Wayman Academy of the Arts School Improvement Plan 2018-19

Mission statement of school.

To provide a learning environment that is innovative, challenging and nurturing through the exposure of the Fine Arts, while enhancing our partnership with students, parents, and the community for the overall well-being and education of our children.

Academic data for most recent three (3) years, if available.

Yr.	Gr.	Total Pts.	% Meeting High Standards in Reading Level 3 & Above	% Meeting High Standards in Math Level 3 & Above	Science	% Making Learning Gains in Rdg.	% Making Learning Gains in Math	% Lowest 25% Making Gains In Rdg.	% Lowest 25% Making Learning Gains in Math	Percent Tested	Minority Rate	% Free & Reduced Lunch
2018	B	399	35	76	37	60	77	59	55	100	98	100
2017	A	455	41	72	50	72	70	81	75	100	98	100
2016	B	412	43	64	32	61	74	67	71	100	98	100

Student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan.

In the 2018-2019 School Improvement Plan, Wayman Academy set the following achievement objectives based upon the data from 2017-18 school year:

- Reading/Language Arts
  - In 2019, 50% of students in grades 3-5 will achieve proficiency (FSA Level 3) in Reading. On last year's average 38% of our students were a level 2 in reading. These students will be targeted to move to a level 3 or above. Out of these 38% students, 20% of the students are considered 'Bubble' as they were less than 5 points away from making a level 3.
  - In 2019, 40% of 3rd graders will score above a level 3; this would be a 10% increase in comparison to 3rd grade 2018 FSA results.
  - In 2019, 25% of 3rd, 4th, and 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in Reading. There are 22% students in the school that achieved a level 4 or a 5 on 2017 FSA. We are strategizing to maintain their levels and move the high scorers of level 3 to level 4 or above.
  - In 2019, 75% of students will show learning gains in Reading. This is a 15-point increase from 2018 FSA.
  - In 2019, 82% of students in the lowest 25% will make learning gains in Reading. We are targeting for a 23-point increase from 2018 FSA.
- Math
  - In 2019, 78% of students in grades 3-5 will achieve proficiency in Mathematics. A 2-point increase from last year is targeted by moving the 10% level 2 bubble students to a level 3 or higher.
  - In 2019, 40% of 3rd, 4th and 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in mathematics. Currently there are 36% students who are a level 4 or above in grades 3-5. Maintaining their levels will allow us to achieve the target of 78%.
  - In 2019, 80% of students will show Learning Gains in Math as assessed by the FSA.
  - In 2019, 70% of the lowest 25% students will make learning gains in Math.
- Science
  - In 2019, 50% of fifth-grade students will achieve proficiency in science. This would be a 13% increase from 2018 FSA.

Analysis of student performance data including academic performance by each subgroup.

- Wayman Academy has 98% African American students with 100% on CET Lunch program. There were fourteen students with disabilities in 3-5 grades.

- Recent ELA FSA results show that 3rd grade increased by 7 points, 4th grade decreased by 16-points, and 5th grade decreased by 22 percentage points. Overall the school lost 6 percentage points. ELA results show that Wayman Academy scored at or above the district and state averages in 5th grade ELA. On comparing other elementary schools, it showed that 70% schools in the neighborhood scored below Wayman Academy in 4th and 100% in 5th grades respectively. In 2019, 40% of 3rd graders will score at proficiency levels; this would be a10% increase in comparison to 3rd grade 2018 FSA results.

- From 2017 to 2018, Wayman Academy's scores in 4th grade ELA decreased by 16 percentage points in reading. Improving our reading scores for next year is school's number one priority.

- In math FSA Wayman Academy gained proficiency points by 76-points. Our math gains were 77% and bottom quartile gains were 55%. 3rd grade math scores showed gains of 11-points, and 4th grade math proficiency was 68% points, a 17-point increase from last school year. We went down by 3 points in 5th grade math. Most of our bottom quartile students are in 4th grade this year and they did not make appropriate gains; providing continuous support to these students and the teachers is our primary focus.

- There was a 13-point decrease in 5th grade FCAT science scores; therefore, to keep improving science scores for next school year is one of our prime targets.

iReady Diagnostic Assessment data comparison between Window 1 and Window 3:

 Reading: There were 295 K-5 students tested in August-September, 2017. As a school only 15% students were on Tier 1 (on or above grade level), 60% students on Tier 2 (1 grade level below), and 25% on Tier 3 (>1 grade level below).

Grade level analysis showed that 15% Kindergartners, 0% first graders, 9% 2nd graders, 28% third graders, 17% fourth graders, and 16% fifth graders were on level for reading.

By the end of Window 3 in May, 2018 the school tested 276 students. 58% students were on Tier 1 (on or above grade level), 36% students on Tier 2 (1 grade level below), and only 7% on Tier 3 (>1 grade level below).

Grade level analysis showed that 85% Kindergartners, 45% first graders, 51% 2nd graders, 60% third graders, 41% fourth graders, and 53% fifth graders were on level for reading.

There was an increase of 43% in the students performing at grade level. Fourth grade showed the least amount of growth of only 24%.

Improving scores in first, second and fourth grade reading is our prime target.

Math: There were 292 K-5 students tested in August-September, 2017. As a school only 19% students were on Tier 1 (on or above grade level), 69% students on Tier 2 (1 grade level below), and 12% on Tier 3 (>1 grade level below).

Grade level analysis showed that 8% Kindergartners, 3% first graders, 13% 2nd graders, 25% third graders, 39% fourth graders, and 24% fifth graders were on level for math.

By the end of Window 3 in May, 2018 the school tested 276 students. 68% students were on Tier 1 (on or above grade level), 30% students on Tier 2 (1

grade level below), and only 1% on Tier 3 (>1 grade level below).

Grade level analysis showed that 79% Kindergartners, 39% first graders, 43% 2nd graders, 78% third graders, 85% fourth graders, and 81% fifth graders were on level for math.

There was an increase of 49% in the students performing at grade level.

Improving scores in first grade and second grade is our prime for math.

The academic performance data is analyzed in the tables below

Comparison between FCAT 2013-14, FSA 2014-15, and FSA 2015-16

ELA

English Language Arts	2016 FSA (Percentage of proficient students)	2017 (Percentage of proficient students)	2018 (Percentage of proficient students)
3rd grade	28% (-15)	23% (-5)	30% (+7)
4th Grade	48% (+11)	43% (-5)	27% (-16)
5th Grade (Computer based)	54% (+34)	75% (+21)	53% (-22)
School wide	43% (+8)	41% (-2)	35% (-6)

Breakdown and Comparison between each level for 3rd Grade ELA

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (50)	40%	28%	16%	10%	0%	26%
2017 (53)	(17) 32%	(24) 45%	(7) 13%	(4) 7%	(1) 2%	23%
2018 (53)	(20) 31%	(24) 38%	(12) 19%	(4) 6%	(3) 5%	30%

Breakdown and Comparison between each level for 4th Grade ELA

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (28)	18%	32%	25%	18%	3%	46%
2017 (35)	23% (8)	34% (12)	31% (11)	11% (4)	0%	43% (15)
2018 (41)	20% (8)	54% (22)	20% (8)	7% (3)	0%	27% (11)

Breakdown and Comparison between each level for 5th Grade ELA

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (33)	12%	33%	27%	24%	3%	54%
2017 (28)	14% (4)	11% (3)	43% (12)	14% (4)	18% (5)	75% (21)
2018 (35)	23% (8)	23% (8)	40% (14)	11% (4)	3% (1)	54% (19)

Mathematics

Mathematics	2016 FSA (Percentage of proficient students)	2017 FSA (Percentage of proficient students)	2018 FSA (Percentage of proficient students)
3rd grade	48% (+5)	64% (+16)	75% (+11)
4th Grade	82% (+0)	51%(-31)	68% (+17)
5th Grade	63% (+9)	89%(+26)	86% (-3)
School wide	61% (+3)	66% (+5)	76% (+10)

Breakdown and Comparison between each level for 3rd Grade Math

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (50)	20%	26%	30%	18%	0%	48%
2017 (53)	11% (6)	25% (13)	32% (17)	25% (13)	7% (4)	64% (34)
2018 (63)	5% (3)	21% (13)	41% (26)	22% (14)	11% (7)	75% (47)

Breakdown and Comparison between each level for 4th Grade Math

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (28)	7%	10%	21%	43%	18%	82%
2017 (35)	23% (8)	26% (9)	37% (13)	11% (4)	3% (1)	51% (18)
2018 (41)	15% (6)	20% (8)	34% (14)	17% (7)	15% (6)	66% (27)

Breakdown and Comparison between each level for 5th Grade Math

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (33)	18%	18%	21%	27%	12%	63%
2017 (28)	0%	10% (3)	25% (7)	36% (10)	29% (8)	89% (25)
2018 (35)	2% (1)	8% (3)	43% (15)	43% (15)	2% (1)	89% (31)

**Comparison between iReady Reading and Math Diagnostic Assessment Results Window 1-Window 3**

i-Ready
Diagnostic & Instruction

Intervention Screener Report

Academic year:	Current (2017-2018)	**Define "On Level":**	Standard View
Subject:	Reading	**Show:**	Window 1 - 08/15/2017 - 09/25/2017

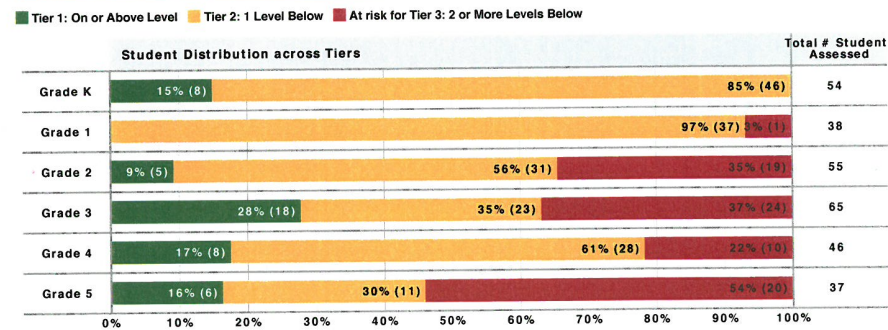Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI.

School Summary

295 out of 297 Students Tested
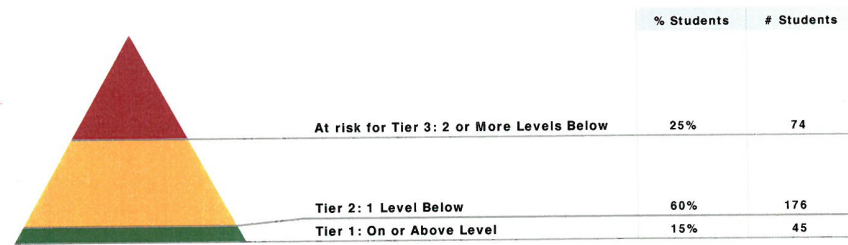
	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	25%	74
Tier 2: 1 Level Below	60%	176
Tier 1: On or Above Level	15%	45

Detail by Grade

■ Tier 1: On or Above Level   ■ Tier 2: 1 Level Below   ■ At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers

Grade	Distribution	Total # Student Assessed
Grade K	15% (8) ... 85% (46)	54
Grade 1	97% (37) 3% (1)	38
Grade 2	9% (5) ... 56% (31) ... 35% (19)	55
Grade 3	28% (18) ... 35% (23) ... 37% (24)	65
Grade 4	17% (8) ... 61% (28) ... 22% (10)	46
Grade 5	16% (6) ... 30% (11) ... 54% (20)	37

9

i-Ready™
Diagnostic & Instruction

Intervention Screener Report

Academic year:	Current (2017-2018)	**Define "On Level":**	Standard View
Subject:	Reading	**Show:**	Window 3 - 04/10/2018 - 05/31/2018

Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI.

School Summary
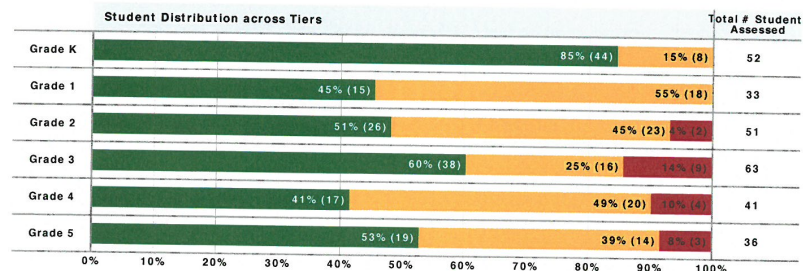
276 out of 287 Students Tested
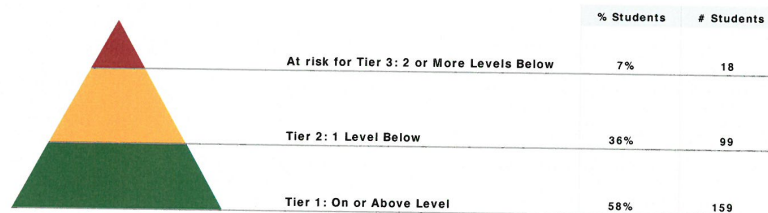
	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	7%	18
Tier 2: 1 Level Below	36%	99
Tier 1: On or Above Level	58%	159

Detail by Grade

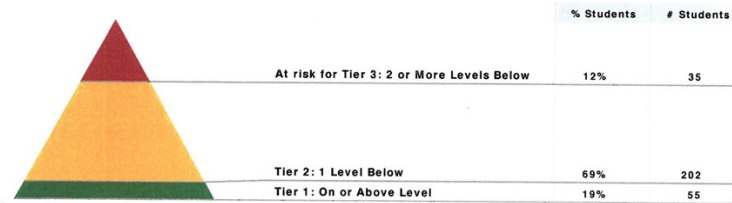■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers			Total # Student Assessed
Grade K	85% (44)	15% (8)	52
Grade 1	45% (15)	55% (18)	33
Grade 2	51% (26)	45% (23)	4% (2)	51
Grade 3	60% (38)	25% (16)	14% (9)	63
Grade 4	41% (17)	49% (20)	10% (4)	41
Grade 5	53% (19)	39% (14)	8% (3)	36

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

10

i-Ready™
Diagnostic & Instruction

Intervention Screener Report

Academic year:	Current (2017-2018)	**Define "On Level":**	Standard View
Subject:	Math	**Show:**	Window 1 - 08/15/2017 - 09/25/2017

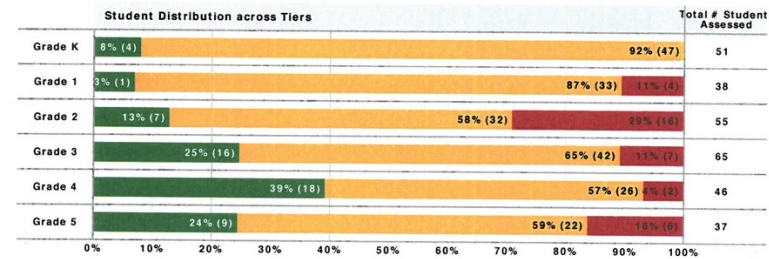Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI.

School Summary

292 out of 297 Students Tested

	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	12%	35
Tier 2: 1 Level Below	69%	202
Tier 1: On or Above Level	19%	55

Detail by Grade

Legend: ■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers

Grade	Tier 1	Tier 2	Tier 3	Total # Student Assessed
Grade K	8% (4)	92% (47)		51
Grade 1	3% (1)	87% (33)	11% (4)	38
Grade 2	13% (7)	58% (32)	29% (16)	55
Grade 3	25% (16)	65% (42)	11% (7)	65
Grade 4	39% (18)	57% (26)	4% (2)	46
Grade 5	24% (9)	59% (22)	16% (6)	37

(axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)

i-Ready
Diagnostic & Instruction

Intervention Screener Report

Academic year:	Current (2017-2018)	**Define "On Level":**	Standard View
Subject:	Math	**Show:**	Window 3 - 04/10/2018 - 05/31/2018

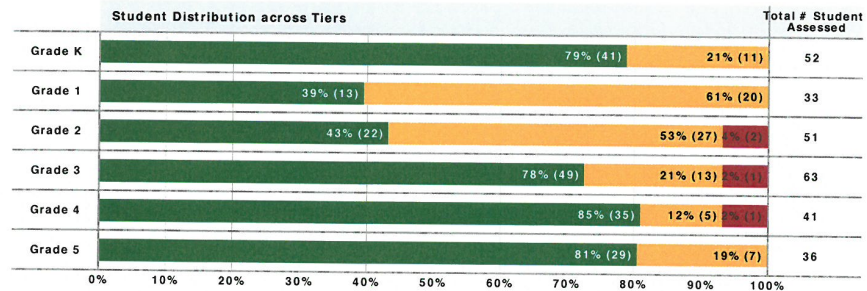Use this report to review school-wide Diagnostic Assessment results by performance tiers for RTI.

School Summary

276 out of 285 Students Tested
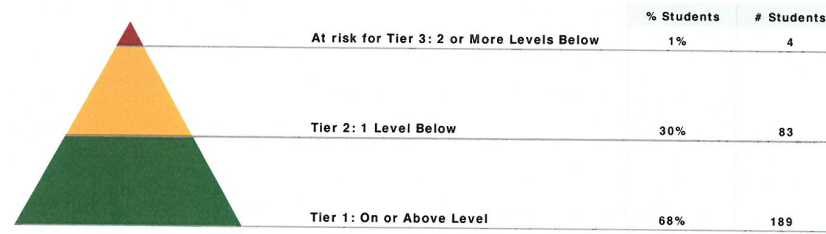
	% Students	# Students
At risk for Tier 3: 2 or More Levels Below	1%	4
Tier 2: 1 Level Below	30%	83
Tier 1: On or Above Level	68%	189

Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers			Total # Student Assessed
Grade K	79% (41)	21% (11)	52
Grade 1	39% (13)	61% (20)	33
Grade 2	43% (22)	53% (27) 4% (2)	51
Grade 3	78% (49)	21% (13) 2% (1)	63
Grade 4	85% (35)	12% (5) 2% (1)	41
Grade 5	81% (29)	19% (7)	36

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

12

Identification of each component of school's approved educational program that has not been implemented as described in the school's approved charter application or charter contract.

Wayman Academy of the Arts has implemented all the approved educational programs and there are none not being utilized.

 All approved programs are listed below broken down by grade levels.

Core Curriculum and Resource Materials

Kindergarten

Reading & Writing

iReady- Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small groups/Also gives you your students' Lexile levels to assist in finding books they can independently read.

Journeys Reading series- (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Teacher's Toolbox- (Supplemental Resource)

- Two days of guided Reading with Leveled Readers (Guided Reading is Reading Strategy/Comprehension/Fluency Based) and
- Two days of small group. (Skills Based)

FCRR /Journeys Activities- (Learning Stations) **&** a Station for Silent Reading with a Response/Performance Tasks

RTI

Tier I Students- Journeys Core Program + Computer Based Activities and Independent Reading

Tier II Students- Journeys Core Program + Strategic Intervention * (Journeys Teaching Resources)

Tier III Students- Journeys Core Program + Strategic Intervention + Intensive Intervention for students far below grade level *(Journeys Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

Science

Houghton Mifflin Science- (Core Curriculum); online interactive activities

Math

IReady Instructional and Diagnostic Assessment- Provides on level instructional support; Determines how you will group your students for small groups

Go Math- (Core Curriculum)

First Grade

Reading & Writing

IReady- Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small groups/Also gives you your students' Lexile levels to assist in **finding books** they can independently read.

Journeys Reading series- (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Teacher's Toolbox- (Supplemental Resource)

- Two days of guided Reading with Leveled Readers (Guided Reading is Reading Strategy/Comprehension/Fluency Based) and
- Two days of small group. (Skills Based)

FCRR /Journeys Activities- (Learning Stations) **&** a Station for Silent Reading with a Response/Performance Tasks

RTI

Tier I Students- Journeys Core Program + Computer Based Activities and Independent Reading

Tier II Students- Journeys Core Program + Strategic Intervention * (Journeys Teaching Resources)

 Tier III Students- Journeys Core Program + Strategic Intervention + Intensive Intervention for students far below grade level *(Journeys Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series - (Core Curriculum)

Science

Houghton Mifflin Science- (Core Curriculum); online interactive activities

Math

IReady Instructional and Diagnostic Assessment- Provides on level instructional support; Determines how you will group your students for small groups

Go Math- (Core Curriculum)

Second Grade

Reading & Writing

IReady- Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small groups/Also gives you your students' Lexile levels to assist in **finding books** they can independently read.

Journeys Reading series- (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Teacher's Toolbox- (Supplemental Resource)

- Two days of guided Reading with Leveled Readers (Guided Reading is Reading Strategy/Comprehension/Fluency Based) and
- Two days of small group. (Skills Based)

FCRR /Journeys Activities- (Learning Stations) **&** a Station for Silent Reading with a Response/Performance Tasks

<div style="border:1px solid black;">

RTI

Tier I Students- Journeys Core Program + Computer Based Activities and Independent Reading

Tier II Students- Journeys Core Program + Strategic Intervention * (Journeys Teaching Resources)

 Tier III Students- Journeys Core Program + Strategic Intervention + Intensive Intervention for students far below grade level *(Journeys Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series (Core Curriculum)

Science

 Houghton Mifflin Science- (Core Curriculum); online interactive activities

Math

IReady Instructional and Diagnostic Assessment- Provides on level instructional support; Determines how you will group your students for small groups

Go Math- (Core Curriculum)

Third Grade

Reading & Writing

IReady- Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small groups/Also gives you your students' Lexile levels to assist in **finding books** they can independently read.

Journeys Reading series- (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Teacher's Toolbox- (Supplemental Resource)

- Two days of guided Reading with Leveled Readers (Guided Reading is Reading Strategy/Comprehension/Fluency Based) and
- Two days of small group. (Skills Based)

</div>

FCRR /Journeys Activities- (Learning Stations) **&** a Station for Silent Reading with a Response/Performance Tasks

RTI

Tier I Students- Journeys Core Program + Computer Based Activities and Independent Reading

Tier II Students- Journeys Core Program + Strategic Intervention * (Journeys Teaching Resources)

 Tier III Students- Journeys Core Program + Strategic Intervention + Intensive Intervention for students far below grade level *(Journeys Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Reading- (Core Curriculum)

Science

 Houghton Mifflin Science- (Core Curriculum); online interactive activities

Math

IReady Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small groups

Go Math- (Core Curriculum)

3-5 Bottom Quartile Students will be provided with additional support; <u>IREADY Reading (Instructional).</u> Students for both subject areas will be identified and targeted based off of 2017-2018 FSA scores and iReady Diagnostic profiles.

Fourth Grade

Reading & Writing

IReady- Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small

groups/Also gives you your students' Lexile levels to assist in **finding books** they can independently read.

Journeys Reading series- (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Teacher's Toolbox- (Supplemental Resource)

- Two days of guided Reading with Leveled Readers (Guided Reading is Reading Strategy/Comprehension/Fluency Based) and
- Two days of small group. (Skills Based)

FCRR /Journeys Activities- (Learning Stations) **&** a Station for Silent Reading with a Response/Performance Tasks

RTI

Tier I Students- Journeys Core Program + Computer Based Activities and Independent Reading

Tier II Students- Journeys Core Program + Strategic Intervention * (Journeys Teaching Resources)

 Tier III Students- Journeys Core Program + Strategic Intervention + Intensive Intervention for students far below grade level *(Journeys Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

Science

Houghton Mifflin Science- (Core Curriculum); online interactive activities

Math

IReady Diagnostic Assessment- Determines how you will group your students for small groups

Go Math- (Core Curriculum)

3-5 Bottom Quartile Students will be provided with additional support; IREADY Reading (Instructional). Students for both subject areas will be identified and targeted based off of 2017-2018 FSA scores and iReady Diagnostic Profiles.

Fifth Grade

Reading

IReady- Instructional and Diagnostic Assessment * Provides on level instructional support; Determines how you will group your students for small groups/Also gives you your students' Lexile levels to assist in **finding books** they can independently read.

Journeys Reading series- (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Teacher's Toolbox- (Supplemental Resource)

- Two days of guided Reading with Leveled Readers (Guided Reading is Reading Strategy/Comprehension/Fluency Based) and
- Two days of small group. (Skills Based)

FCRR /Journeys Activities- (Learning Stations) **&** a Station for Silent Reading with a Response/Performance Tasks

RTI

Tier I Students- Journeys Core Program + Computer Based Activities and Independent Reading

Tier II Students- Journeys Core Program + Strategic Intervention * (Journeys Teaching Resources)

 Tier III Students- Journeys Core Program + Strategic Intervention + Intensive Intervention for students far below grade level *(Journeys Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

Science

 Houghton Mifflin Science- (Core Curriculum); online interactive activities

Ready Passwords- (Small Group); Test Ready- Assessment Piece

Math

IReady Diagnostic Assessment- Determines how you will group your students for small groups

Go Math- (Core Curriculum)

3-5 Bottom Quartile Students will be provided with additional support; IREADY Reading (Instructional). Students for both subject areas will be identified and targeted based off of 2017-2018 FSA scores and iReady Diagnostic Profiles.

Detailed plan for addressing each identified deficiency noted in subparagraph (4)(a)6. Of this rule, including specific actions, person responsible, resources needed, and timeline.

Reading Deficiencies

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Non-Consistency with assessment implementation	100% of teachers will consistently implement formative and diagnostic assessments in an ongoing cycle of continuous Improvement. The school has purchased license for I-Ready Diagnostic assessments and Standards Mastery for consistent and reliable data tracking.	Teachers will meet in grade levels at least once a week. The focus of the meetings will be to determine which strategies worked best in reading instruction, what assessments will be used to measure student learning, and to identify the students who need extra instructional help.	Grade level Teachers ESE Teacher Guidance Counselor Instructional Coach Assistant Principal Principal	Instructional Focus Calendar Common Planning Time Reading resources	August – June
Scheduling for the ELA Block	All grade levels will have 2.5 hours of ELA block, which will consist of 90	The daily schedule will be structured so that all students will receive a minimum	Principal Assistant Principal Grade Level	Class schedules Class Time	August – June

	minutes of reading instruction and 60 minutes of writing instruction.	of 90 minutes of reading instruction daily.	Teachers Instructional Coach		
Non-consistent small group instruction using authentic data	Regular, focused small group instruction will be held for high risk and bottom quartile students. Ready supplemental Instructional materials will be used based upon the I-Ready data.	Identify small groups using current data and provide support for instruction.	Principal Assistant Principal	Professional Development Data Chats Journeys leveled Guided Reading books	September – June
Scheduling RTI during regular school hours	All ELA teachers will integrate an additional 30 minutes into their reading block to support RTI instruction.	Targeted students will receive an additional 1.5 hours of reading enrichment through several reading resources on a weekly basis.	Principal, Instructional Coaches and Classroom Teachers Para professionals	Supplemental Reading Resources	September – June
Selection of Team Up students	Provide Team Up instruction for all Level 1-2 students.	Team Up will be available for all students in grades 3 through 5 that	Principal Team Up Director Classroom Teachers	Team Up Materials: Curriculum Associates supplemental materials, i-Ready	September – April 4 days a week

		scored a level 1 or 2.		Teachers' Toolbox Rewards	
Unstable data chats	Progress monitor with weekly data chats.	Grade levels and subject area teachers will have weekly data chats to review individual student progress and to share best practices.	Classroom Teachers Instructional Coaches Guidance Counselor Principal	Data Chat Logs Professional Development Books and Articles	September - June

Math Deficiencies

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Scheduling for math block	Implement a 60-minute Math Workshop and 30-minute skills block in all Mathematics classrooms using the core Math curriculum (Go Math) and Hougton Mifflin digital resources	Teachers will receive professional development training throughout the year learning how to implement best practices during the Math Workshop.	Grade level Teachers ESE Teacher Instructional Coach Principal Assistant Principal	Instructional Focus Calendar Common Planning Time Go Math	August – June
Students lacking basic mathematics skills	Increase students' fluency in basic facts using online resources and Go Math drills during skills block.	Teachers will implement a fluency monitoring system in which students in grades K-5 are assessed weekly on basic facts.	Classroom Teachers Instructional Coach	Math facts practice sheets	September - June
Teachers lacked knowledge of higher order	Increase teachers' lack of exposure to higher order	Teachers will create DOK questions that meet	Classroom Teachers Instructional	Webb's Depth of Knowledge question stems	September - June

questioning skills	questioning by providing them with DOK leveled charts to be posted in the classrooms. Teachers will participate in the Black Belt Common Core trainings.	the requirements of the Florida State Standards. They will implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning.	Coach Principal	Lesson planning template from Common Core Institute		
Differentiated Instruction for students who scored a Level 3, 4, or 5.	To meet the needs of higher level thinkers, teachers will differentiate instruction.	Teachers will provide higher-level assignments for problem solving.	Classroom Teachers	Question Stems for Math Vocabulary	September– June	
Differentiated Instruction for students who scored a Level 1 and 2.	Lower performing students in math will be targeted for additional instruction.	Provide additional instructional time for Level 1 and 2 students with RTI and Team Up after school program.	Instructional Coach Guidance Counselor Classroom Teacher ESE Teacher Para professionals Principal	Supplemental Math Materials, Ready MAFS, Mathletics, Problem solving and Test Prep supplemental books.	September – June	

Lack of routinely collecting data for creating instructional groupings	Teachers will continuously track data to provide effective RtI groups. I-Ready diagnostic data and supplemental materials will be used as a support.	Purchase supplemental web-based math software, which tracks student progress effectively and provides feedback.	Principal Instructional coach Classroom Teachers	iReady Diagnostic and progress monitoring system Houghton Mifflin diagnostic and instructional digital program	September- June

Writing Deficiencies

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Including 60 minutes of writing in daily schedules	Provide adequate instructional time.	Each class will implement a 60 minute Writer's Workshop model in their class.	Classroom Teachers Principal Instructional Coach	Time in the schedule	August – June
Only the teacher was monitoring the writing data	Effectively monitor the writing data throughout the school year.	Have monthly writing prompts school-wide. Disaggregate the data in a timely manner for effective, up to date instruction and RTI	Classroom Teachers Instructional Coach FCAT Writing team	Writing Rubrics Writing Prompts	September – June

| Writing Conventions not being consistently followed upon | Improve 4th and 5th grade proficiency in writing conventions. Using Phonics books and instruction in grammar to build students' vocabulary skills. | The conferencing and editing process will be taught with fidelity and will be visible within the students' writing drafts. | Writing Teacher Classroom Teachers Instructional Coach | Writing Conventions Instructional Material Ready Phonics books | August – June |

Science Deficiencies

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Inconsistent teaching of science in all grade levels	Establish science instruction using the 5 E method throughout the school from Kindergarten through 5th grade.	Primary grades will teach science three times a week. Grades 3 – 4 will teach science 45 minutes four times per week. Fifth grade will teach science 60 minutes daily	Science Teachers	Classroom Schedules, Integrated science curriculum through Scholastic News magazines	August - June
Limited high quality professional development	Provide quality professional development for teachers.	Time committed for quality professional development	Principal Science Teacher	Professional Development Workshops in Science	September – June

sessions					
Inconsistent use of lab resources	Institute science resources and technology for differentiated instruction.	Preplanning units of study in order to submit request of materials needed in a timely manner. School wide resource time implemented in the schedules for science lab.	Classroom Teachers Principal Instructional Coach Para professionals	Science Software Science Lab Science Websites	September - June

Identification of other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed, and timeline.

Barriers to Success

	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline
Reading					
Reading	Teachers' ability to integrate supplemental materials to enhance reading instruction.	Administration purchased supplemental materials from Curriculum Associates for teachers to use	Principal, Instructional Coach and Grade Level Chairpersons	Technology Supplemental Materials	School Year

		during reading instruction.			
		Teachers are not consistently implementing differentiation during the Literacy Block	Teachers will receive professional development on how to effectively analyze data and consistently implement differentiated instruction (e.g., learning centers, small groups, and guided reading) to address individual student needs.	Principal Assistant Principal Instructional Coach	Lesson Plans Professional Development Materials Classroom Walkthroughs Data Notebooks	August-June
		Lesson Planning and instructional delivery embeds higher order questioning aligned to Webb's Depth of Knowledge.	Lesson plans will be reviewed during classroom walkthroughs to ensure implementation of higher order questioning. Common Lesson plan templates	Principal Assistant Principal	Common Core Institute Lesson Planning Template Common Planning Time once a week	August - June

			from Common Core Institute will be used school wide.				
		K – 5 students lack the desire and motivation to read for information.	A time for independent reading will be implemented in the morning before teachers pick up their students. Increased opportunities will be provided for pleasure reading. Reading room for students to practice independent reading Purchased Scholastic Weekly Readers for all grade levels	Classroom Teachers Guidance Counselor Parents Students Administration	Weekly Readers Non-fiction texts	September - June	

**Math**					
Subject	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline
Math	Adequate time to provide math interventions and effective implementation of differentiated instructional strategies	Each grade level will provide a designated time for RTI in math. School based coach will plan, develop and implement Focus lessons with teachers that address individual student needs.	Principal Instructional Coach Classroom Teachers	Data Chats (individual and grade level) Lesson Plans Classroom Observations	September - June
	Students not critically thinking through problems, which would not allow the students to be successful with high complexity level questions.	Implement enrichment lessons, activities, or centers for the students that are meeting grade level standards.	Classroom Teachers Instructional Coach Students	FSA Item Specifications	October - June
	Students' lack of	Through the use	Principal	Differentiated	September -

| | | of vertical team planning, teachers will provide students with skills necessary to be proficient in math. Purchase and implement web based math programs to help strengthen knowledge of basic math facts. | Teachers Instructional Coach | Materials Supplemental math materials Teachers' Tool Box | June |
| basic math facts. |

<table>
<tr><td colspan="6" style="background:green">Writing</td></tr>
<tr><td>Subject</td><td>Barrier</td><td>Action</td><td>Person(s) Responsible</td><td>Resources Needed</td><td>Timeline</td></tr>
<tr><td>Writing</td><td>The lack of writing conventions being emphasized in prior years.</td><td>Teach/emphasize writing conventions from K-5 Students will be recognized on a monthly basis through Writers' Tea celebrations.</td><td>Classroom Teachers Instructional Coach</td><td>Writing Rubric Training Ready Writing Instruction supplemental materials</td><td>November-June</td></tr>
</table>

					Science							

Subject	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline
	The lack of rigorous science instruction along with the use of experiments to support learning in formative grades	Science is emphasized and taught K-5. Provide additional time for science experiments.	Principal Science Teachers	Science Materials for Experiments Science Lab Ready Test Prep materials	September-June

Specific student achievement outcomes to be achieved.

Yr.	Gr.	Total Pts.	% Meeting High Standards in Reading Level 3 & Above	% Meeting High Standards in Math Level 3 & Above	Science	% Making Learning Gains in Rdg.	% Making Learning Gains in Math	% Lowest 25% Making Gains In Rdg.	% Lowest 25% Making Learning Gains in Math	Percent Tested	Minority Rate	% Free & Reduced Lunch

2018-19	A	438	40	76	45	70	77	65	65	100	98	100