

GUIDANCE for Monitoring Tool for FLORIDA CONTINUOUS IMPROVEMENT MODEL (FCIM)

| | Components: | Y/N/P | Sources of EVIDENCE with COMMENTS |
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| PLAN | Formulate a plan | | |
| | 1. Teachers have regular opportunities to meet, plan, share student data, create focus lessons and mini-assessments. | | <i>Confirm each of these opportunities with administration and teachers. Review meeting minutes. Do teachers have opportunities to meet and share with other grade levels and subject areas? How often are the meetings?</i> |
| | 2. Student achievement data are disaggregated by teacher, class, and student and are used continuously to determine effectiveness of instructional strategies. | | <i>Review disaggregated data reports; confirm use by teachers. Is a systematic process used to disaggregate data, such as the DART or other models, and/or an electronic student information management system? What evidence is there that data disaggregation/analysis is shared with other stakeholders and used to modify instruction? Are data walls visible?</i> |
| | 3. Teachers know, based on data analysis, weaknesses of their students on targeted benchmarks. | | <i>Ask a teacher to discuss weaknesses of a randomly selected student. What records are in the classroom to show the students' weaknesses? How are student data used to develop intervention plans? Review several student intervention plans.</i> |
| | Optimize the timeline | | |
| | 4. Focus calendars are used school-wide and are posted in classrooms, offices, etc. | | <i>Review calendars. Ask several staff members about their use. Is the focus benchmark posted in classrooms and other locations in terms or a phrase that students can understand (i.e., Main Idea; Number Sense)?</i> |
| | 5. Focus calendars are being followed, as evidenced in teachers' lesson plans and classroom observations. | | <i>Focus lessons are written in teacher lesson plans and are aligned to the focus calendar. Review a sampling of teacher lesson plans and observe several classes. Do they clearly address targeted benchmarks of the week?</i> |
| DO | Concentrate and collaborate on teaching benchmarks | | |
| | 6. Focus lessons are being taught across the school and curriculum. | | <i>Are focus lessons readily available to teachers and evident in teacher lesson plans? Discuss with a few teachers how a lesson is developmentally appropriate. Review materials and observe instruction in several classrooms and subjects. Look for direct instruction, teacher modeling, and guided practice during focus lessons.</i> |
| | 7. Tutorials and Enrichments are part of the regular school day. Tutorials re-teach benchmarks in different ways. | | <i>What is the process used for setting up Tutorials and Enrichment times? Review several different student schedules and intervention plans for frequency of Tutorials/remediation and Enrichments. Are dates of re-teaching and Tutorials noted in plans or on focus calendars? Discuss with several teachers and students the nature and effectiveness of re-teaching. Are students attentively engaged?</i> |

Key: Y=Yes, evidence was found; N= No evidence was found; P = Partial Implementation, some evidence found.

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| CHECK | Utilize assessments | | |
| | 8. Short, frequent mini-assessments with test items resembling FCAT are given on targeted benchmarks. | | <i>Have administrators, teachers, and students confirm that mini-assessments are taking place. Check several different mini-assessments to see that they are included in teachers' lesson plans. Does the administrative team meet regularly with individual teachers to discuss mini-assessment data? Do students regularly meet with teachers or administrators to review their performance and set goals (i.e., FCAT Chat)? Sample evidence might include FCAT Chat logs.</i> |
| | 9. Ongoing informal and formal assessments to monitor individual student progress, including mastery of Sunshine State Standards, are administered and used to redesign instruction and interventions. | | <i>Are mini-assessments comparable so that student progress over time can be shown? Do they test the benchmark? Look for a database or other means showing mini-assessments are gathered and entered into a working document for analysis. Are data walls visible throughout the school? Discuss and review several different schedules or lesson plans for changes in instruction based on assessment data. What happens after assessments—are there discussions among teachers and with administrators? When does the teacher move on to the next benchmark?</i> |
| ACT | Sustain learning | | |
| | 10. Alternative instructional delivery methods are used to support remediation, acceleration, and enrichment strategies. | | <i>Are a variety of strategies, lessons and materials used? Review several different learning activities and lesson plans and observe instruction in several classrooms in several subjects.</i> |
| | 11. Periodic maintenance reviews are conducted to maintain student mastery of targeted benchmarks. | | <i>Review focus calendars for dates scheduled for maintenance activities; discuss with administrators and verify with a few teachers. Review several lessons. Observe maintenance instruction in several classrooms and in several subjects.</i> |
| | 12. Administration frequently monitors FCIM implementation in classrooms through observation and data analysis. | | <i>Confirm what percent of the day or week administrators spend monitoring instruction and FCIM. Confirm how often each teacher is monitored. Have there been changes to implementation strategies based on monitoring? What assistance has been provided to teachers who need it? If Classroom Walk-Throughs are used, how are data used to impact the progress of FCIM at the school?</i> |

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