# FCIM – Florida’s Continuous Improvement Model

## 8 Step Process

### Data Dissagregation (Multiple Sources – FCAT, Edusoft, FAIR, DART, etc.)

In this step teachers and administrators disaggregate, or analyze, the state standards assessment and/or standardized test data to identify both students' and teachers' strengths and weaknesses and to improve teacher instruction and student learning. Focusing on specific student weaknesses, the teachers and administrators create a plan for student improvement. Identifying teachers' strengths and weaknesses enables administrators to provide effective quality staff development to improve instruction and student learning.

### Timeline Development (Instructional Focus Calendars)

Based on the students' strengths and weaknesses, teachers build an instructional calendar that includes all the standards/skills to be assessed. The calendar should allow additional time for areas where students are having trouble and be flexible enough to allow for adjustments.

### Direct the Instructional Focus (Lesson Planning and Delivery, Instructional Strategies and Best Practices)

Based on the instructional calendar, teachers teach the targeted skill. The goal here is for quality instruction and student mastery. Effective teaching strategies for instruction have at their core consistently high-level expectations for students.

### Ongoing Assessment (Baseline, Mid-Year, Mini Assessments, etc.)

After teaching the targeted skill, teachers administer a short assessment to check for student understanding. These assessments should be integrated into the curriculum and instruction. The assessments should mimic the format of the state standards assessment. Teacher teams should meet frequently to review assessment results.

### Tutorial (Intervention and RtI)

Based on assessment results, teachers should provide additional instruction. Teaching teams should work together to review progress. Tutorial work is provided for non-mastery students. Additional assessments may be given to check mastery.

### Enrichment (Advanced Study)

Based on assessment results, teachers should continuing quality instruction to build on success. Teaching teams should work together to review progress. Extensions are provided for mastery students. Additional assessments may be given to check mastery.

### Maintenance (Ongoing Review)

Teachers must continuously work to reinforce skills and knowledge until they become part of the student's knowledge base.

### Monitoring (CWT, Data Chats, PLCs, etc.)

School principals and the instructional coordinator assume the primary responsibility for monitoring program success. Monitoring practices include regularly unscheduled classroom visits, one-on-one meetings with students and teachers to review test scores, celebrating successes, using surveys to assess the process, the school climate, and stakeholder satisfaction.

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**Learning Zones**