

## **LRES DRAFT:**

I would like to see us continue with the model at LRES that we have begun to build- this builds sustainability with the roles and responsibilities of our current plan and addresses the needs of Tier 2&3 students and Tier 1 classroom instruction.

- Our interventionists play an integral role in providing support to those students who are substantially below proficient with their goal of having the students that they work with demonstrate accelerated growth. We are seeing progress in the students that our interventionists work with. We want to provide more support for our teachers in Tier 1 and 2 instruction.

### **LRES Literacy and Math Specialists (not interventionists)**

2 Reading Specialists support distribution and what they do:

- 50% of their time working with students (K-1), (2-3)
  - Targeted small group instruction, within classroom center rotations or in the reading room, based on results of benchmark and progress monitoring assessments (some Tier 2 & 3 students)
  - Progress Monitoring students every 4 weeks
  - 1-on-1 targeted instruction based on IEP services and goals (student need specific, not all IEP students)
  - Implementing short term interventions for students identified by the Student Intervention Team (SIT)
- 50% working with teachers (K-1), (2-3)
  - Coaching classroom instruction (Writers Workshop, Foundations, literacy block, etc.)- Includes teaching whole class and observing teachers to provide collaborative feedback
  - Attending Weekly PLC meetings
  - Consult with case managers on IEP goals
  - Individual meetings with teachers to consult with targeted areas where teachers are asking for more support or wanting to improve
  - Running after school book studies with teachers
  - Attend weekly intervention meetings
  - Coordinating Literacy Development Committee that meets with teachers bi-weekly
  - Assisting the administration in evaluating school & district programs/curriculum

## 2 Full Time Math Specialist support distribution and what she did:

- 50% working with students
  - Targeted small group instruction, within classroom center rotations or in the math room, based on results of benchmark and progress monitoring assessments (some Tier 2 & 3 students)
  - Progress monitoring students every 4 weeks
  - 1-on-1 targeted instruction based on IEP services and goals (student need specific, not all IEP students)
  - Implementing short term interventions for students identified by the Student Intervention Team (SIT)
  
- 50% working with teachers
  - Coaching classroom instruction (Writers Workshop, Foundations, literacy block, etc.)- Includes teaching whole class and observing teachers to provide collaborative feedback
  - Attending PLC Meetings
  - Consult with case managers on IEP goals
  - Individual meetings with teachers to consult with targeted areas where teachers are asking for more support or wanting to improve
  - Plan after school Math events for families
  - Assisting the administration in evaluating school & district programs/curriculum

### **Potential Outcomes Associated with this Implementation**

- Budgetary- adding 1 math specialist to our current budget (right now ESSR funds are responsible for the salary this year)
- Improvement of effectiveness in Tier 1 instruction in all classrooms
- More building instructional leaders ensuring we are consistent across the grade levels and district with curriculum, instruction, and assessment
- Student achievement scores improve and get us closer to 80% proficient

### **Professional Development that will support this work- Best Practice Supports**

#### **Purpose/Rationale**

The purpose and rationale for this professional development plan, is to create a sustainable plan to improve instruction in all classrooms and in all grades K-3. This plan addresses the need to have consistent, explicit instruction using research-based methodologies that meets the needs of all students. The plan needs to support our current programs and address what the student data is showing is a weakness in our instruction and school-wide approach to teaching and learning.

- 1) **Literacy:** University of Florida Flamingo Matrix [Link](#) Best Practice for small group instruction Tier I-III- Cohort of teachers- 2 year investment  
**Plan:** We would like to start this December, dependent on funding available. The goal is to have a cohort including teachers reading specialists participate in this investment. The end result would be teachers and specialists gaining the understanding to a level that they can then share the practices and assist in implementing the knowledge and skills in all classrooms.
  
- 2) **Math:** (A) Greg Tang [Link](#)- Tier I-III Best Practices for Math Instruction that is aligned with the Math In Focus Program- 1 year investment school-wide for teachers  
**Plan:** Identify a cohort of teachers that will participate in the academy. The end result would be teachers and specialists gaining the understanding, to a level that they can then share the practices and assist in implementing the knowledge and skills in all classrooms.  
  
(B) Learner First Math Center: Math Workshop: Laying the Groundwork for Differentiation in Your Math Classroom[Link](#) - Tier I-III Best Practices for Math Instruction for math specialists  
**Plan:** For our 2 math specialists to attend the 3 day training in January. The result would be that they follow train the trainer model, where they bring the practices back to our school and assist in implementing this instructional practice in all classrooms.