

**Grade 6-8 Science**

**STUDENT PERFORMANCE DATA**

Data may or may not include:	Current	Goal	Final
Interim Benchmark Assessment (Grade 8- District Level Required)	Fall	Winter	Spring
Learning Schedule Assessment (from Limelight)	Current	Goal	Final
Performance Tasks (Per Unit of Instruction found on the District's Learning Schedule)	Current	Goal	Final
Pre/Post Unit Assessment ( Developed in Lesson Study, PLCs, or by Teacher)	Current	Goal	Final

**PROFESSIONAL LEARNING OBJECTIVES**

- Participate in Science PLCs/Lesson Study on X topic.
- Complete Middle School Science Content (NGSSS) courses.
- Plan science lessons collaboratively with colleagues.
- Develop understanding of Common Core Reading and Math Standards across the Next Generation Sunshine State Science Bodies of Knowledge
- Observe in other teachers' classrooms.
- Participate in a professional book study on X topic.
- Successfully complete science college course work.
- Participate in science technology professional learning
- Mentoring/Coaching by highly qualified instructional coaches
- Participate in classroom management sessions (CHAMPS, Foundations).

**AYP** Teachers of targeted subgroups that did not make AYP. *What did you learn from Professional Development to meet the needs of the subgroups?*

- Data analysis to target sub-groups to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of instruction
- Participate in the Continuous Learning Cycle/Lesson Study with area of focus based on data including AYP sub-groups
- Mentoring/coaching by highly qualified instructional coaches

**PLANNING/INSTRUCTIONAL STRATEGIES**

To meet students' needs I will implement these planning/instructional strategies:

- Implement inquiry-based, hands on investigations designed to support the learning schedule.
- Implement cooperative learning strategies (Kagan, etc.) on X topic.
- Implement the 5Es Instructional Delivery Model to support the appropriate level of rigor.
- Differentiate instruction for targeted subgroups based on student learning goals.
- Employ the use of higher-order questioning techniques.
- Employ a variety of assessment tools to monitor student progress and learning gains.
- Effectively implement Science FCAT Explorer or Gizmos.
- Discuss progress monitoring assessments with students.
- Increase student participation in school science fair.
- Implement annually assessed benchmark lessons
- Provide safety-nets.
- Embed technology into lessons.
- Implement FCIM Lessons.
- Use informal assessment data to inform instruction.
- Unpack NGSSS benchmarks for lesson plan development.
- Develop assessment items at appropriate cognitive complexity.
- Employ continuous analysis of student work.
- Plan with PLCs to integrate reading and math common core standards into science content

**AYP** Teachers of targeted subgroups that did not make AYP *What did you implement from Professional Learning to meet the needs of the subgroups?*

- Continuous analysis of student work
- Deliver differentiated instruction for targeted subgroups
- Implement safety nets for targeted subgroups (ex. 1-1 tutoring, after hours program, etc)

**CHANGES IN EDUCATOR'S PRACTICES**

Last year's IPDP focused on developing and implementing formative assessment effectively. Because of this focus and what I learned, I was able to differentiate instruction based on the assessment of student learning needs and changed my instructional practice to meet these needs.

**RESULTS**

How did the strategies impact student performance?

Based upon the results, what would you change or maintain for next year?

Teacher Signature \_\_\_\_\_ Principal Signature \_\_\_\_\_

Initial Date 1: \_\_\_\_\_ Mid-Year Review Date 2: \_\_\_\_\_ End of the Year Review Date 3: \_\_\_\_\_