


DIFFERENTIATED ACCOUNTABILITY



Continuous Improvement Model (2009-2010)

PLAN

***FCAT ANALYSIS**

-FCAT Data (2009)

Utilize DART 2009 to analyze FCAT Data. Determine trends in student performance (State, District, School, Grade Level, Individual Students). Identify common areas of strengths and weaknesses.

-FCAT Test Design

Utilize FCAT Test Design Summary to determine the percent of raw-score points in each content area cluster.

-Content Focus

Utilize FCAT Content Focus Reports for 2009, in addition to reports from 2004-2008, to analyze trends. Unwrap each Content Cluster and Benchmark to calculate which skills are tested most frequently, and those that are weighted at a higher value.

-Item Specifications

Read and understand Item Specifications for an understanding of what students should know and be able to do at the end of developmental levels of grades. Utilize template for “Unwrapping the Benchmarks”.

DO

***Instructional Pacing Calendar**

-Utilize information from DART 2009, FCAT Test Design Document, FCAT Content Focus Reports to determine which benchmarks will be taught each month. Allocate an appropriate number of days for instruction, re-teaching, and assessing. This process will ensure that all Annually Assessed Benchmarks have been taught, assessed, and remediated prior to FCAT 2010.

***Instructional Delivery Guide**

-Utilize DA template “Instructional Delivery Guide” to ensure effective instruction aligned to the Sunshine State Standards.

-Explicitly indicate instructional delivery methods by describing the following:

frequent exposure to annually assessed benchmarks, opening activities
vocabulary instruction, lesson objectives (aligned to SSS),
essential questions (asked at the beginning of the lesson, answered by the
end of the lesson), higher order questions (to ensure teachers phrase
questions based on FCAT cognitive complexity levels, and verbs from
Webb’s Depth of Knowledge Chart, whole group and differentiated
instruction, reading and writing across the curriculum,
literature connections, accommodations and modifications,
technology, centers/learning stations, closing activity

CHECK

-Assessments

Administer frequent and ongoing assessments: Baseline, Monthly, Mini, Mid-Year. Complete progress Monitoring charts to track student performance.

-Data Disaggregation

Analyze assessment data to diagnose student deficiencies, reveal areas of proficiency, and highlight skill enrichment opportunities. Conduct Data chats at three levels (District-School, Administration-Teachers, Teachers-Students) to discuss student progress, and plans for re-directing the instructional focus.

-Maintenance

Utilize word walls and vocabulary notebooks to reinforce instructional terms. Provide frequent opportunities for cooperative learning. Create learning stations that re-teach skills. Vary instructional delivery to include varying learning styles. Incorporate the use of technology.

-Monitoring

Utilize Administrative walk-through forms, Instructional Coaching Logs, Teacher Data Binders, and progress monitoring tools to ensure that all students are consistently improving areas of weakness, maintaining levels of proficiency, and increasing areas of strength.

ACT

-DIFFERENTIATED INSTRUCTION

Redirect instructional focus to meet the individual needs of students as indicated by data results. Provide Differentiated Instruction that focuses on skill remediation, maintenance of proficiency, and enrichment.

-PROFESSIONAL DEVELOPMENT

Provide opportunities for professional development at the district level as determined from observations during administrative walk-throughs, evaluations, and classroom data. Assign Instructional Coaches to provide on-site training to grade levels, modeling during instructional time, and lesson planning support during common planning time.

-LESSON STUDY

Utilize Professional Learning Communities to implement book/article study, analyze data, redirect instructional focus, discuss best practices, and determine how teacher strengths can be maximized across grade levels or within subject areas.