| 1. **Classroom Culture and Environment** |
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| **Classroom Management**   * Clear expectations for acceptable student behavior and classroom procedures are established, communicated, modeled, and maintained. * Classrooms are task-oriented while the social and emotional needs of students are met through mutual respect and rapport. * Classroom schedules are followed, activities are organized, transitions between activities are smooth, and instruction is bell-to bell.   **Classroom Environment**   * Classroom furniture and physical arrangements are conducive to learning. * Classrooms display exemplary student work to establish quality control expectations for various tasks and assessments (e.g., note-taking, graphic organizers, homework, and quizzes with problem-solving steps). * Classrooms utilize a common board configuration that includes a Date, Benchmark, Objective, Agenda, Essential Question, Bell ringer, and Homework to set a purpose for learning. * Classrooms display/contain literacy-rich, instructional-based visual aids and resources (e.g., content posters, process posters, classroom libraries).   **Student Engagement**   * Teachers incorporate collaborative structures (e.g., think-pair-share), working in pairs, triads, and quads on tasks aligned with the standards during guided practice. * Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. * Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. * Students engage in “accountable talk” to show, tell, explain, and prove reasoning during modeled instruction and guided practice. |

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| 1. **High Quality Instruction or Instructional Delivery** |
| **Instructional Delivery**   * Teachers follow instructional pacing guides that are aligned with the standards. * Teachers use the Test Item Specifications to select examples for use during instruction and lesson assessment. * Teachers develop and implement lesson plans using a research-based lesson format that promotes a gradual release of responsibility (e.g., explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment). * Teachers incorporate “Checks for Understanding” throughout a lesson to ensure students are obtaining the knowledge and skills to answer the Essential Question by the end of class with a final Check for Understanding (e.g., exit ticket, journal response, etc.). * Teachers unpack the standards to determine the content at each grade level or within a course of study. * Teachers utilize content area materials that are available in a variety of formats that are research-based and aligned with the standards to deliver instruction. * Teachers utilize culturally, developmentally appropriate materials to deliver instruction and support student learning. * Teachers are trained, utilize, and have access to projection devices, manipulatives, and a range of technology to support the delivery of instruction.   **Higher Order Questioning**   * Questioning strategies are designed to promote critical, independent, and creative thinking while requiring students to compare, classify, analyze different perspectives, induce, investigate, problem-solve, inquire, and research to make decisions. * Teachers model higher order thinking skills using "think-a-louds" to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/revising predictions. * Scaffolding, pacing, sufficient wait time, prompting, and probing techniques are used when asking questions. * Teachers promote the use of a variety of methods (e.g., verbal, visual, numerical, hands-on, algebraic, graphical, etc.) to represent and communicate their ideas and/or procedures.   **Rigor**   * Tasks follow an appropriate progression of rigor according to the four Webb’s Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning). * Tasks and assessments meet each benchmark's Cognitive Complexity rating (e.g., low, moderate, or high). * Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. * Students are provided with specific expectations, such as scoring rubrics, to provide students with expectations as to how class assignments are to be completed, the form in which they are to be presented, and the quality of the final product.   **Differentiated Instruction**   * Student performance and assessment data(formative/summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. * Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and/or extended learning. * Teachers meet with administration and/or instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for deficient students and enrichment for proficient students. * School administrators and teachers target interventions for individual students in AYP subgroups based upon data analysis. * Based upon FCIM mini-assessment results, students are provided tutorial and enrichment opportunities. * Teachers vary the levels of cognitive complexity as appropriate for students at different levels of readiness through modifications and or extensions of content. * During individual or group activities, teachers simultaneously provide intensive, maintenance and enrichment instruction to rotating groups of students. |

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| 1. **Content Area Literacy** |
| * All teachers participate in ongoing professional development (e.g., CAR-PD, NG CAR-PD, Curriculum Instructional Sequence (CIS), and or reading endorsement/certification) to increase knowledge and application of research-based reading strategies (e.g., concept mapping, forming mental images,   K-W-L chart, and series of event chain) in all content area lessons.   * To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). * Teachers provide the scaffolding and support across content areas (i.e., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. * Teachers apply research-based reading strategies (e.g., concept mapping, forming mental images, and graphic organizers) in content area lessons. * Teachers use non-fiction reading materials that support student learning and ensure materials are readily available and easily accessible by all students. * Students write science lab reports and/or maintain lab journals that include the components of the scientific method. * Word problems, matching the cognitive complexity of the standards, are incorporated into every mathematics lesson and all homework sets. * Teachers incorporate short and extended response items in lessons, homework, and assessment to apply processes and summarize learning goals. * Students follow a common writing process to produce essays and compositions including prewriting/planning, writing/drafting, revising, editing/proofreading and publishing. * Students utilize common note-taking strategies to increase retention of content material and participate in study skill strategies. |

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| **IV. Florida’s Continuous Improvement Model (FCIM)/RTI** |
| **Data Analysis and Progress Monitoring**   * Benchmark assessments in reading, mathematics, and science are disaggregated to focus instruction on student weaknesses in each benchmark's content foci (i.e., specific skill) listed in the Content Focus Reports. * FCIM mini-assessment data is analyzed during PLCs and used to provided tutorial and enrichment opportunities. * Teachers analyze data from ongoing assessments (e.g., baseline, monthly, mini, and mid-year) to determine student levels of deficiency and proficiency on annually assessed benchmarks for all subject areas. * Problem Solving/MTSSS is seamlessly integrated within the school culture to provide ongoing progress toward functionality of the school. * Diagnostic assessments are used for the students not demonstrating progress in core content instruction. * Student portfolios are maintained and used as an ongoing measure of student progress and may include student work, reports, reflections, self-assessments, and even peer-teacher assessments. * School leadership monitors the fidelity and evaluates the effectiveness of the FCIM mathematics and science processes including FAIR for reading through classroom walkthroughs and regular meetings with grade levels and/or the department teams. * Scoring Rubrics are generated, utilized, and shared with students to establish detailed expectations on lessons, assignments, essays, and projects. * Data chats occur regularly between district personnel and principal, principal and teacher, and teacher and student. * Teachers maintain accurate, complete, and updated documentation, (e.g., data binders), of student data for all assessments as well as observational and anecdotal records in the course of monitoring student progress. * Teachers have a direct real-time access to student achievement data and collaboration in order to implement instructional changes based on the data. * Teachers use Florida’s Assessment for Instruction in Reading (FAIR), formative, and summative reading assessments to drive FCIM for reading. * Reading teachers use the FAIR Broad Screen/Progress Monitoring Tool (BS/PMT-RC) three times a year to identify content cluster areas for comprehension in need of additional time and focus and use to identify students in need of intervention/differentiated instruction. * Reading teachers use Targeted Diagnostic Inventory (TDI) results of Maze and Word Analysis (WA) to help identify the underlying reasons for reading comprehension problems and assist in intervention planning for students with FSPs below 85%. * Every 20 days, all students receiving reading intervention complete Ongoing Progress Monitoring(OPM) of Reading Comprehension (RC), Maze, and Florida Oral Reading Fluency (F-ORF). * Reading teachers access student data on the Progress Monitoring Resource Network (PMRN) to compare students’ rate of progress to rate of progress required to close the current gap to determine if reading intervention plans are effective. * Reading teachers examine rate of progress for all disaggregated groups and modify interventions for groups not meeting rate of expected progress.   **Focus Lessons/Pacing Guides**   * Mathematics, language arts(reading) and science FCIM calendars, mini-lessons, mini-assessments, and maintenance activities are developed within PLCs and aligned with each benchmark’s level of cognitive complexity, sample item design features, and stimulus and response attributes, as well as the grade-specifications content limits detailed in the Test Item Specifications. * The re-teaching of previously taught materials is seamlessly integrated and students are provided opportunities to apply prior knowledge to new content/concepts and to real world context. * Curriculum Maps for each content area by course and/or grade level include the scope and sequence, pacing/calendaring of content and suggested science laboratory experiments, mathematics manipulatives, writing prompts, etc. for each unit of study. * Teachers follow instructional pacing guides aligned with the standards. |
| **V. School and District Leadership** |
| **Learning, Accountability and Assessment**   * School and district leadership participate in a comprehensive instructional monitoring process that collects observational data on the fidelity of programs, policies, and procedures in the classroom. * School and district leadership systematically collect and analyze multiple types of data to guide a range of decisions to improve instruction and increase student achievement. * Data chats occur regularly between district personnel and principal, principal and teacher, and teacher and student. * District leadership trains school leadership and staff on performance appraisal instruments, and the performance appraisal process is implemented with fidelity by school administration. * School and district leadership teams are visible in the classroom and serve as instructional leaders by offering and coordinating professional development to address instructional needs/concerns through data analysis and instructional walkthroughs. * School and district leadership monitors the implementation of the School Improvement Plan with fidelity. * School Advisory Council (SAC) receives quarterly updates on the implementation of the School Improvement Plans and makes necessary revisions. * School’s master schedule shows opportunity for common planning periods amongst instructional staff to promote Lesson Study, PLCs, and data chats. * Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through the Lesson Study Process, and PLCs.   **Organizational Ability**   * School and district leadership allocate resources fairly, provide the organizational infrastructure, and remove barriers in order to sustain continuous school improvement. * School Leadership establishes a system for shared instructional leadership to formalize roles and responsibilities for the Principal, Assistant Principal(s), Instructional Heads, Department Chairs, Grade Level Lead Teachers, etc.   **Coaching**   * School and District Leadership provide teachers with guidance and modeling in the classroom designed to improve instruction while adhering to all cycles of the coaching cycle (e.g. co-planning, modeling, co-teaching, observing, and debriefing). * School and District Leadership ensure that all staff participate in ongoing professional development to increase knowledge and application of reading strategies in all content areas. * School and District leadership monitor and align the coach’s activities with the SIP. * Instructional coaching responsibilities are clearly delineated from other administrative activities. * Literacy Leadership Teams are established and promote school-wide activities geared toward increasing student achievement in reading. |