

Wayman Academy of the Arts School Improvement Plan 2015-16

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.

*Awaiting 2014-15 FSA results for Math and Reading

Yr.	Gr.	Total Pts.	% Meeting High Standards in Reading Level 3 & Above	% Meeting High Standards in Writing 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
2015						20					100	98	100
2014	D	401	29	39	48	19	51	57	75	83	100	98	100
2013	D	357	30	26	40	17	55	63	66	60	100	98	100

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

In the 2015-2016 School Improvement Plan, Wayman Academy set the following achievement objectives according to the AMOs set by the State for 2014-15:

- Reading/Language Arts
 - In 2016, 49% of students in grades 3-5 will achieve proficiency (FSA Level 3) in Reading. On an average 35% of our students are a level 2 in reading. These students will be targeted to move to a level 3 or above. Out of these 35% students 15% of the students are considered 'Bubble' as they were less than 5 points away from making a level 3.
 - In 2016, 75% of 3rd graders will score above quintile; this would be a 12% increase in comparison to 3rd grade 2015 FSA results.
 - In 2016, 15% of 3rd, 4th, and 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in Reading. There are 6% students in the school that achieved a level 4 or a 5 on 2014 FCAT. We are strategizing to maintain their levels and move the high scorers of level 3 to level 4 or above.
 - In 2016, 65% of students will show learning gains in Reading. This is a 14 point increase from 2014 FCAT.
 - In 2016, 80% of students in the lowest 25% will make learning gains in Reading. We are targeting for a 5 point increase from 2014 FCAT.
- Math
 - In 2016, 60% of students in grades 3-5 will achieve proficiency in Mathematics. A 12 point increase from last year is targeted by moving the 10% level 2 bubble students to a level 3 or higher.
 - In 2016, 25% of 3rd and 4th grade students, and 15% of 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in mathematics. Currently there are 20% students who are a level 4 or above. Maintaining their levels will allow us to achieve the target of 25%.
 - In 2016, 65% of students will show Learning Gains in Math as assessed by the FSA.
 - In 2016, 85% of the lowest 25% students will make learning gains in Math
- Writing
 - In 2016, 45% of fourth-grade students will achieve Adequate Yearly Progress (FSA Level 3.5 and higher) in writing

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

- Wayman Academy has 98% African American students with 97% on Free and Reduced Lunch program. There were fourteen students with disabilities in 3-5 grades.
- Recent FSA 3rd grade results show that 62.7% of Wayman Academy's students scored above bottom quintile. 37.3% students scored below quintile. On comparing other elementary schools with similar demographics it showed that 24 out of 122 elementary schools scored below 37% in bottom quintile. In 2016, 75% of 3rd graders will score above quintile; this would be a 12% increase in comparison to 3rd grade 2015 FSA results.
- From 2013 to 2014, Wayman Academy's scores dropped 1 point in reading. A peer group comparison of 20 elementary schools with similar demographics showed a decline in reading ranging from 2 points to 40 points. Our gain points in reading were 51 % as compared to 55% in 2013. The lowest quartile gained 9 points and went from 66% to 75%. 3rd grade and 5th grade reading proficiency went up by 3 points but our 4th grade lost 5 points altogether. Improving our reading scores for next year is school's number one priority.

- Our math scores were slightly better than reading. We gained proficiency by 8 points; however, we lost 6 points in learning gains. Our bottom quartile points went up by 20 points. 3rd grade math scores showed gains of 2 points, and 4th grade math scores went up by 23 points. Although we lost 6 points in 5th grade math, most of our bottom quartile students are in 4th grade this year and providing continuous support to these students and the teachers is our primary focus.
- 2013-2014 writing scores were up by 13 points. There is a 1 point increase in 5th grade 2014-15 FCAT science scores; therefore, 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 287 K-5 students tested in September, 2014. As a school only 15% students were on Tier 1 (on or above grade level), 66% students on Tier 2 (1 grade level below), and 19% on Tier 3 (>1 grade level below).

Grade level analysis showed that 11% Kindergartners, 8% first graders, 14% 2nd graders, 33% third graders, 18% fourth graders, and 9% fifth graders were on level for reading.

By the end of Window 3 in June, 2015 the school tested 291 students. 63% students were on Tier 1 (on or above grade level), 32% students on Tier 2 (1 grade level below), and only 6% on Tier 3 (>1 grade level below).

Grade level analysis showed that 93% Kindergartners, 72% first graders, 50% 2nd graders, 57% third graders, 46% fourth graders, and 41% fifth graders were on level for reading.

There was an increase of 48% in the students performing at grade level. Third grade showed the least amount of growth of only 24%.

Math: There were 286 K-5 students tested in September, 2014. As a school only 12% students were on Tier 1 (on or above grade level), 66% students on Tier 2 (1 grade level below), and 22% on Tier 3 (>1 grade level below).

Grade level analysis showed that 10% Kindergartners, 6% first graders, 0% 2nd graders, 21% third graders, 31% fourth graders, and 9% fifth graders were on level for math.

By the end of Window 3 in June, 2015 the school tested 289 students. 67% students were on Tier 1 (on or above grade level), 28% students on Tier 2 (1 grade level below), and only 4% on Tier 3 (>1 grade level below).

Grade level analysis showed that 75% Kindergartners, 71% first graders, 62% 2nd graders, 53% third graders, 87% fourth graders, and 56% fifth graders were on level for math.

There was an increase of 55% in the students performing at grade level. Third grade showed the least amount of growth of only 32%.

Improving scores in third grade reading and math is our prime target.

The academic performance data is analyzed in the tables below

2013-14 FCAT 3rd Reading

Grade	Number of Students	Mean FCAT Equivalent Developmental Scale Score	Total Test Scores					Percent in Achievement Levels 3 and Above	Mean Points Earned			
			% in each Achievement Level						By Content Area			
			1	2	3	4	5		Vocabulary	Reading Application	Librany Analysis	Informational Text and Research Process
									8	17	12	8
3 2014	60	187	22	19	14	5	0	32 (+2)	5 (62%)	9 (53%)	7 (58%)	4 (50%)
									8	17	12	8
3 2013	53	187	28	41	20	7	0	30	4 (50%)	9 (53%)	8 (66%)	4 (50%)

FSA 2014-15: **Above Quintile:** 32 students (62.7%); **Below Quintile:** 19 (37.3%)

2013-14 FCAT 4th Reading

Grade	Number of Students	Mean FCAT Equivalent Developmental Scale Score	Total Test Scores						Mean Points Earned			
			% In each Achievement Level						By Content Area			
			1	2	3	4	5	Percent in Achievement Levels 3 and Above	Vocabulary	Reading Application	Literary Analysis, Fiction and Nonfiction	Informational Text and Research Process
									9	14	11	11
4 2014	44	199	27	52	14	7	0	20 (-5)	5 (55%)	8(57%)	6 (55%)	7 (64%)
									8	16	13	8
04 2013	35	194	45	28	17	8	0	25	5(55%)	8 (50%)	6 (50%)	3 (37%)

2013-14 FCAT 5th Reading

Grade	Number of Students	Mean FCAT Equivalent Developmental Scale Score	Total Test Scores					Percent in Achievement Levels 3 and Above	Mean Points Earned			
			% in each Achievement Level						By Content Area			
			1	2	3	4	5		Vocabulary	Reading Application	Literary Analysis, Fiction and Nonfiction	Informational Text and Research Process
									10	16	11	8
5 2014	29	208	31	34	28	7	0	34 (+1)	7 (70%)	8 (50%)	7 (64%)	4 (50%)
									9	14	8	14
5 2013	27	208	25 +5	40 +0	18 -16	14 +10	0	33 -7	5 (50%)	8 (53%)	7 (63%)	5 (55%)

2013-14 FCAT 3rd Math

MATHEMATICS											
Grade	Total Test Scores							Percent in Achievement Levels 3 and Above	Mean Points Earned By Content Area		
	Number of Students	Mean FCAT Equivalent Developmental Scale Score	% in each Achievement Level						Number: Operations, Problem s, and Statistics	Number: Fractions	Geometry and Measurement
			1	2	3	4	5				
									21	10	13
3 2014	60	200	20	23	32	15	10	57 (+2)	14 (66%)	7 (70%)	9 (69%)
									21	10	13
03 2013	53	197	22	26	33	13	3	55	13 (61%)	7 (70%)	9 (69%)

2013-14 FCAT 4th Math

Grade	Total Test Scores							Percent in Achievement Levels 3 and Above	Mean Points Earned By Content Area		
	Number of Students	Mean FCAT Equivalent Developmental Scale Score	% in each Achievement Level						Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement
			1	2	3	4	5				
									18	10	12
04 2014	44	208	23	30	32	14	2	48 (+23)	12 (66%)	7 (70%)	7 (58%)
									18	10	12
04 2013	35	201	45	28	17	8	0	25	11 (61%)	6 (60%)	7 (58%)

2013-14 FCAT 5th Math

Grade	Total Test Scores							Percent in Achievement Levels 3 and Above	Mean Points Earned By Content Area		
	Number of Students	Mean FCAT Equivalent Developmental Scale Score	% In each Achievement Level						Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement
			1	2	3	4	5				
05									22	10	14
05 2014	29	206	38	41	21	0	0	21 (-6)	10 (45%)	3 (30%)	5 (36%)
									22	10	14
05 2013	27	211	22	48	18	11	0	27	10 (45%)	5 (50%)	6 (42%)

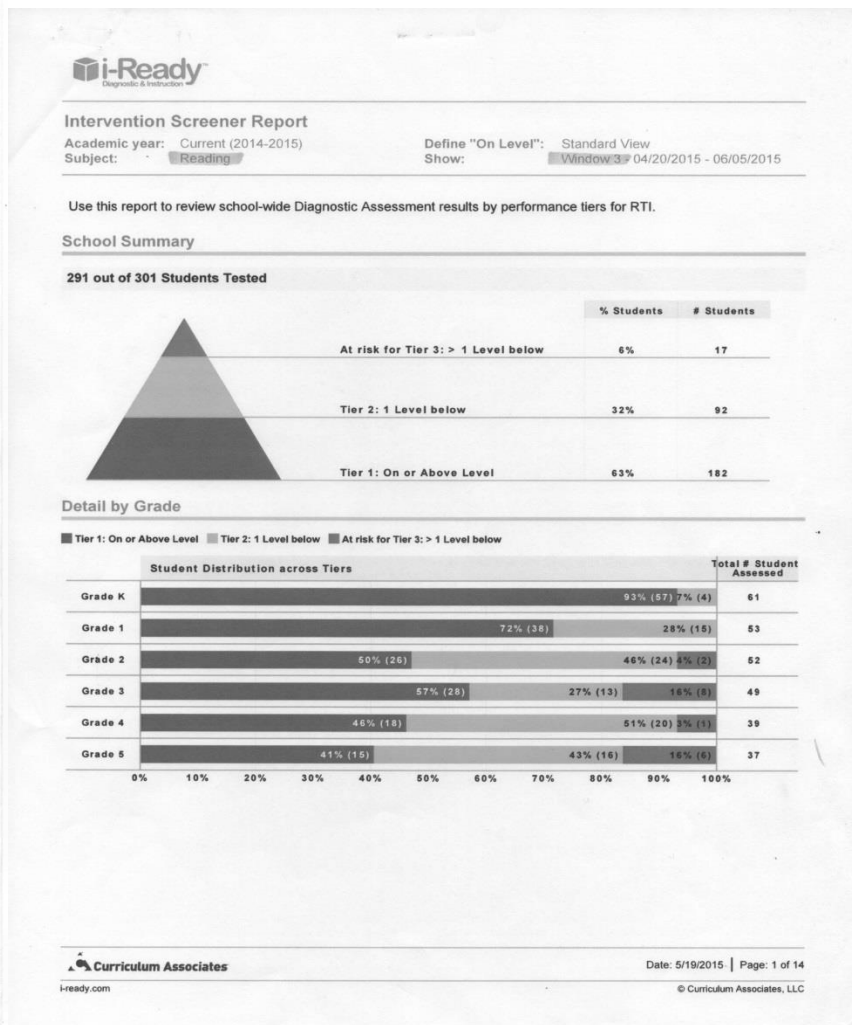
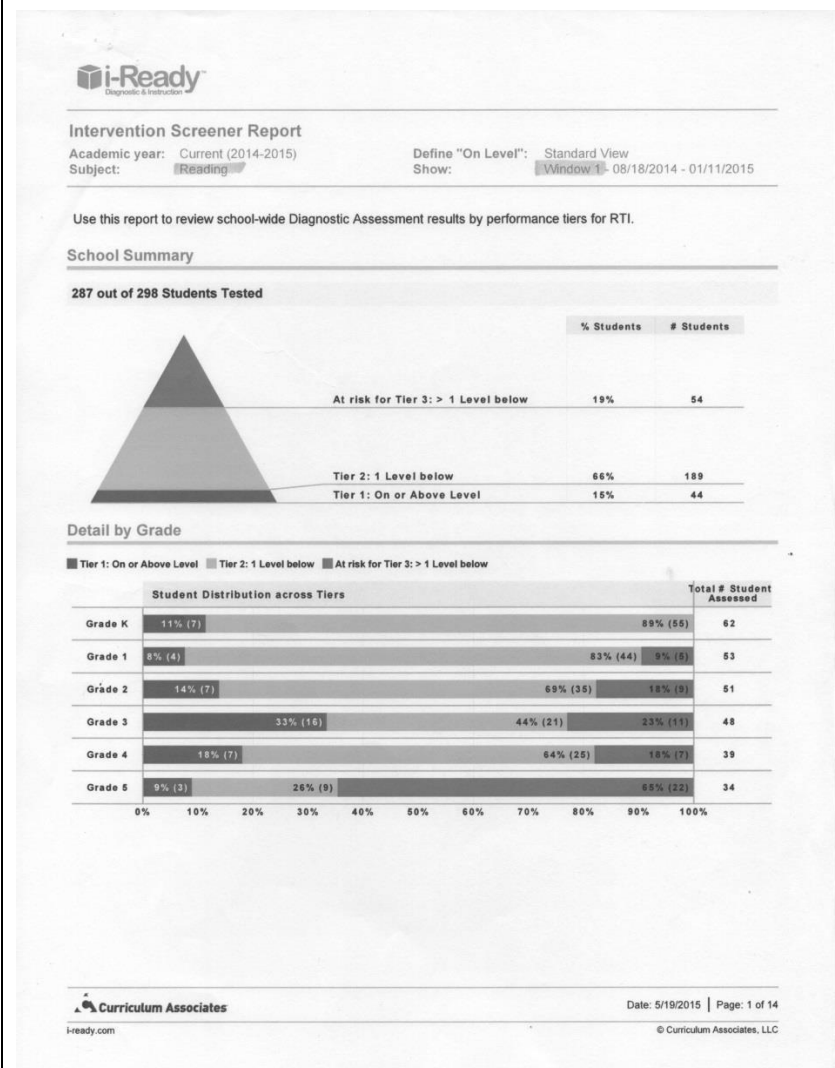
2014-15 FCAT 5th Science

Grade	Total Test Scores								Percent in Achievement Levels 3 and Above	Mean Points Earned			
	Number of Students	Mean Scale Score (100-600)	% In each Achievement Level					By Content Area					
			1	2	3	4	5	Nature of Science		Earth and Space	Physical Science	Life Science	
										10	16	16	14
05 2015	35	183	63	17	20	0	0	20 (+1)	5 (50%)	7(44%)	9(56%)	8(57%)	
										10	16	16	14
05 2014	29	184	55	28	17	0	0	19 (+2)	6 (60%)	8(50%)	9 (56%)	7 (50%)	

2013-14 FCAT 4th Writing

Grade	Total Test Scores													Score 3 and Above	Score 3.5 and Above	Score 4 and Above
	Number of Students	Mean Prompt Score	% Earning Each Score Point													
			1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6			
04 2014	45	3.0	0	4	7	13	36	20	16	0	2	0	0	73	38 +13	2
04 2013	35		0	5	14	22	34	14	5	2	0	0	0	57	26	8

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





Intervention Screener Report

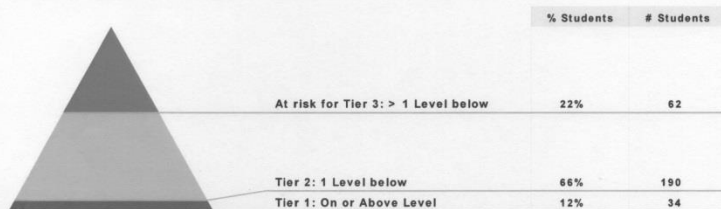
Academic year: Current (2014-2015)
Subject: Math

Define "On Level": Standard View
Show: Window 1 - 08/18/2014 - 01/11/2015

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

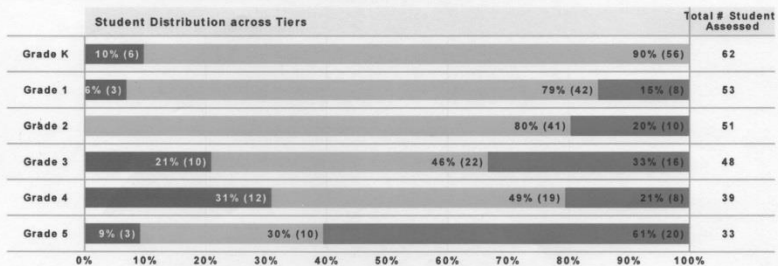
School Summary

286 out of 295 Students Tested



Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below



Intervention Screener Report

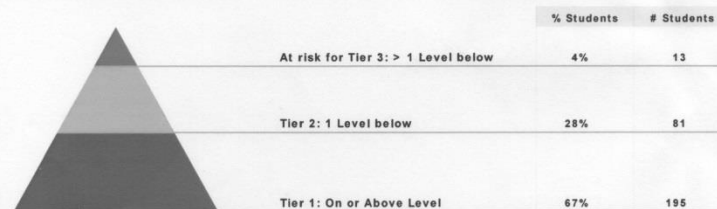
Academic year: Current (2014-2015)
Subject: Math

Define "On Level": Standard View
Show: Window 3 - 04/20/2015 - 06/05/2015

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

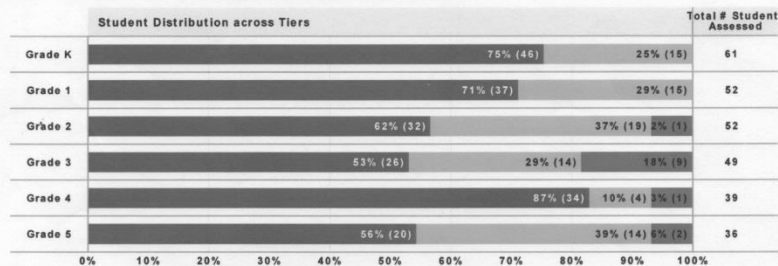
School Summary

289 out of 298 Students Tested



Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level below ■ At risk for Tier 3: > 1 Level below



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-Ready diagnostic assessments will be used on a monthly basis to track student data.	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 assessments will be used to measure 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

	<p>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– 5th grade students will get an additional hour of support using new Phonics resources during Intensive Reading Block.</p>	<p>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</p>	<p>Principal Assistant Principal Grade Level Teachers Instructional Coach</p>	<p>Class schedules Class Time</p>	<p>August – June</p>	
	<p>Small group instruction will be held for high risk and bottom quartile students on a daily basis. Additionally, I-Ready Diagnostic and Instructional support will be provided for Bottom Quartile students.</p>	<p>Identify small groups using current iReady data and provide support for instruction.</p>	<p>Principal Assistant Principal</p>	<p>Professional Development Data Chats</p>	<p>September – June</p>	
	<p>A 30 minute RTI time will be Integrated into the daily schedules of</p>	<p>Targeted students will receive an additional 1.5 hours weekly of reading</p>	<p>Principal, Instructional Coaches and Classroom Teachers</p>	<p>Supplemental Reading Resources , Houghton Mifflin digital resources, CA</p>	<p>September – June</p>	

	<p>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>enrichment through multiple Reading Resources.</p>		<p>Teachers Toolbox</p>		
	<p>Instruction will be provided for all Level 1-2 Team-up students.</p>	<p>Team Up will be available for all students in grades 3-5 that scored a level 1 or 2.</p>	<p>Principal Team Up Director Classroom Teachers</p>	<p>Team Up Materials: Curriculum Associates supplemental materials: Cars and Stars, Reading Achieve packs</p> <p>Rewards</p>	<p>September – April 4 days a week</p>	

<p>Students' progress will be held in data notebooks and will be monitored through weekly data chats.</p>	<p>Grade levels and subject areas teachers will have weekly data chats to review individual student progress and share best practices.</p>	<p>Classroom Teachers Instructional Coach Principal</p>	<p>Data Chat Logs Professional Development Books and Articles</p>	<p>September - June</p>
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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 component of the GO Math! 2x 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>	<p>August – June</p>
<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>	<p>September - June</p>

	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.	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 th 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>	<p>Science Teachers</p>	<p>Time</p> <p>Science Fusion Curriculum</p>	<p>August - June</p>
<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>	<p>September – June</p>

<p>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.</p>	<p>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.</p> <p>Schedules are created with time allotted to visit the science lab once a week.</p>	<p>Classroom Teachers Principal Instructional Coach</p>	<p>Science Software Science Lab Science Websites</p>	<p>September - June</p>
<p>5th grade teachers will provide instruction focusing on science vocabulary and test preparation.</p>	<p>Teachers will utilize curriculum associates supplemental materials during the test prep ramp up sessions.</p>	<p>Classroom Teachers Principal Instructional Coach</p>	<p>Curriculum Associates Science Test Ready, Passwords Science Vocabulary</p>	<p>January- April</p>

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- Diagnostic Assessment * 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 * integrated in reading

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

Scholastic 'Let's Find Out' Magazine & Scholastic On-line interactive Activities

Science

Houghton Mifflin Science- (Core Curriculum) *Two class sets per grade level; online interactive activities

Math

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

Go Math- (Core Curriculum)

MAFS-(Math Florida Standards)-Small groups

First Grade

Reading & Writing

IReady- Diagnostic Assessment * 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)

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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 * integrated in reading and science

Journeys Comprehensive Reading/Writing Series - (Core Curriculum)

Scholastic News Magazines & Scholastic On-line interactive Activities

Science

Houghton Mifflin Science- (Core Curriculum) *Two class sets per grade level

Math

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

Go Math- (Core Curriculum)

MAFS (Math Florida Standards)- Small Groups

Second Grade

Reading & Writing

IReady- Diagnostic Assessment * 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 * integrated in reading and science

Journeys Comprehensive Reading/Writing Series (Core Curriculum)

Scholastic News Magazines & Scholastic On-line interactive Activities

Science

Houghton Mifflin Science- (Core Curriculum) *Two class sets per grade level.

Math

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

Go Math- (Core Curriculum)

MAFS (Math Florida Standards) - Small Groups

Third Grade

Reading & Writing

IReady- Diagnostic Assessment * 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)

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Social Studies * integrated in reading and science

Journeys Comprehensive Reading/Writing Reading- (Core Curriculum)

Scholastic News Magazines & Scholastic On-line interactive Activities

Science

Houghton Mifflin Science- (Core Curriculum) *Two class sets per grade level

Math

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

Go Math- (Core Curriculum)

MAFS (Math Florida Standards) - Small Groups

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 2014-2015 FSA scores.

Fourth Grade

Reading & Writing

IReady- Diagnostic Assessment * 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)

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Social Studies * integrated in reading and science

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines & On-line interactive Activities

Science

Houghton Mifflin Science- (Core Curriculum) *Two class sets per grade level.

Math

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

Go Math- (Core Curriculum)

MAFS (Math Florida Standards) - Small Groups

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 2014-2015 FSA scores.

Fifth Grade

Reading

IReady- Diagnostic Assessment * 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 * integrated in reading and science

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines

Scholastic On-line interactive Activities

Science

Houghton Mifflin Science- (Core Curriculum) *Two class sets per grade level

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)

MAFS (Math Florida Standards)- Small Groups

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 2014-2015 FSA scores.

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 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 minutes of reading instruction and 60 minutes of writing	The daily schedule will be structured so that all students will receive a minimum of 90 minutes of reading instruction	Principal Assistant Principal Grade Level Teachers	Class schedules Class Time	August – June

		instruction.	daily.	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	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 scored a level 1 or 2.	Principal Team Up Director Classroom Teachers	Team Up Materials: Curriculum Associates supplemental materials, i-Ready Teachers' Toolbox	September – April 4 days a week	

					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 Coach 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 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 higher order questioning skills	Increase teachers' lack of exposure to higher order questioning by providing them with DOK leveled charts to be posted	Teachers will create DOK questions that meet the requirements of the Florida State Standards. They will implement Math	Classroom Teachers Instructional Coach	Webb's Depth of Knowledge question stems Lesson planning template from Common Core	September - June

		in the classrooms. Teachers will participate in the Black Belt Common Core trainings.	Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning.	Principal	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 Classroom Teacher ESE Teacher 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 5 th 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 sessions	Provide quality professional development for teachers.	Time committed for quality professional development	Principal Science Teacher	Professional Development Workshops in Science	September – June
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	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 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 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>				
Math							
	Subject	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline	
	Math	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 Writing 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
2015-16	C	465	49	45	60	20	65	65	76	85	100	98	100