

P.K. Yonge Developmental Research School

University of Florida

Summary Scope of Work:

The new Florida Standards demand more rigorous levels of reading, writing, speaking, listening, and language in all content areas and a more focused and coherent approach to mathematics. Students are being challenged across the grade levels to develop habits of mind that will prepare them for the future. It is our vision that every P.K. Yonge student emerges from high school as a self-directed learner able to seek out resources, evaluate evidence, discern key points, ask relevant and probing questions, clearly articulate understandings and conclusions, and provide evidence to support their reasoning. P.K. Yonge students will understand other's perspectives and cultures, and use technology and digital media strategically and capably. As a graduate of P.K. Yonge, students will be prepared to successfully engage in mathematical processes (i.e., problem solving, reasoning and proof, communication, representation, connections) and demonstrate mathematical proficiency (i.e., adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, productive disposition) at the collegiate level and in their careers.

Given this pivotal moment in Florida's educational history and the statewide focus to implement the Florida Standards, we have focused our School Improvement Plan's goals, strategies, and professional learning around K-12 implementation of new core curriculums aligned to the new standards. Specifically, the elementary faculty is in their second year of transforming their core programs in reading, writing, spelling, and mathematics as they collaborate to implement new curriculums in each of these content areas aligned with the goals of Florida Standards. Middle school math teachers are in year one of implementation with a new mathematics curriculum aligned with the Florida Standards (CMP3), and 6th-12th grade teachers are designing and implementing new learning modules in English/Language Arts and Social Studies aligned with the English Language Arts and Literacy Standards and driven by the Literacy Design Collaborative planning structures.

Identified needs:

P.K. Yonge is in the second year of a significant transformation in curriculums and teaching practices. Our greatest need, if we are to establish our school as a model/demonstration site and to support our teachers as they design and test innovations in response to these new standards, is time and support for deep, classroom-focused professional learning. That is, our faculty need time and compensated opportunity to examine their practices, redesign instructional units and learning tasks, and analyze student work. Specifically, we are in need of increased, compensated time for our core teaching faculty to collaborate through professional learning communities both during the 2014-2015 school year contract and during the summer break in June 2015.

Goals and objectives:

Goal: Increase availability of structured professional learning opportunities directly aligned with newly adopted curriculums in math, science, engineering, and literacy.

- **Objective 1:** Provide professional learning in pedagogy specific to the new curriculums.
- **Objective 2:** Provide professional learning in content knowledge as needed to support implementation of the new curriculums.
- **Objective 3:** Provide opportunities for teachers to develop curriculum units and design learning tasks aligned with the new standards and to integrate technology to provide support for learning.

Budget justification:

P.K. Yonge has established a protocol for requesting, reviewing, and awarding mini-grants to faculty to support their professional learning and curriculum transformation work. All grants funds will be used to compensate teachers for time beyond the contract day/year for their participation in professional learning and completion of their work proposals to support implementation of the new Florida Standards. Priority for awarding mini grants will be given to P.K. Yonge math, science, literacy, and engineering teachers.

Project Performance and Accountability:

Scope of Work	Task/Activities	Deliverables	Evidence	Due Date
Provide professional learning opportunities for teachers	Organize professional learning communities, lesson study experiences, and discussion protocols for examining student work to support specified areas of need for teacher learning in literacy, mathematics, science, and engineering	Faculty work proposals specifying professional learning opportunities tied to student learning tasks and curriculum to be developed Teacher developed learning materials Teacher designed learning tasks	Faculty work proposals Teacher developed learning units and tasks	June 30, 2015