentative and informative/explanatory writing</p>	<p>Target Staff: All elementary and secondary sciences/social studies/ELA teachers</p> <p>Responsible Persons: Jason Hayes, Kevin Wright, Michelle Gallant-Wall, Kacie Miluski, other content supervisors as appropriate, EEA representatives</p>	<ul style="list-style-type: none"> ▪ CCSS instructional support documents: units, model lessons/units ▪ Cross-disciplinary PBA planning template 	<ul style="list-style-type: none"> ▪ Central work sessions to develop cross-disciplinary PBA to pilot in the 2nd semester 	<ul style="list-style-type: none"> ▪ Evidence of cross-disciplinary initiatives in daily classroom instruction ▪ Student performance on SMCPS cross-disciplinary PBA tasks (anchor papers submitted by individual teachers) ▪ Teacher feedback and input on SMCPS PARCC aligned PBA tasks

	<p>School-specific activities: White Board mounted in faculty lounge. Each teacher writes on the board the curriculum they are currently teaching. Teachers review this and work with one-another to plan cross-disciplinary lessons. PLC time will be devoted to cross-disciplinary planning.</p>	<p>Target Staff: All Teachers Responsible Persons: Chris Rodkey</p>	<p>White Board Markers</p>	<p>Monthly</p>	<ul style="list-style-type: none"> • Cross-disciplinary lessons incorporated into instruction with assessments that have rigorous material from all disciplines working on the lesson
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EEA Outcome 2: Mathematics Understand the implications of the shifts in instruction; examine the PARCC resources; and apply best practices to maximize student learning.

Outcome	Activities (learning designs, implementation)	Target Staff (learning communities) & Responsible Person(s) (leadership)	Required Resources	Timeline	Progress Monitoring and Measurement (data)
<p>2.a Implement instructional shifts to support Common Core instruction. In Mathematics, this includes:</p>	<p>1.a.1 Secondary:</p> <ul style="list-style-type: none"> A. Incorporate at least one explicit Mathematical Practice into one’s daily instruction. (<i>Focus</i>) B. Implement weekly <i>Practice Forward Tasks</i> (i.e., Short Tasks) that dually focus on both a Content Standard of the Common Core and Standard(s) of Math Practice (specifically MP3 an MP6) where appropriate. (E). C. Aligning the time and instructional emphasis in instruction to the Major Clusters in the <i>PARCC Model Content Frameworks</i>. D. Grades 6– 12 – Begin to incorporate various elements 	<p>Secondary: A – E:</p> <p>Target Staff:</p> <ul style="list-style-type: none"> • All secondary mathematics teachers and Special Education Teachers <p>Responsible persons:</p> <ul style="list-style-type: none"> • Alex Jaffurs (E) • Principals • EEA staff members • IRTs • Department Chairs • Course Leaders • PLC Leaders 	<p>Secondary: A – E:</p> <ul style="list-style-type: none"> • Secondary Mathematics Google Site (New Intranet) • Learning Progression by specific Common Core Content Standard • District wide and local school house Collaborative Planning 	<p>Secondary: A –E:</p> <ul style="list-style-type: none"> • August PD • Daily access of resources available on the Secondary Mathematics Google Site (New Intranet) so to impact daily classroom instruction. • Frequent participation in each course’s virtual Google Groups site • Frequent formal and informal local collaborative planning sessions 	<p>Secondary: A –E:</p> <ul style="list-style-type: none"> • Walk throughs and observations • Grade level scoring • Formative and Summative Assessments including local school house end-of-Unit/Modular assessments and frequent administration of Short Tasks, which includes Unit/Modular Anchor Tasks

	<p>of the various mathematics learning progressions into classroom instruction. and how to best design assessments that tap into a student’s progress along a learning progression. (Coherence; (E)</p> <p>E. Incorporating elements of Universal Design for Learning (UDL) that focus on a set of principles that give all individuals equal opportunities to learn.</p>				
	<p>School-specific activities: A. Two-week data review submissions contains a line for how instruction and assessments are aligned to a Math practice. B. Each teacher will work one-on-one with the EEA representative to incorporate Math practices. After the lesson, professional development will be led by the EEA representative on how current lessons can be modified to incorporate the math practices.</p>	<p>Target Staff: All teachers Responsible Persons: Wendy Zimmerman Stephen Westgate</p>	Venn Diagram to determine practices/standards	Every two weeks Two Month period	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments • Shared teaching practices
<p>2.b Align assessments to Common Core</p>	<p>2.b.1 Secondary A. Teachers and PLC teams should focus on building formative and summative assessments (at the conclusion of each instructional unit or module) that specifically align to a Common Core Content Standard(s). B. Increase the rigor and focus of unit or modular assessments in alignment</p>	<p>Secondary: A – C. Target Staff:</p> <ul style="list-style-type: none"> • All secondary mathematics teachers and Special Education Teachers <p>Responsible persons:</p> <ul style="list-style-type: none"> • Alex Jaffurs (E) • EEA staff members 	<p>Secondary: A – C.</p> <ul style="list-style-type: none"> • Formative and Summative Assessments including I • Countywide Pre; Mid and Post I, and Post II tests • Local End of Unit/Module assessments • Anchor Tasks and frequent Short Task administration 	<p>Secondary A - C:</p> <ul style="list-style-type: none"> • Beginning/Middle/ End of Year • End of Unit/Module Assessments • Unit/Modular Anchor Tasks • Weekly Short Task Administration (<p>Secondary: A – E: Quantitative analysis of both student proficiency and growth by</p> <ol style="list-style-type: none"> 1. Assessment 2. CCSS <p>Attention to comparative performance and longitudinal data trends by student ability cohort groups (Introductory; Developing; and Advanced)</p>

	<p>with the <i>PARCC Evidence Tables and Claims Statements</i> (E).</p> <p>C. Designing assessments that most effectively ascertain a student's progress along a mathematics learning progression. (E)</p>	<ul style="list-style-type: none"> • IRTs • Department Chairs • Course Leaders • PLC Leaders 			
	<p>School-specific activities: Two-week data review submissions contains a line for how instruction and assessments are aligned a Mathematical practice.</p>	<p>Target Staff: All teachers</p> <p>Responsible Persons: Wendy Zimmerman</p>	Venn Diagram to determine practices/standards	Every two weeks	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments
<p>2.c Develop/ enhance and implement performance tasks that connect disciplines as appropriate to the content. (district focus, EEA teams)</p>	<p>2.c.1 Secondary: A. STEM.... STEM Performance Tasks: Integrate an aligned quarterly STEM Performance Task (by middle school grade) into the appropriate instructional unit for both mathematics and science.</p> <p>B. Anchor Tasks High School Mathematics teachers will be administering Anchor Tasks germane to mathematics course that they teach</p>	<p>Secondary A Target Staff: All elementary teachers and PE teachers</p> <p>Responsible Persons:</p> <ul style="list-style-type: none"> • Becky Loker (E) • Andy Roper • Maggie Giles • Principals <p>Secondary: B Target Staff: All high school math teachers,</p> <p>Responsible Persons:</p> <ul style="list-style-type: none"> • Alex Jaffurs (E) • Jennifer Consalvo • Principals • EEA staff members • Department Chairs • Course Leaders 	<p>Secondary A STEM Grade level Middle School Performance Tasks posted on the Middle School Science Moodle site.</p> <p>B Anchor Tasks will be embedded in each course's instructional unit and posted on the High School Mathematics Google Site by course.</p>	<p>Secondary A Quarterly throughout year in middle school math and science classrooms.</p> <p>Secondary B High School teachers will administer Anchor Tasks (where appropriate) in each instructional unit</p>	<p>Secondary A - B</p> <ul style="list-style-type: none"> • Possible Performance Matters upload • Walk Throughs and informal observations.

	School-specific activities: Two-week data review submissions contains a line for how instruction and assessments are aligned to a Mathematical practice.	Target Staff: All teachers Responsible Persons: Wendy Zimmerman	Venn Diagram to determine practices/standards	Every two weeks	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments
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EEA Outcome 3: Disciplinary Literacy

Understand the implications of the literacy shifts in instruction; identify the best practices that maximize student learning; and identify the interdisciplinary connections of the MD CCSS with the Next Generation Science Standards and with the College, Career, and Civic Life Framework in social studies.

Outcome	Activities (learning designs, implementation)	Target Staff (learning communities) Responsible Person(s) (leadership)	Required Resources	Timeline	Progress Monitoring and Measurement (data)
Align classroom instruction to reflect the CCSS instructional shifts. <ul style="list-style-type: none"> ■ Regular practice with complex texts and its academic language ■ Reading and writing that is grounded in evidence from disciplinary informational text 	System Initiatives: A. Implement best vocabulary instruction practices. B. Revisit and regularly implement Close Analytic Reading (CAR) strategies using both SMCPS and MSDE resources C. Regularly implement performance based assessment (PBA) tasks that measure student comprehension of informational texts and require students to cite evidence to support their thinking D. Begin to examine resources for argumentative and informative/explanatory writing for professional development (PD) and implementation next year	Target Staff: All elementary and secondary sciences/social studies teachers, as well as other content area teachers as appropriate Responsible Persons: Jason Hayes, Kevin Wright, EEA representatives, PLC leaders	<ul style="list-style-type: none"> ■ PD modules and resources for research-based vocabulary instruction ■ CAR videos and PD modules, grade-level/course CAR models, planning and implementation guidance and templates ■ CCSS instructional support documents: units, maps, model lessons/units, K-12 CCSS map with aligned evidence statements (for writing PBA items); central work sessions to examine student work samples (from SMCPS PBA tasks) and plan follow-up classroom instruction; PARCC-aligned rubrics 	<ul style="list-style-type: none"> ■ Monthly EEA meetings (PD modules to be delivered that can be duplicated at the school/PLC level ■ Quarterly grade-level/course work sessions ■ Quarterly collaborative planning days 	<ul style="list-style-type: none"> ■ Evidence of instructional initiatives in daily classroom instruction following PD delivery. Consider TPAS data and/or informal walk-through data ■ Student performance on SMCPS PBA tasks (anchor papers submitted by individual teachers)
	School-specific activities: A. Two-week data review submissions contains a line for	Target Staff: All teachers Responsible Persons:	Venn Diagram to determine practices/standards Model lessons of Literacy in various	Every two weeks	<ul style="list-style-type: none"> • Daily instruction • Assessments based

	<p>how instruction and assessments are aligned to a Literacy standard.</p> <p>B. Each teacher will work one-on-one with the EEA representative to incorporate literacy. After the lesson, professional development will be led by the EEA representative on how current lessons can be modified to incorporate literacy standards.</p>	<p>Wendy Zimmerman Joe Wysokinski</p>	<p>content areas on MSDE blackboard</p>		<p>on standards and practices</p> <ul style="list-style-type: none"> • PARCC like assessments • Shared teaching practices
<p>Examine PARCC resources and modify curriculum materials and assessments accordingly</p>	<p>System Initiatives:</p> <p>A. Implement a PARCC-aligned assessment model which includes:</p> <ul style="list-style-type: none"> ■ A range of text lengths and complexities (as reflected in the PARCC assessment and blue prints) ■ Two-part selected responses (Evidence Based Selected Response-EBSR) questions ■ Varied informational text (e.g., illustrations and text) ■ Selected Response (SR) and PBA items that align to the PARCC evidence statements ■ Literacy analysis, and argumentative, and informative/explanatory writing PBA tasks <p>B. Examine and emulate new PARCC task generation models and prototype items on both system and classroom assessments</p>	<p>Target Staff: All elementary and secondary sciences/social studies teachers as well as other content area teachers as appropriate</p> <p>Responsible Persons: Jason Hayes, Kevin Wright, EEA representatives, PLC leaders</p>	<ul style="list-style-type: none"> ■ 2nd and 3rd quarter PBA tasks (that align to content learning standards and measure both a reading and writing standard) ■ PARCC task generation models/PBA planning template ■ PARCC aligned rubrics (literary analysis, and argumentative and informative/explanatory writing 	<ul style="list-style-type: none"> ■ 2nd and 3rd quarter PBA tasks 	<ul style="list-style-type: none"> ■ Evidence of PARCC resources being used to design formative and summative assessment items. Consider lesson plans submitted for observations and/or informal walk-through data ■ Student performance on SMCPs PBA tasks (anchor papers submitted by individual teachers) ■ Teacher feedback and input on SMCPs PARCC aligned PBA tasks
	<p>School-specific activities:</p> <p>A. Two-week data review submissions contain a line for how instruction and assessments are aligned to an ELA practice.</p>	<p>Target Staff: All teachers</p> <p>Responsible Persons: Wendy Zimmerman</p>	<p>Venn Diagram to determine practices/standards</p>	<p>Every two weeks</p>	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments

					<ul style="list-style-type: none"> Shared teaching practices
Develop/enhance and implement performance tasks that are cross-disciplinary and aligned to appropriate content standards	<p>System Initiatives:</p> <p>C. Implement cross-disciplinary PBA tasks that measure student comprehension of informational texts and require students to cite evidence to support their thinking</p> <p>D. Implement cross-disciplinary PBA tasks that measure argumentative and informative/explanatory writing</p>	<p>Target Staff: All elementary and secondary sciences/social studies teachers as well as other content area teachers as appropriate</p> <p>Responsible Persons: Jason Hayes, Kevin Wright, EEA representatives, PLC leaders</p>	<ul style="list-style-type: none"> CCSS instructional support documents: units, model lessons/units Cross-disciplinary PBA planning template 	<ul style="list-style-type: none"> 4th quarter cross-disciplinary PBA tasks that center on the environmental literacy standards Central work sessions to develop cross-disciplinary PBA to pilot in the 4th quarter 	<ul style="list-style-type: none"> Evidence of cross-disciplinary initiatives in daily classroom instruction Student performance on SMCPS cross-disciplinary PBA tasks (anchor papers submitted by individual teachers) Teacher feedback and input on SMCPS PARCC aligned PBA tasks
	<p>School-specific activities: White Board mounted in faculty lounge. Each teacher writes on the board the curriculum they are currently teaching. Teachers review this and work with one-another to plan cross-disciplinary lessons. PLC time will be devoted to cross-disciplinary planning.</p>	<p>Target Staff: All Teachers</p> <p>Responsible Persons: Chris Rodkey</p>	White Board Markers	Monthly	<ul style="list-style-type: none"> Cross-disciplinary lessons incorporated into instruction with assessments that have rigorous material from all disciplines working on the lesson
Align classroom instruction to reflect the Next Generation Science Standards (NGSS) and with the College, Career, and Civic Life (C3) Framework in social studies	<p>System Initiatives:</p> <p>A. Develop an awareness of the instruction shifts in the NGSS and C3</p> <p>B. Begin to examine resources that align to the NGSS and C3 instructional shifts</p>	<p>Target Staff: All elementary and secondary sciences/social studies teachers as well as other content area teachers as appropriate</p> <p>Responsible Persons: Jason Hayes, Kevin Wright, EEA representatives, PLC leaders</p>	<ul style="list-style-type: none"> NGSS and C3 instructional support documents 	<ul style="list-style-type: none"> Monthly EEA meetings (PD modules to be delivered that can be duplicated at the school/PLC level Quarterly collaborative planning days 	<ul style="list-style-type: none"> Evidence of incorporating NGSS and C3 instructional initiatives in daily classroom instruction

EEA Outcome 4: STEM Education

Understand how the Maryland State STEM Standards of Practice can be incorporated across all disciplines, and how they are aligned with college and career ready standards.

Outcome	Activities <i>(learning designs, implementation)</i>	Target Staff <i>(learning communities)</i> & Responsible Person(s) <i>(leadership)</i>	Required Resources	Timeline	Progress Monitoring and Measurement <i>(data)</i>
<p>Implement instructional shifts to support the STEM Standards of Practice that incorporate the 21st Century Skills needed for students to be college and career ready.</p>	<p>System Initiatives:</p> <p>A. Align and implement the STEM for All performance tasks and units in science classrooms that incorporate the STEM Standards of Practice and prepare students with the skills needed to be a 21st century learner.</p> <p>B. Revisit and regularly implement the STEM Standards of Practice during instruction.</p>	<p>Target Staff: All elementary and secondary science teachers</p> <p>Responsible Persons: Jennifer Consalvo, Jason Hayes, IRT/EEA representatives, PLC leaders</p>	<ul style="list-style-type: none"> ▪ PD modules and resources for STEM for All performance task implementation. ▪ CCSS instructional support documents: units, maps, model lessons/units, K-12 CCSS map with aligned evidence statements; central work sessions to examine student work samples and the success of the performance task implementation and plan follow-up classroom instruction; aligned rubrics. 	<ul style="list-style-type: none"> ▪ Monthly IRT/EEA meetings (PD modules to be delivered that can be duplicated at the school/PLC level). ▪ Grade-level work sessions. ▪ Quarterly collaborative planning days. 	<ul style="list-style-type: none"> ▪ Evidence of instructional initiatives in daily classroom instruction following PD delivery. Consider TPAS data and/or informal walk-through data. ▪ Student performance on SMCPS performance tasks. ▪ Student performance on SMCPS pre/mid/post assessments.
	<p>School-specific activities:</p> <p>A. Two-week data review submissions contains a line for how instruction and assessments are aligned to a STEM-centric approach to teaching.</p> <p>B. Each teacher will work one-on-one with the EEA representative to incorporate STEM-centric instruction. After the lesson, professional development will be led by the EEA representative on how current lessons can be modified to incorporate STEM-centric instruction.</p>	<p>Target Staff: All teachers</p> <p>Responsible Persons: Wendy Zimmerman Chris Rodkey</p>	<p>Venn Diagram to determine practices/standards</p>	<p>Every two weeks 2 Months</p>	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments • Shared teaching practices at professional development debrief

<p>Examine the use of PARCC resources in science and modify curriculum materials and assessments accordingly.</p>	<p>Support science teachers with the use of:</p> <ul style="list-style-type: none"> A. Reading and using informational text B. The analytical reading response rubrics with information text readings and writings C. Questions starters to support Literacy Standards. 	<p>Target Staff: All elementary and secondary science teachers.</p> <p>Responsible Persons: Jason Hayes, Jennifer Consalvo, Michelle Gallant-Wall, Kakie Miluski, IRT/EEA representatives, PLC leaders</p>	<ul style="list-style-type: none"> ▪ PD modules and resources for the use of PARCC resources in science instruction. ▪ CCSS instructional support documents: units, maps, model lessons/units, K-12 CCSS map with aligned evidence statements. 	<ul style="list-style-type: none"> ▪ Monthly IRT/EEA meetings (PD modules to be delivered that can be duplicated at the school/PLC level). ▪ Quarterly Department Chair work sessions. ▪ Quarterly collaborative planning days. 	<ul style="list-style-type: none"> ▪ Evidence of PARCC resources being used to design formative and summative assessment items. Consider lesson plans submitted for observations and/or informal walk-through data. ▪ Student performance on SMCPS pre/mid/post assessments.
	<p>School-specific activities: Two-week data review submissions contains a line for how instruction and assessments are aligned to a STEM-centric practice.</p>	<p>Target Staff: All teachers</p> <p>Responsible Persons: Wendy Zimmerman</p>	<p>Venn Diagram to determine practices/standards</p>	<p>Every two weeks</p>	<ul style="list-style-type: none"> • Daily instruction • Assessments based on standards and practices • PARCC like assessments
<p>Develop/enhance and implement STEM for All performance tasks that are cross-disciplinary and aligned to appropriate content standards</p>	<p>System Initiatives:</p> <p>E. Implement cross-disciplinary performance tasks that incorporate the use of the iPads and Moodle.</p>	<p>Target Staff: All elementary and secondary science teachers</p> <p>Responsible Persons: Jason Hayes, Jennifer Consalvo, other content supervisors as appropriate, EEA representatives</p>	<ul style="list-style-type: none"> ▪ CCSS instructional support documents: units, model lessons/units ▪ Cross-disciplinary STEM for All performance task planning template. 	<ul style="list-style-type: none"> ▪ Pilot teacher PD in August to introduce iPads, Moodle, and performance tasks to teachers. ▪ Central work sessions to continue developing cross-disciplinary performance tasks. ▪ One STEM for All performance task per a marking period in each grade level science class (grades 3 – 12). One 2nd semester STEM for All performance task in grades K-2. 	<ul style="list-style-type: none"> ▪ Evidence of cross-disciplinary initiatives in daily classroom instruction. ▪ Student performance on SMCPS cross-disciplinary performance tasks. ▪ Teacher feedback and input on performance tasks.

	<p>School-specific activities: White Board mounted in faculty lounge. Each teacher writes on the board the curriculum they are currently teaching. Teachers review this and work with one-another to plan cross-disciplinary lessons. PLC time will be devoted to cross-disciplinary planning.</p>	<p>Target Staff: All Teachers Responsible Persons: Chris Rodkey</p>	<p>White Board Markers</p>	<p>Monthly</p>	<ul style="list-style-type: none">• Cross-disciplinary lessons incorporated into instruction with assessments that have rigorous material from all disciplines working on the lesson
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