Jump to Reading

Jump to Math

Jump to Writing

Jump to Science

Possible Anticipated Barriers for Reading

- Environment and school infrastructure does not support school-wide literacy improvement efforts.
- Curriculum is not aligned to literacy standards.
- Instruction does not provide students with sufficient opportunities to read and think through complex text.
- Instruction is not adjusted based on assessment of students' literacy needs.
- Instruction does not include a variety of practices that promote active student discussion and writing to elaborate on complex text.
- Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks.
- Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies
- Appropriate level of cognitive/text complexity needed
- Reading strategies aligned to tested benchmarks at the appropriate level of cognitive/text complexity needed.
- The core reading program is not aligned to the demands of FCAT 2.0.
- Time constraints limit teacher's ability to meet the needs of individual students.
- Core reading program does not provide ample opportunities to use academic and technical vocabulary used in the FCAT item specifications.
- Students are not provided ample opportunities to respond to reading in writing to help them accumulate and extend their thinking.
- Teachers limited use and understanding of Tier 2 Vocabulary.
- Students with high fluency scores sometimes lack the comprehension skills needed to read complex texts.
- Closing the gap in achievement for students who are a year or more behind in reading achievement takes time.
- Finding appropriate materials (interest, readability, etc.) are difficult.
- Closing the gap in achievement for students who are a year or more behind in reading achievement takes time.

Potential Reading Strategies to Implement

- Align School-Based Leadership Team (SBLT) efforts to problem solve for, and support, implementation of the School Improvement Plan (SIP) reading goals.
- Organize Literacy Leadership Team (LLT) to engage in collaborative problem solving and lead core literacy improvement efforts.
- Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies.
- Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g., classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study).
- Align Professional Learning Communities (PLCs) to engage teachers in literacy improvement activities where inquiry, analysis of student work, and walkthrough data drive continuous improvement.

- Establish systems and processes to monitor, evaluate, and make adjustments to literacy improvement efforts.
- Align daily lessons across the content areas to incorporate Common Core literacy standards.
- Set authentic purposes for reading and ensure students understand literacy learning focus.
- Frame learning objectives around relevent, student-friendly essential questions.
- Increase opportunities for students to read and grapple with complex text.
- Model practical ways of thinking through complex reading processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from text).
- Break text-based experiences into digestible chunks and use checks for understanding to monitor comprehension, provide corrective feedback, and make adjustments during instruction to meet student needs.
- Analyze assessment data (e.g., FCAT, FAIR, FCIM, classroom assessments) to monitor student progress and modify curriculum based on patterns of need.
- Utilize assessment data to organize groups for differentiation and/or provide targeted interventions.
- Use a variety of text-based instructional practices to promote active student engagement in reading complex text (e.g, Comprehension Instructional Sequence routine, collaborative structures, text-based discussion routines).
- Increase opportunities for students to generate questions, actively discuss, and write in response to complex text.
- Use interactive vocabulary routines to increase student use of elaborate vocabulary in speaking and writing across the content areas.
- Explicitly teach, model, and guide students in using school-wide literacy strategies across the content areas.
- Engage students in authentic cognitively complex literacy tasks (e.g., text-based inquiry, investigation, problem solving, decision making) and monitor the extent to which students use evidence from text to justify reasoning.
- Implement AVID school wide to…
- Utilize Lesson Study to…
- Use support programs (5000 Role Models, Girlfriends, Principal's Multicultural, CROP, SECME, Mu Alpha Theta ….) to
- Utilize Common Planning and/or PLC's to…
- Utilize embedded coach to…
- Teachers will ensure that all students are reading a variety of genre at appropriate levels of complexity.
- Teachers will provide explicit instruction on identified benchmarks (FCIM) during reading workshop, while conferring, and during small group instruction.
- Teachers will provide explicit instruction aligned to FCAT 2.0 demands during reading workshop, while conferring, and during small group instruction.
- Every student will receive an additional 30 minutes of differentiated reading instruction at least 4 days week outside the 90 minute Reading Block.
- FAIR data, running records, and teacher developed assessments will be used to determine instructional groups in grades K-3.
- Teachers will use Interactive Read Aloud to engage students in extended conversations about texts, text structures, etc. These conversations will occur during whole group instruction, small group instruction, and with partners.
- Teachers will ensure that time is allocated for students to elaborate their thinking by responding in writing. Teac hers will provide ongoing feedback.
- Teachers will provide students with explicit vocabulary instruction using the Pinellas Vocabulary Project (PVP)
- Teachers will provide explicit comprehension instruction in small groups and during individual conferences.

- Implement FCIM lessons as part of the 90 minute Reading Block in small groups based on need.
- Teachers will provide students will ample opportunities to choose books to read that are related to their interest. Schools will review all resources (individual classroom and media centers) to determine availability of high interest, multi-level texts and create a data base of resources. Funds (e.g., SIP, referendum, Title I) will be used to fill in the gaps.
- Implement FCIM lessons as part of the 90 minute Reading Block in small groups based on need.
- Teachers will provide students will ample opportunities to choose books to read that are related to their interest. Schools will review all resources (individual classroom and media centers) to determine availability of high interest, multi-level texts and create a data base of resources. Funds (e.g., SIP, referendum, Title I) will be used to fill in the gaps.

Possible Anticipated Barriers for Math

- Core instruction and assessments that are not aligned to summative assessments (FCAT 2.0, EOC item specifications, AP, IB, AICE, postsecondary entrance assessments).
- Students enter math courses not having achieved previous grade level proficiency.
- Ample opportunities are not provided to engage students in discussions and activities that are on or above grade level.
- Ample opportunities are not provided for students to interact with technology that supports what they are learning.
- The environment for students in AYP subgroups not meeting proficiency is not a student centered learning environment.
- Students do not receive core instruction and assessments that are aligned to summative assessments
- Students in AYP subgroups not meeting proficiency are not provided with a student centered learning environment.
- Evidence based interventions are not matched to students individual needs.

Potential Math Strategies to Implement

- Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.
- Utilize FCIM calendars and adjust instruction based on student data.
- Use questioning techniques at various cognitive levels to promote learning.
- Use district developed curriculum guides and the NGSSS to plan and deliver instruction.
- Students are placed in the most appropriate and rigorous math course.
- Students receive in class differentiated instruction to help students meet math deficiencies.
- Utilize Intensive Math, tutoring and/or pull out instruction to address deficiencies.
- Utilize credit and unit recovery opportunities.
- Engage students in learning by using collaborative structures, checks for understanding, physical movement and accountable talk.
- Use the gradual release or 5Es model that includes explicit instruction, modeled instruction, guided practice and independent practice.
- Provide opportunities for students to engage in remediation and enrichment activities using math software programs.
- Increase the use of various types of calculators, where appropriate, as indicated by curriculum guide.

- Provide students with multiple opportunities to participate in web-based formative assessments that mirror summative assessments (EOC and FCAT).
- Use students' interests and background to engage in respectful interactions in the classroom.
- Teachers use verbal and nonverbal behaviors to establish at least a 3:1 positive to negative ratio of interactions
- Provide opportunities for all students to respond and probe incorrect answers, regardless of perceived ability level, expectancy or performance, with the same frequency and depth and monitors the quality of participation of each student
- Students and families are provided information in various formats to meet the needs of diverse populations.
- Implement AVID school-wide to…
- Utilize Lesson Study to…
- Use support programs (5000 Role Models, Girlfriends, Principal's Multicultural, CROP, SECME, Mu Alpha Theta ….) to
- Utilize Common Planning and/or PLC's to…
- Utilize embedded coach to…
- Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.
- Use students' interests and background to engage in respectful interactions and develop responsive instruction in the classroom.
- Use grade level PLCs to determine instructional needs by reviewing common assessment data and incorporate the use of manipulative and/or hands on activities for students. Use of the Pearson EnVision Diagnostic/Intervention Kit, School Based Leadership team participates in the PS/RtI process and uses strategies as recommended in the IES practice guide Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools
- Implementing FCIM lessons as part of the math core curriculum for all students
- Enrichment block scheduled 30 minutes each day after school 3 days each week
- Differentiated instruction will be facilitated through small skill groups and individual conferring
- Improve core instruction delivery. Through the “Lesson Study” process, teachers will deliver core instruction (Tier 1) lessons, revise them with peers and re-teach the revised lessons.
- Level 1 & 2 students will be targeted to receive additional, supported instruction.
- Diagnostic testing will determine individual needs and FCIM lessons will be written and taught by a teacher hired by Extended Learning Funds.
- Teachers will designate a regular time for small group instruction. in their flow of the day or flow of the week so that individual needs can be met.
- Teachers will collaborate with other teachers to provide some flexible grouping between classes within a grade level team. One teacher will plan small group instruction for the students needing to be challenged at an elevated level, while the other teacher might plan and deliver small group instruction for struggling students.
- Increase time on FCAT explorer and envision math computer resources
- Use of the Voyager Intensive Math Program to fidelity.

Possible Anticipated Barriers for Writing

- Instruction does not provide for ample opportunities to write.
- Instruction will not provide enough opportunities to engage in the extended writing process.
- Instruction does not provide ample opportunities to engage in writing in response to text.

- Students do not independently use writing strategies.
- Instruction does not provide ample opportunities to engage in authentic writing activities.
- Students do not have enough opportunities to study models of good writing.
- New teachers who do not understand the writing process/units of study.
- Teachers who do not trust and follow with fidelity the writing process/units of study
- Struggling readers who may have difficulty reading and interpreting the writing prompt independently.
- Time. Students in this category need to be given more opportunities and time to write. Often, they are pulled out during the writing block and end up getting less time to write.
- Lack of student confidence in themselves as writers.

Potential Writing Strategies to Implement

- Provide coaching and district training for new teachers on writing process within the units of study.
- Model teaching and side-by-side coaching over the long term for teachers who are not following the unit work.
- Provide 1-1 or small group instruction to students on ways to read prompts in order to understand the big idea they are being asked to write about.
- Students in this category will not be pulled out during the writing block.
- Teachers will confer with each of these students individually 3-5 times weekly.
- These students will be given instruction in specific writing strategies during the writing block within small groups at least 3 times a week.
- Students will share their work regularly with a variety of audiences and receive positive and specific response to build their confidence. Teachers will keep a log documenting the frequency of positive responses given to each student.
- Students may attend a before or after school writing club that will place an emphasis on strategy instruction that builds confidence and motivates students.
- Provide lots of opportunities to listen to and tell stories orally.
- Encourage sketching, drawing, and labeling as part of written story telling.
- Teachers can slow down the pace of any unit.
- Ask students to act out their stories.
- Post a Writing Word Wall to assist ELL students when they write.
- Students in this category will not be pulled out during the writing block.
- Students will play writing relay races in order to write more in less amount of time.
- Teachers will confer with each of these students individually 3-5 times weekly
- These students will be given instruction in specific writing strategies during the writing block within small groups at least 3 times a week. Teachers will especially highlight key strategies that can improve any piece of writing i.e., word choice, varied sentences, noun verb agreement, ways to organize, etc.
- Students will share their work regularly with a variety of audiences and receive positive and specific response to build their confidence. Teachers will keep a log documenting the frequency of positive responses given to each student.
- Students may attend a before or after school writing club that will place an emphasis on strategy instruction that builds confidence and motivates students.
- Providing time and materials for students to read and write a lot.
- Offer parent workshops in ways to support their children at home using non-threatening activities and strategies. Provide incentives for families to attend

- Students in this category will not be pulled out during the writing block.
- Students will play writing relay races in order to write more in less amount of time.
- Teachers will confer with each of these students individually 3-5 times weekly
- These students will be given instruction in specific writing strategies during the writing block within small groups at least 3 times a week. teachers will especially highlight key strategies that can improve any piece of writing i.e., word choice, varied sentences, noun verb agreement, ways to organize, etc.
- Students will share their work regularly with a variety of audiences and receive positive and specific response to build their confidence. Teachers will keep a log documenting the frequency of positive responses given to each student.
- Students may attend a before or after school writing club that will place an emphasis on strategy instruction that builds confidence and motivates students.
- All teachers plan for and implement appropriate subject-specific writing assignments and activities (e.g., DBQs in social studies courses).
- Language Arts teachers provide students with on-demand writing instruction, assignments, and activities.
- Language arts teachers use the GRRM to teach the process of writing (e.g., planning, drafting, revising, editing, and publishing).
- Language arts teachers use the GRRM to teach text structures for writing (e.g., cause & effect, compare & contrast).
- Language arts teachers use the GRRM to teach paragraph and sentence construction skills.
- Language arts teachers provide students with collaborative writing opportunities.
- All teachers plan for and implement appropriate subject-specific activities and assignments that incorporate opportunities for students to respond to text in writing.
- All teachers provide students with instruction in and opportunities for summarization.
- All teachers provide students with instruction in and opportunities for answering short and extended responses to text in writing.
- All teachers provide instruction in and opportunity for students to create written questions about text.
- Language arts teachers provide students with explicit instruction in the use of writing strategies (e.g., planning, revising, and editing strategies).
- All teachers support students' use of writing strategies.
- All teachers provide subject-specific writing activities and assignments that include specific product goals.
- All teachers provide subject-specific writing assignments based on inquiry activities (e.g., lab reports in science courses).
- Language arts teachers provide students with collaborative writing opportunities.
- All teachers include subject-specific models of writing assignments and activities as components of instruction.
- Language arts teachers include models on-demand essays as components of instruction.
- Implement AVID schoolwide to…
- Utilize Lesson Study to…
- Use support programs (5000 Role Models, Girlfriends, Principal's Multicultural, CROP, SECME, Mu Alpha Theta ….) to
- Utilize Common Planning and/or PLC's to…
- Utilize embedded coach to…

Possible Anticipated Barriers for Science

- Core instruction and assessments that are not aligned to summative assessments (FCAT 2.0, EOC item specifications, AP, IB, AICE, postsecondary entrance assessments).
- Ample opportunities are not provided for students to engage in labs and hands-on activities that are on or above grade level.
- Ample opportunities are not provided for students to interact with technology that supports what they are learning.
- The environment for students in AYP subgroups not meeting proficiency is not a student centered learning environment.
- Students are not provided with ample opportunities for additional instruction in critical thinking and high order thinking skills
- Students lack background information relating to science concepts.
- Black students and ESOL students are not regularly exposed to culturally responsive teaching strategies.
- Teachers need to provide students with additional instruction in critical thinking and high order thinking skills
- The level of school resources including additional time, funds and programming has historically been focused on students at lower achievement levels.
- Students' limited background knowledge inhibits their deeper understanding of science concepts.
- Culturally responsive teaching strategies have not been consistently applied to instruction for Black/African American students.
- Culturally responsive teaching strategies have not been consistently applied to instruction for ESOL students.
- Teachers do not provide students with review of curriculum taught at previous grades. Because the curriculum does not spiral it is difficult for students to make up for gaps from grade to grade.
- Students receiving intensive interventions for reading or math are often pulled out of core science instruction time
- Students lack background information relating to science concepts.
- The level of school resources including additional time, funds and programming has historically been focused on students at lower achievement levels.
- Teachers need to provide students with additional instruction in critical thinking and high order thinking skills

Potential Science Strategies to Implement

- Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.
- Utilize FCIM calendars and adjust instruction based on student data.
- Use questioning techniques at various cognitive levels to promote learning.
- Use district developed curriculum guides and the NGSSS to plan and deliver instruction.
- Engage students in learning by using collaborative structures, checks for understanding, physical movement and accountable talk.
- Use the 5Es model that includes engage, explore, explain, elaborate, and evaluate.
- Students will engage in a lab or hands-on activity a minimum of once per week.
- Students will receive in class differentiated instruction occurs to help students meet science deficiencies.
- Provide opportunities for students to engage in remediation and enrichment activities using science software programs.
- Increase the use of various types of laboratory equipment, where appropriate, as indicated by curriculum guide.

- Provide students with multiple opportunities to participate in web-based formative assessments that mirror summative assessments (EOC and FCAT).
- Use students' interests and background to engage in respectful interactions in the classroom.
- Teachers use verbal and nonverbal behaviors to establish at least a 3:1 positive to negative ratio of interactions.
- Provide opportunities for all students to respond and probe incorrect answers, regardless of perceived ability level, expectancy or performance, with the same frequency and depth and montiors the quality of participation of each student.
- Students and families are provided information in various formats to meet the needs of diverese populations.
- Implement AVID school wide to…
- Utilize Lesson Study to…
- Use support programs (5000 Role Models, Girlfriends, Principal's Multicultural, CROP, SECME, ….) to
- Utilize Common Planning and/or PLC's to…
- Teachers will utilize probes to encourage students to think and have to defend their thinking. Within those probe lessons, opportunities for accountable talk and higher order questioning will be provided.
- After school weekly science club integrating field trips, NGSSS aligned hands-on science experiences with a strong emphasis on science vocabulary to build background knowledge.
- Teachers of all grades will follow curriculum guide in science to assure that grade level specific content aligns with NGSSS.
- Culturally responsive teaching strategies with a focus on vocabulary and science reflection notebooks will be consistently applied to instruction of African American and ESOL students
- Teachers will utilize probes to encourage students to think and have to defend their thinking. Within those probe lessons, opportunities for accountable talk and higher order questioning will be provided.
- High achieving science students will receive a 30 minute daily enrichment block that supports inquiry and authentic projects and research
- Implement AVID school wide to…
- Utilize Lesson Study to…
- Use support programs (5000 Role Models, Girlfriends, Principal's Multicultural, CROP, SECME, Mu Alpha Theta ….) to
- Utilize Common Planning and/or PLC's to…
- Utilize embedded coach to…
- After school weekly science club integrating field trips, NGSSS aligned hands-on science experiences with a strong emphasis on science vocabulary to build background knowledge.
- Teachers of all grades will follow curriculum guide in science to assure that grade level specific content aligns with NGSSS.
- Culturally responsive teaching strategies with a focus on vocabulary and science reflection notebooks will be consistently applied to instruction of Black students
- Culturally responsive teaching strategies with a focus on vocabulary and science reflection notebooks will be consistently applied to instruction of ESOL students
- Teachers will implement 5 E lessons with fidelity and identify appropriate differentiated instruction for high achieving students.
- Students will remain in the classroom for core instruction in science.
- After school weekly science club integrating field trips, NGSSS aligned hands-on science experiences with a strong emphasis on science vocabulary to build background knowledge.
- Teachers of all grades will follow curriculum guide in science to assure that grade level specific content aligns with NGSSS.

- High achieving science students will receive a 30 minute daily enrichment block that supports inquiry and authentic projects and research
- Teachers will utilize probes to encourage students to think and have to defend their thinking. Within those probe lessons, opportunities for accountable talk and higher order questioning will be provided.