

## Wayman Academy of the Arts School Improvement Plan 2019-20

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
2019												
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 2019-2020 School Improvement Plan, Wayman Academy set the following achievement objectives based upon the data from 2018-19 school year:

- Reading/Language Arts
  - In 2020, --% of students in grades 3-5 will achieve proficiency (FSA Level 3) in Reading. On last year's average --% 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 --% students, --% of the students are considered 'Bubble' as they were less than -- points away from making a level 3.
  - In 2020, --% of 3<sup>rd</sup> graders will score above a level 3; this would be a --% increase in comparison to 3<sup>rd</sup> grade 2019 FSA results.
  - In 2020, --% of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will achieve above proficiency (FSA Levels 4 and 5) in Reading. There are --% students in the school that achieved a level 4 or a 5 on 2019 FSA. We are strategizing to maintain their levels and move the high scorers of level 3 to level 4 or above.
  - In 2020, --% of students will show learning gains in Reading. This is a ---point increase from 2019 FSA.
  - In 2020, --% of students in the lowest 25% will make learning gains in Reading. We are targeting for a ---point increase from 2019 FSA.
- Math
  - In 2020, --% of students in grades 3-5 will achieve proficiency in Mathematics. A --point increase from last year is targeted by moving the --% level 2 bubble students to a level 3 or higher.
  - In 2020, --% of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students will achieve above proficiency (FSA Levels 4 and 5) in mathematics. Currently there are --% students who are a level 4 or above in grades 3-5. Maintaining their levels will allow us to achieve the target of --%.
  - In 2020, --% of students will show Learning Gains in Math as assessed by the FSA.
  - In 2020, --% of the lowest 25% students will make learning gains in Math.
- Science
  - In 2020, --% of fifth-grade students will achieve proficiency in science. This would be a --% increase from 2019 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 3<sup>rd</sup> grade increased by -- points, 4<sup>th</sup> grade ----- by ---points, and 5<sup>th</sup> grade ----- by -- percentage points. Overall the school lost/gained -- percentage points. ELA results show that Wayman Academy scored at or above the district and state averages in 5<sup>th</sup> grade ELA. On comparing other elementary schools, it showed that --% schools in the neighborhood scored below Wayman Academy in 4<sup>th</sup> and 100% in

5<sup>th</sup> grades respectively. In 2020, --% of 3<sup>rd</sup> graders will score at proficiency levels; this would be a--% increase in comparison to 3<sup>rd</sup> grade 2019 FSA results.

- From 2018 to 2019, Wayman Academy's scores in 4<sup>th</sup> grade ELA decreased/increased by -- 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 ---points. Our math gains were --% and bottom quartile gains were --%. 3rd grade math scores showed gains of ---points, and 4th grade math proficiency was --% points, a ---point increase from last school year. We went down by - 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 (pending data).
- There was a ---point decrease/increase in 5<sup>th</sup> 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 238 K-5 students tested in August-September, 2018. As a school only 20% students were on Tier 1 (on or above grade level), 56% students on Tier 2 (1 grade level below), and 24% on Tier 3 (>1 grade level below).

Grade level analysis showed that 29% Kindergartners, 7% first graders, 29% 2<sup>nd</sup> graders, 24% third graders, 15% fourth graders, and 19% fifth graders were on level for reading.

By the end of Window 3 in May, 2019 the school tested 253 students. 64% students were on Tier 1 (on or above grade level), 33% students on Tier 2 (1 grade level below), and only 3% on Tier 3 (>1 grade level below).

Grade level analysis showed that 93% Kindergartners, 57% first graders, 59% 2<sup>nd</sup> graders, 68% third graders, 46% fourth graders, and 53% fifth graders were on level for reading.

There was an increase of 44% in the students performing at grade level. Second and fourth grade showed the least amount of growth of only 30% and 31% respectively.

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

**Math:** There were 234 K-5 students tested in August-September, 2018. As a school only 21% students were on Tier 1 (on or above grade level), 64% students on Tier 2 (1 grade level below), and 16% on Tier 3 (>1 grade level below).

Grade level analysis showed that 13% Kindergartners, 8% first graders, 8% 2<sup>nd</sup> graders, 15% third graders, 39% fourth graders, and 39% fifth graders were on level for math.

By the end of Window 3 in May, 2019 the school tested 252 students. 75% students were on Tier 1 (on or above grade level), 23% students on Tier 2 (1 grade level below), and only 2% on Tier 3 (>1 grade level below).

Grade level analysis showed that 91% Kindergartners, 48% first graders, 62% 2<sup>nd</sup> graders, 79% third graders, 85% fourth graders, and 81% fifth graders were on level for math.

There was an increase of 54% 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)	2019 (Percentage of proficient students)
3 <sup>rd</sup> grade	28% (-15)	23% (-5)	30% (+7)	
4 <sup>th</sup> Grade	48% (+11)	43% (-5)	27% (-16)	
5 <sup>th</sup> Grade (Computer based)	54% (+34)	75% (+21)	53% (-22)	
School wide	43% (+8)	41% (-2)	35% (-6)	

**Breakdown and Comparison between each level for 3<sup>rd</sup> 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%
2019						

**Breakdown and Comparison between each level for 4<sup>th</sup> 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)
2019						

**Breakdown and Comparison between each level for 5<sup>th</sup> 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)
2019						

### Mathematics

Mathematics	2016 FSA (Percentage of proficient students)	2017 FSA (Percentage of proficient students)	2018 FSA (Percentage of proficient students)	2019 FSA (Percentage of proficient students)
3 <sup>rd</sup> grade	48% (+5)	64% (+16)	75% (+11)	
4 <sup>th</sup> Grade	82% (+0)	51%(-31)	68% (+17)	
5 <sup>th</sup> Grade	63% (+9)	89%(+26)	86% (-3)	
School wide	61% (+3)	66% (+5)	76% (+10)	

### **Breakdown and Comparison between each level for 3<sup>rd</sup> Grade Math**

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
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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)
2019						

**Breakdown and Comparison between each level for 4<sup>th</sup> 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)
2019						

**Breakdown and Comparison between each level for 5<sup>th</sup> Grade Math**

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
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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**



## Diagnostic Results

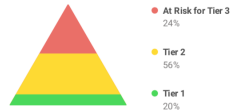


School  
Subject  
Diagnostic  
Prior Diagnostic

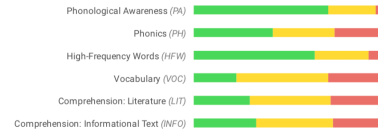
WAYMAN ACADEMY OF THE ARTS  
Reading  
Window 1  
None

Students Assessed/Total: 238/254

### Overall Placement



### Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	29% Tier 1, 71% Tier 2	42/46
Grade 1	7% Tier 1, 80% Tier 2, 12% At Risk for Tier 3	41/45
Grade 2	29% Tier 1, 50% Tier 2, 21% At Risk for Tier 3	24/29
Grade 3	24% Tier 1, 44% Tier 2, 31% At Risk for Tier 3	54/57
Grade 4	15% Tier 1, 59% Tier 2, 27% At Risk for Tier 3	41/41
Grade 5	19% Tier 1, 28% Tier 2, 53% At Risk for Tier 3	36/36

## Diagnostic Results

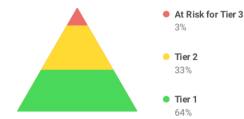


School  
Subject  
Diagnostic  
Prior Diagnostic

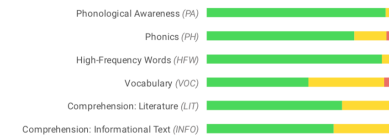
WAYMAN ACADEMY OF THE ARTS  
Reading  
Window 3  
None

Students Assessed/Total: 253/254

### Overall Placement



### Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	93% Tier 1, 7% Tier 2	46/46
Grade 1	57% Tier 1, 43% Tier 2	44/45
Grade 2	59% Tier 1, 38% Tier 2, 3% At Risk for Tier 3	29/29
Grade 3	68% Tier 1, 25% Tier 2, 7% At Risk for Tier 3	57/57
Grade 4	46% Tier 1, 51% Tier 2, 2% At Risk for Tier 3	41/41
Grade 5	53% Tier 1, 42% Tier 2, 6% At Risk for Tier 3	36/36

## Diagnostic Results

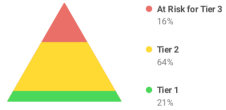


School  
Subject  
Diagnostic  
Prior Diagnostic

WAYMAN ACADEMY OF THE ARTS  
Math  
Window 1  
None

Students Assessed/Total: 234/254

### Overall Placement



### Placement By Domain



Switch Table View  
Placement Summary

Show Results By  
Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	13% 87%	39/46
Grade 1	8% 78% 15%	40/45
Grade 2	8% 54% 38%	24/29
Grade 3	15% 65% 20%	54/57
Grade 4	39% 46% 15%	41/41
Grade 5	39% 47% 14%	36/36

## Diagnostic Results

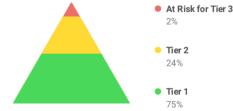


School  
Subject  
Diagnostic  
Prior Diagnostic

WAYMAN ACADEMY OF THE ARTS  
Math  
Window 3  
None

Students Assessed/Total: 254/254

### Overall Placement



### Placement By Domain



Switch Table View  
Placement Summary

Show Results By  
Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	91% 9%	46/46
Grade 1	47% 53%	45/45
Grade 2	62% 34% 3%	29/29
Grade 3	79% 18% 4%	57/57
Grade 4	85% 15%	41/41
Grade 5	81% 17% 3%	36/36

**Detailed plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed, and timeline.**

**READING PLAN**

Strategy	Action Step	Person Responsible	Resources Needed	Timeline
The teachers will follow the Language Arts curriculum entitled, 'Journeys', with fidelity	All ELA teachers will follow the curriculum as well as create lesson plans to support the new Florida State Standards.	Principal Assistant Principal Grade Level Teachers Instructional Coach	Journeys teacher and student resources	August – June
All teachers will consistently implement diagnostic and formative assessments in an ongoing cycle of continuous Improvement. I-	Teachers will have grade level meetings at least once a week. The focus of the meetings will be to determine which strategies worked best in reading instruction, what	Grade level Teachers ESE Teacher Guidance Counselor Instructional Coach Assistant Principal	Instructional Focus Calendar  Common Planning Time	August – June

	Ready diagnostic assessments will be used on a monthly basis to track student data.	assessments will be used to measure learning, and to identify the students who need extra instructional help.	Principal	Reading resources		
	Each grade level will have an ELA block that consists of 2.5 hours: 90 minutes of reading instruction and 60 minutes of writing instruction. K– 5 <sup>th</sup> grade students will get an additional hour of support using new Phonics resources during Intensive Reading Block.	The daily schedule will be structured so that all students will receive a minimum of 90 minutes of reading instruction. Skills blocks will primarily focus on Instruction in Vocabulary and Grammar	Principal Assistant Principal Grade Level Teachers Instructional Coach	Class schedules  Class Time	August – June	
	Small group instruction will be held for high risk and bottom quartile students on a daily basis. Additionally, I-Ready Diagnostic	Identify small groups using current iReady data and provide support for instruction.	Principal Assistant Principal	Professional Development  Data Chats	September – June	

	and Instructional support will be provided for Bottom Quartile students.					
	<p>A 30 minute RTI time will be Integrated into the daily schedules of ELA teachers to instruct all Tier III students. Teachers will use Journeys Response to Intervention tiered books to instruct these students.</p> <p>ELA teachers will also use the supplemental book entitled, 'LAFS' to reinforce the standards that have been taught.</p> <p>In addition, teachers will have a 30-minute skills block in the computer lab using the interactive curriculum of i-Ready 4x a week.</p>	Targeted students will receive an additional 1.5 hours weekly of reading enrichment through multiple Reading Resources.	Principal, Instructional Coaches and Classroom Teachers	Supplemental Reading Resources , Houghton Mifflin digital resources, CA Teachers Toolbox	September – June	

	Instruction will be provided for all Level 1-2 After School Program students.	Team Up will be available for all students in grades 3-5 that scored a level 1 or 2.	Principal Team Up Director Classroom Teachers	Team Up Materials: Curriculum Associates supplemental materials: Reading Achieve packs Rewards	September – April 4 days a week	
	Students' progress will be held in data notebooks and will be monitored through weekly data chats.	Grade levels and subject areas teachers will have weekly data chats to review individual student progress and share best practices.	Classroom Teachers  Instructional Coach  Principal	Data Chat Logs  Professional Development Books and Articles	September - June	

### MATH PLAN

Strategy	Action Step	Person Responsible	Resources Needed	Timeline
<p>All math teachers will implement a 60-minute Math Workshop using the core Math curriculum (GO Math!).</p> <p>In addition, teachers will have a 30-minute skills block in the computer lab using the interactive curriculum of i-Ready and MAFS 4x a week.</p>	<p>Teachers will receive professional development training throughout the year in implementing best practices during the Math Workshop.</p> <p>Targeted students will receive an additional enrichment through multiple math resources.</p>	<p>Grade level Teachers</p> <p>ESE Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principal</p>	<p>GO Math! Curriculum</p> <p>Instructional Focus Calendar</p> <p>Common Planning Time</p>	August – June
<p>Students will increase fluency in basic facts by tracking their progress quarterly in their math data notebooks.</p>	<p>Teachers will implement a fluency monitoring system in which students in grades K-5 are assessed weekly on basic facts.</p>	<p>Classroom Teachers</p> <p>Instructional Coach</p>	<p>GO Math! Fluency Drills</p> <p>Student Data Notebook</p>	September - June

	Increase students' lack of exposure to higher order questioning	Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning (DOK 3 and DOK 4 levels)	Classroom Teachers Instructional Coach Principal	Webb's Depth of Knowledge question stems  Lesson planning template from Common Core Institute	September - June	
	Teachers will differentiate instruction to meet the needs of the higher level thinkers.	Teachers will provide higher-level assignments for problem solving.	Classroom Teachers	Question Stems for Math Vocabulary	September– June	
	Lower performing students will be identified and provided additional math instruction in small groups.	Level 1, and 2 students will receive additional instructional time through RTI and the Team-up after school program.	Instructional Coach Classroom Teacher ESE Teacher Principal	GO Math! Tier II and III Resources  Mathletics and Ready MAFS (Team Up)	September – June	
	Teachers will track data more efficiently in order to provide prescriptive and effective interventions/enrichment.	Use supplemental web-based math programs to track student progress effectively.  Feedback will be	Principal Instructional coach; Classroom teachers	iReady Diagnostic system  GO Math! Interactive	September- June	



		provided to students during conference.		component		
	Teachers will integrate technology during instruction to increase student engagement.	Teachers will receive professional development on the various ways the devices can be used during instruction.	Classroom Teacher Instructional Coach Technology Chair Principal Assistant Principal	Mimio Teach  Mimio Vote  ELMO/ Projector	August-June	

### Writing Plan

Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Teachers will provide adequate instructional time.  Additional resource of Ready Writing will be utilized for 30 minutes during RTI.	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
Teachers will 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	Writing Rubrics  Writing Prompts	September – June
Improve 4th and 5 <sup>th</sup> grade proficiency in writing conventions.	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, Curriculum Associates Ready Writing Instruction supplemental books	August - June

### Science Plan

Strategy	Action Step	Person Responsible	Resources Needed	Timeline
<p>Establish science instruction using Science Fusion curriculum throughout the school from Kindergarten through 5th grade.</p> <p>Science teachers will create lessons utilizing the Five E's of Science: Engagement, Exploration, Explanation, Elaboration and Evaluation</p>	<p>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</p>	Science Teachers	<p>Time</p> <p>Science Fusion Curriculum</p>	August - June
<p>Provide quality professional development for teachers using CPALMS' resources.</p>	<p>Committed time for quality professional development during early release days and planning days.</p>	<p>Principal</p> <p>Science Teacher</p>	<p>Professional Development Workshops in Science</p>	September – June

	Teachers will implement the 5 'E' method of instruction to provide hands on experiences for students while utilizing the science resources in the science lab. Teachers will also use technology for differentiated instruction using Houghton Mifflin online digital resources.	Teachers will pre-plan their units of study in advance to order to ensure lab materials needed are purchased and provided in a timely manner.  Schedules are created with time allotted to visit the science lab once a week.	Classroom Teachers  Principal  Instructional Coach	Science Software  Science Lab  Science Websites	September - June	
	5 <sup>th</sup> grade teachers will provide instruction focusing on science vocabulary and test preparation.	Teachers will utilize curriculum associates supplemental materials during the test prep ramp up sessions.	Classroom Teachers  Principal  Instructional Coach	Curriculum Associates Science Test Ready, Passwords Science Vocabulary	January- April	

**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
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**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

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**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)

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**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; IREADY Reading (Instructional). 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 2018-2019 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 Data Disaggregation	<p>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.</p> <p>There will be ongoing Data Chats (weekly) with coaches and administrators</p>	<p>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.</p>	<p>Grade level Teachers</p> <p>ESE Teacher</p> <p>Guidance Counselor</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p>	<p>Instructional Focus Calendar</p> <p>Common Planning Time</p> <p>Reading resources</p>	August – June

		(monthly) basis.					
	Scheduling for the ELA Block	All grade levels will have 2.5 hours of ELA block, which will consist of 90 minutes of reading instruction and 60 minutes of writing instruction.	The daily schedule will be structured so that all students will receive a minimum of 90 minutes of reading instruction daily.	Principal Assistant Principal Grade Level Teachers Instructional Coach	Class schedules Class Time	August – June	
	Non-consistent small group instruction using authentic data and documentation	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. All teachers will utilize the RTi and Guided Reading documentation sheet to track progress.	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	All ELA teachers will integrate an additional 30	Targeted students will receive an additional 1.5 hours	Principal, Instructional Coaches and	Supplemental Reading Resources	September – June	

	<p>school hours</p> <p>minutes into their reading block to support RTI instruction.</p> <p>The school will open 30 minutes early in the morning to provide extra tutoring time to students.</p>	<p>of reading enrichment through several reading resources on a weekly basis.</p>	<p>Classroom Teachers</p> <p>Para professionals</p>			
	Selection of After School Learning Program students	Provide ASLP instruction for all Level 1-2 students.	ASLP will be available for all students in grades 3 through 5 that scored a level 1 or 2.	<p>Principal</p> <p>ASLP Director</p> <p>Classroom Teachers</p>	<p>ASLP Materials:</p> <p>Curriculum Associates supplemental materials, i-Ready Teachers' Toolbox</p> <p>Rewards</p>	<p>September – April</p> <p>4 days a week</p>
	Unstable data chats	<p>Progress monitor with weekly data chats.</p> <p>The principal will monitor the</p>	Grade levels and subject area teachers will have weekly data chats to review individual student progress and to share best	<p>Classroom Teachers</p> <p>Instructional Coaches</p> <p>Guidance Counselor</p>	<p>Data Chat Logs</p> <p>Professional Development Books and Articles</p>	September - June

		efficiency of the data chats.	practices.	Principal			
<b>Math Deficiencies</b>							
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 Houghton 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	Increase teachers’ lack of exposure to	Teachers will create DOK	Classroom	Webb’s Depth of Knowledge	September - June		



	higher order questioning skills	higher order questioning by providing them with DOK leveled charts to be posted in the classrooms.	questions that meet 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.	Teachers  Instructional Coach  Principal	question stems  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
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**Writing Deficiencies**

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Including 60 minutes of writing in daily schedules. All grade level teachers not doing writing daily.	Provide adequate instructional time.  Monitor writing lesson plans with walk-throughs throughout the school year.  During evaluative observations, mandate to observe writing lessons.	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 FSA Writing team	Writing Rubrics Writing Prompts	September – June
Writing Conventions not being consistently followed upon	Improve 4th and 5 <sup>th</sup> 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	Primary grades will teach science three times a week. Grades 3 – 4 will teach science 45	Science Teachers	Classroom Schedules, Integrated science curriculum through Scholastic	August - June

		Kindergarten through 5th grade.	minutes four times per week. Fifth grade will teach science 60 minutes daily		News magazines		
	Limited high quality professional development sessions	Provide quality professional development for all teachers.	Time committed for quality professional development	Principal  Science Teacher	Professional Development Workshops in Science	September – June	
	Inconsistent use of lab resources and manipulatives	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
<b>Reading</b>					
<b>Reading</b>	Teachers' ability to integrate supplemental materials to enhance reading instruction.	Administration purchased supplemental materials from Curriculum Associates for teachers to use during reading instruction.	Principal, Instructional Coach and Grade Level Chairpersons	Technology  Supplemental Materials	School Year
	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,	Principal  Assistant Principal  Instructional Coach	Lesson Plans  Professional Development Materials  Classroom Walkthroughs  Data Notebooks	August-June

			small groups, and guided reading) to address individual student needs.				
		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 from Common Core Institute will be used school wide.	Principal Assistant Principal	Common Core Institute Lesson Planning Template  Common Planning Time once a week	August - June	
		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	Classroom Teachers Guidance Counselor Parents Students Administration	Weekly Readers  Non-fiction texts	September - June	

			<p>will be provided for pleasure reading.</p> <p>Reading room for students to practice independent reading</p> <p>Purchased Scholastic Weekly Readers for all grade levels</p>				
<b>Math</b>							
<b>Subject</b>	<b>Barrier</b>	<b>Action</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>		
<b>Math</b>	Adequate time to provide math interventions and effective implementation of differentiated instructional strategies	<p>Each grade level will provide a designated time for RTI in math.</p> <p>School based coach will plan, develop and implement Focus lessons with</p>	<p>Principal</p> <p>Instructional Coach</p> <p>Classroom Teachers</p>	<p>Data Chats (individual and grade level)</p> <p>Lesson Plans</p> <p>Classroom Observations</p>	September - June		

			teachers that address individual student needs.				
		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 basic math facts.	Through the use 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.	Principal  Teachers  Instructional Coach	Differentiated Materials  Supplemental math materials  Teachers' Tool Box	September - June	



Writing					
Subject	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline
Writing	The lack of writing conventions being emphasized in prior years.	Teach/emphasize writing conventions from K-5  Students will be recognized on a monthly basis through Writers' Tea celebrations.	Classroom Teachers  Instructional Coach	Writing Rubric Training  Ready Writing Instruction supplemental materials	November-June
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
2019- 20												