




Education Transformation 	Action Plan for Reading			
	School: Pine Villa			
School's SIP Strategies correlated to Reading	Commendations on SIP Problem-Solving Process related to Reading	Concerns on SIP Problem-Solving Process related to Reading	Action Steps (to implement Strategy)	Person Responsible (Title, Name)
Utilize assessment data to: <ul style="list-style-type: none"> develop goals at student, class and school levels develop reading groups for D.I. develop intervention and enrichment groups conduct data chats with teachers and students monitor instruction match instructional materials to student deficiencies 	Evidence of use of data to form small groups.	Limited evidence of an alignment between instructional materials and student deficiencies. Limited evidence of teacher ownership of the data.	Action Step #1: Provide professional development on the alignment of instructional materials and instruction to match student needs.	ETO Staff Administration Literacy Coaches
			Action Step #2: Through the coaching cycle differentiated instruction will be modeled in K-5 reading classrooms.	Administration Literacy Coaches K-5 Reading Teachers
			Action Step #3: Monitor and document the alignment in a seamless progression from data to grouping to an instructional focus to resources to teacher instructional delivery to student work.	Administration Literacy Coaches K-5 Reading Teachers
Implement and monitor the ETO Bell to Bell Instructional Framework to support literacy instruction through: <ul style="list-style-type: none"> the gradual release model (I Do, We Do, You Do) the use of higher order complexity questions vocabulary development through the use of theme charts/word walls the implementation of the Common Board Configuration the identification of observation classrooms that support bell to bell instruction 	Evidence of bell to bell instruction in reading classrooms.	Limited evidence of implementation of higher order complexity questions and pacing of lessons. Limited evidence of the use of theme charts and word walls in K-5 reading classrooms to develop vocabulary.	Action Step #1: Through common planning develop higher order complexity questions which will address weekly objectives.	Administration Literacy Coaches K-5 Reading Teachers
			Action Step #2: Through common planning develop a weekly plan that will be address grade level objectives and adapt lessons to meet the classroom needs.	Administration Literacy Coaches K-5 Reading Teachers
			Action Step #3: Develop interactive theme charts/word walls to support instructional focus.	Administration Literacy Coaches K-5 Reading Teachers
Increase literacy opportunities through all content areas by: <ul style="list-style-type: none"> implementing the Accelerated Reader program to promote independent reading providing consistent 		No evidence of independent reading in Reading/Language Arts Classes. No evidence of rigorous writing activities in response to reading.	Action Step #1: Establish leveled classroom libraries and follow-up independent reading activities.	Literacy Coaches K-5 Reading Teachers
			Action Step #2: Implement response to reading activities and exit slips through the use of reading	Literacy Coaches K-5 Reading Teachers

opportunities for students to engage in rigorous writing activities		No implementation of the Accelerated Reader program.	journals.	
			Action Step #3: Establish and implement a school-wide Accelerated Reader plan to promote independent reading.	
Utilize interactive reading strategies to include: <ul style="list-style-type: none">• Think-Pair-Share• Interactive White-Board Activities• Technology Clickers• Student Accountability Talk• Varied modes of reading		No evidence of interactive reading strategies.	Action Step #1: Incorporate collaborative structures to promote higher order thinking skills (Think-Pair-Share, Questioning Strategies, Triads, Quads, Interactive White Boards)	Administration Literacy Coaches K-5 Reading Teachers
			Action Step #2: Through the coaching cycle, the gradual release model will be demonstrated to increase student accountability talk.	Administration Literacy Coaches K-5 Reading Teachers
Develop protocols and monitor common planning to: <ul style="list-style-type: none">• analyze student work samples and provide descriptive feedback• reflect on lessons taught• develop higher order questions• plan for whole group and small group instruction• develop authentic assessments	Evidence of common planning in K-5 reading classrooms.	Limited evidence of descriptive feedback in reading journals and differentiated instruction journals.	Action Step #1: Targeted feedback will be provided to students in reading journals and differentiated instruction journals.	Literacy Coaches K-5 Reading Teachers
Implement and monitor intervention and enrichment groups.		No evidence of interventions or enrichment groups.	Action Step #1: Provide professional development to assigned personnel on all intervention and enrichment programs.	Administration Literacy Coaches K-5 Reading Teachers
			Action Step #2: Assign interventionists/teacher to appropriate groups for intervention and enrichment.	Administration Literacy Coaches K-5 Reading Teachers
			Action Step #3: Ensure correct student placement in the program, monitor progress in the program and identify students who are non-responsive to the intervention. Document this process.	Administration Literacy Coaches K-5 Reading Teachers

Education Transformation 	Action Plan for Writing			
	School: Pine Villa elementary		I	
School's SIP Strategies correlated to Writing	Commendations on SIP Problem-Solving Process related to Writing	Concerns on SIP Problem-Solving Process related to Writing	Action Steps (to implement Strategy)	Person Responsible (Title, Name)
Utilize assessment data to: <ul style="list-style-type: none"> develop groups for D. I. develop intervention and enrichment groups conduct data chats with teachers and students monitor instruction develop goals at student, class and school levels 		No evidence of differentiated writing instruction based on baseline writing data.	Action Step #1: Literacy coaches will conduct data chats with teachers and work with them to implement DI during the writing block with students who are grouped accordingly (0-2, 3-4, 5-6) to ensure effective intervention/enrichment opportunities are taken place throughout the day.	ETO Staff Administrators Literacy Coaches Interventionists
			Action Step #2: Teachers will conduct data chats with students after each writing assessment and develop class and student writing goals.	Reading/Writing Teachers Literacy Coaches
Implement the instructional framework in writing classes to: <ul style="list-style-type: none"> increase explicit writing instruction utilize exemplars and rubrics Identify observational classrooms in order to observe effective writing instruction. 	Evidence of explicit writing instruction in fourth grade and one third grade classroom.	No evidence of the ETO writing plan in the primary grade levels.	Action Step #1: Through common planning, daily writing activities will be developed.	Administrators Literacy Coaches Interventionists
			Action Step #2: Through the coaching cycle, the writing process will be modeled.	Administrators Literacy Coaches Interventionists
Incorporate instruction of writing as a process from planning to publishing in different forms of writing to include peer editing and descriptive feedback on student work.	Evidence of process writing in fourth grade classroom.	No evidence of process writing in classrooms.	Action Step #1: Through the coaching cycle, the writing process will be modeled.	Administrators Literacy Coaches Interventionists
			Action Step #2: Writing journals will reflect the writing process, to include corrective/descriptive feedback on student work.	Administrators Literacy Coaches Interventionists
Develop a school-wide writing plan to ensure authentic writing is being conducted in all grade levels.	Evidence of writing plan.	Limited evidence of the implementation of the writing plan.	Action Step #1: Literacy coaches will review the ETO Writing plans with teachers and ensure that rigorous activities are implemented during the writing block.	Administrators Literacy Coaches Interventionists

			Action Step #2: Monitor the writing process in K-5 writing classrooms.	Administration Literacy Coaches

 Education Transformation Office	Action Plan for Mathematics & Science			
	School: Pine Villa			
School's SIP Strategies correlated to Mathematics & Science	Commendations on SIP Problem-Solving Process related to Mathematics & Science	Concerns on SIP Problem-Solving Process related to Mathematics & Science	Action Steps (to implement Strategy)	Person Responsible (Title, Name)
Utilize the Gradual Release of Responsibility Model when planning and delivering lessons.	Evidence of teachers utilizing the Gradual Release and/or 5E template for lesson planning.	Limited evidence of teachers modeling exactly what is expected of the students before having them work on activities, graphic organizers, or problems during the "I DO" portion of the lesson.	Action Step #1: Model exactly what is expected of the students before having them work on any activity, graphic organizer, or problem during the "I DO" portion of the lesson. Conduct think alouds while solving a problem or reading the text to explain thought processes or thinking patterns.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
		Limited evidence of teachers using structured collaborative strategies during the "WE DO" portion of the lesson.	Action Step #2: Select three collaborative strategies, list the steps on posters, display in classroom and use one per lesson during "WE DO".	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
			Action Step #3: Include a specific collaborative strategy in the "WE DO" section of every lesson plan.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; Principal, Earl Burth; Assistant Principal, Alicia Jones; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina; ETO Instructional Supervisor, Daniela Simic
Incorporate Reading and Writing strategies into Science instruction.	Evidence of teachers beginning to implement interactive science journals. Evidence of students using interactive science journals.	Limited evidence of teachers consistently following the ETO guidelines for use of interactive journals.	Action Step #1: Allow for students to process information by increasing the use of the left-hand side of their journals (i.e. have students use the left side of their journals to write down answers to questions during write-pair-share activities). "For every right there is a left".	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
		Limited evidence of teachers consistently using reading and writing comprehension strategies.	Action Step #2: Minimize copying from the board by providing students with printables to paste into their journals and model how to underline or highlight important concepts.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie

				Santamarina
Engage students in hands-on activities and interactive investigations.	Evidence of teachers conducting essential labs in all grade levels.	<p>Limited evidence of students making connections between lab activity and lab write-up.</p> <p>Limited evidence of students using manipulatives.</p>	Action Step #1: Utilize the five FCAT-like multiple choice questions that come with each Essential Lab by displaying them prior to the lab, referring to them throughout the lab and reviewing them at the completion of the lab.	Science Coach, Tiffany James; ETO Curriculum Support Specialist, Julie Santamarina
			Action Step #2: Ensure that students complete all portions of the ETO lab template using their own words with special emphasis on the conclusion.	Science Coach, Tiffany James; ETO Curriculum Support Specialist, Julie Santamarina
			Action Step #3: Use manipulatives during instruction to draw connections to representational and abstract concepts. Model the use of manipulatives each time before students work with them individually or in small groups.	Mathematics Coach, Sharon Podobnik; ETO Curriculum Support Specialist, Cisely Scott
Incorporate a variety of questioning strategies into lesson delivery.	Evidence of teachers including higher order questions in lesson plans and displaying them in the classroom.	Limited evidence of teachers using higher order thinking strategies.	Action Step #1: Require student accountable talk to justify correct answers and explain incorrect answers. Ask “Why” and “Why Not”.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
			Action Step #5: Engage students in "think-pair-share" and “write-pair-share” activities during teacher modeled instruction and guided practice when asking higher-order questions. Incorporate the use of white boards for student response.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
Take part in regular embedded professional development.	Evidence of common planning sessions occurring.	Limited evidence of teachers having been provided with adequate follow-up training and support.	Action Step #1: Attend Saturday/Afterschool training provided by ETO.	ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina; ETO Instructional Supervisor, Daniela Simic
			Action Step #3: Conduct regularly scheduled walkthroughs to specifically observe the implementation of strategies learned during the ETO training.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; Principal, Earl Burth; Assistant Principal, Alicia Jones; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina; ETO Instructional Supervisor, Daniela Simic
Use data to create goals and drive instruction.	Evidence of teachers having analyzed student data.	Limited evidence of teachers disaggregating data to provide differentiated instruction.	Action Step #1: Utilize baseline data to create skill-based student groups to take part during the “YOU DO” portion of the lesson.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina

			Action Step #2: Create a teacher-led center to take place during the “YOU DO” portion of the lesson and pull students who require extra support based on data.	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
			Action Step #3: Provide high-performing students with enrichment opportunities during the “YOU DO” portion of the lesson (i.e., allow students to work on GIZMOs independently on computers).	Mathematics Coach, Sharon Podobnik; Science Coach, Tiffany James; ETO Curriculum Support Specialists, Cisely Scott & Julie Santamarina
Provide students with necessary interventions as reflected by assessment data as well as enrichment opportunities.	Evidence of a plan in place for interventions and enrichments.	Limited evidence of a detailed plan for science enrichment.	Action Step #1: Create and implement a plan for the after school science enrichment.	Science Coach, Tiffany James; ETO Curriculum Support Specialist, Julie Santamarina
		Limited evidence of a detailed plan for the Math Lab.	Action Step #2: Utilize mathematics benchmark data to identify student deficiencies and address them during Math Lab.	Mathematics Coach, Sharon Podobnik; ETO Curriculum Support Specialist, Cisely Scott