

Wayman Academy of the Arts School Improvement Plan 2016-17

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
2016	B	412	43	NA	64	32	61	74	67	71	100	98	100
2015	D	NA	35	NA	58	20	NA	NA	NA	NA	100	98	100
2014	D	401	29	39	48	19	51	57	75	83	100	98	100

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

In the 2016-2017 School Improvement Plan, Wayman Academy set the following achievement objectives based upon the data from 2015-16 school year:

- Reading/Language Arts
 - In 2017, 50% of students in grades 3-5 will achieve proficiency (FSA Level 3) in Reading. On an average 30% 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 30% students 15% of the students are considered 'Bubble' as they were less than 5 points away from making a level 3.
 - In 2017, 45% of 3rd graders will score above a level 3; this would be a 19% increase in comparison to 3rd grade 2016 FSA results.
 - In 2017, 25% of 3rd, 4th, and 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in Reading. There are 18% students in the school that achieved a level 4 or a 5 on 2016 FSA. We are strategizing to maintain their levels and move the high scorers of level 3 to level 4 or above.
 - In 2017, 65% of students will show learning gains in Reading. This is a 4 point increase from 2016 FSA.
 - In 2017, 72% of students in the lowest 25% will make learning gains in Reading. We are targeting for a 5 point increase from 2016 FSA.
- Math
 - In 2017, 70% of students in grades 3-5 will achieve proficiency in Mathematics. A 6 point increase from last year is targeted by moving the 10% level 2 bubble students to a level 3 or higher.
 - In 2017, 50% of 3rd and 4th grade students, and 40% of 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in mathematics. Currently there are 44% students who are a level 4 or above in grades 3-5. Maintaining their levels will allow us to achieve the target of 47%.
 - In 2017, 75% of students will show Learning Gains in Math as assessed by the FSA.
 - In 2017, 75% of the lowest 25% students will make learning gains in Math
- Science
 - In 2017, 42% of fifth-grade students will achieve proficiency in science. This would be a 10% increase from 2016 FSA.

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 ELA FSA results show that 3rd grade decreased by 15 points, 4th grade increased by 11 points, and 5th grade increased by 34 percentage points. Overall the school went up by 5 percentage points. ELA results show that Wayman Academy scored at or above the district and state averages except 3rd grade ELA. On comparing other elementary schools it showed that 65% and 77% schools scored below Wayman Academy in 4th and 5th grades respectively. In 2017, 45% of 3rd graders will score at proficiency levels; this would be a 19% increase in comparison to 3rd grade 2016 FSA results.
- From 2015 to 2016, Wayman Academy's scores in 3rd grade ELA dropped 15 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 3 points. Our math gains were 74% and bottom quartile gains were 71%. 3rd grade math scores showed gains of 5 points, and 4th grade math proficiency was 82 points, same as last school year. We went up by 9 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.

- There was a 12 point increase 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 297 K-5 students tested in August-September, 2015. As a school only 22% students were on Tier 1 (on or above grade level), 65% students on Tier 2 (1 grade level below), and 13% on Tier 3 (>1 grade level below).

Grade level analysis showed that 11% Kindergartners, 23% first graders, 16% 2nd graders, 27% third graders, 37% fourth graders, and 24% fifth graders were on level for reading.

By the end of Window 3 in May, 2016 the school tested 263 students. 71% students were on Tier 1 (on or above grade level), 27% students on Tier 2 (1 grade level below), and only 2% on Tier 3 (>1 grade level below).

Grade level analysis showed that 92% Kindergartners, 77% first graders, 63% 2nd graders, 58% third graders, 59% fourth graders, and 66% fifth graders were on level for reading.

There was an increase of 49% in the students performing at grade level. Fourth grade showed the least amount of growth of only 22%.

Math: There were 295 K-5 students tested in August-September, 2015. As a school only 19% students were on Tier 1 (on or above grade level), 72% students on Tier 2 (1 grade level below), and 9% on Tier 3 (>1 grade level below).

Grade level analysis showed that 6% Kindergartners, 14% first graders, 8% 2nd graders, 22% third graders, 48% fourth graders, and 41% fifth graders were on level for math.

By the end of Window 3 in May, 2016 the school tested 262 students. 77% students were on Tier 1 (on or above grade level), 21% students on Tier 2 (1 grade level below), and only 2% on Tier 3 (>1 grade level below).

Grade level analysis showed that 81% Kindergartners, 73% first graders, 85% 2nd graders, 58% third graders, 96% fourth graders, and 75% fifth graders were on level for math.

There was an increase of 58% in the students performing at grade level. Fifth grade showed the least amount of growth by only 34%.

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

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	2014 FCAT (Percentage of proficient students)	2015 FSA (Percentage of proficient students)	2016 FSA (Percentage of proficient students)
3 rd grade	32%	43% (+11)	28% (-15)
4 th Grade	20%	37% (+17)	48% (+11)
5 th Grade (Computer based)	34%	20% (-14)	54% (+34)
School wide	29%	35% (+6)	40% (+5)

Breakdown and Comparison between each level for 3rd Grade ELA

Number of students	Mean Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2015 (51)	47 (T Score FSA)	43%	16%	27%	7%	7%	43%
2016 (50)		40%	28%	16%	10%	0%	26%

Breakdown and Comparison between each level for 4th Grade ELA

Number of students	Mean Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2015 (38)	47 (T Score FSA)	26%	39%	26%	11%	0%	37%
2016 (28)		18%	32%	25%	18%	3%	46%

Breakdown and Comparison between each level for 5th Grade ELA

Number of students	Mean Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2015 (35)	46 (T Score FSA)	14%	66%	11%	9%	0%	20%
2016 (33)		12%	33%	27%	24%	3%	54%

Mathematics

Mathematics	2014 FCAT (Percentage of proficient students)	2015 FSA (Percentage of proficient students)	2016 FSA (Percentage of proficient students)
3 rd grade	57%	43% (-14)	48% (+5)
4 th Grade	48%	82% (+34)	82% (+0)
5 th Grade (Computer based)	20%	54% (+34)	63% (+9)
School wide	48%	58% (+10)	61% (+3)

Breakdown and Comparison between each level for 3rd Grade Math

Number of students	Mean Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2015 (51)	47 (T Score FSA)	31%	25%	22%	18%	3%	43%
2016 (50)		20%	26%	30%	18%	0%	48%

Breakdown and Comparison between each level for 4th Grade Math

Number of students	Mean Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2015 (39)	54 (T Score FSA)	10%	7%	38%	26%	18%	82%
2016 (28)		7%	10%	21%	43%	18%	82%

Breakdown and Comparison between each level for 5th Grade Math

Number of students	Mean Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2015 (35)	48 (T Score FSA)	34%	11%	40%	11%	2%	54%
2016 (33)		18%	18%	21%	27%	12%	63%

Comparison of Wayman Academy with all the 120 Elementary Schools in Duval County including Charters

	English Language Arts	Mathematics
3 rd Grade	16% schools below Wayman Academy	35% schools below Wayman Academy
4 th Grade	65% schools below Wayman Academy	89% schools below Wayman Academy
5 th Grade	77% schools below Wayman Academy	78% schools below Wayman Academy

English Language Arts Comparison of Wayman Academy, DCPS, FL State

3 rd Grade Wayman	3 rd Grade District	3 rd Grade State
26%	50%	54%
4 th Grade Wayman	4 th Grade District	4 th Grade State
46%	46%	52%
5 th Grade Wayman	4 th Grade District	5 th Grade State
54%	46%	52%

Mathematics Comparison of Wayman Academy, DCPS, FL State

3 rd Grade Wayman	3 rd Grade District	3 rd Grade State
48%	61%	61%
4 th Grade Wayman	4 th Grade District	4 th Grade State
82%	58%	59%
5 th Grade Wayman	4 th Grade District	5 th Grade State
63%	53%	55%

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



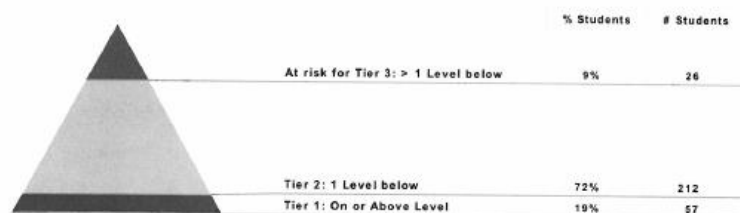
Intervention Screener Report

Academic year: Current (2015-2016) Define "On Level": Standard View
 Subject: Math Show: Window 1 - 08/31/2015 - 09/25/2015

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

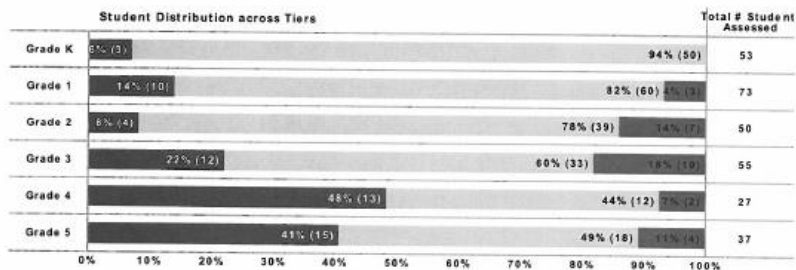
School Summary

295 out of 302 Students Tested



Detail by Grade

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



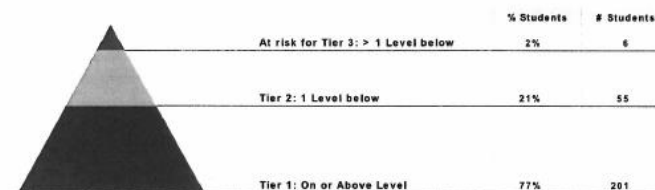
Intervention Screener Report

Academic year: Current (2015-2016) Define "On Level": Standard View
 Subject: Math Show: Window 3 - 04/25/2016 - 05/31/2016

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

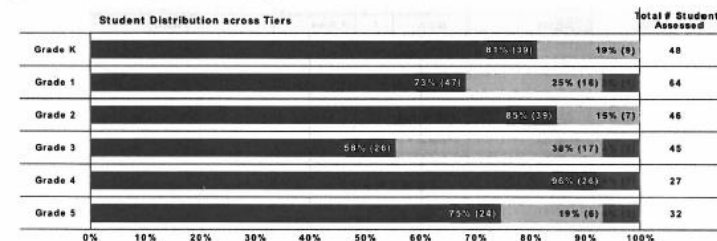
School Summary

262 out of 266 Students Tested



Detail by Grade

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





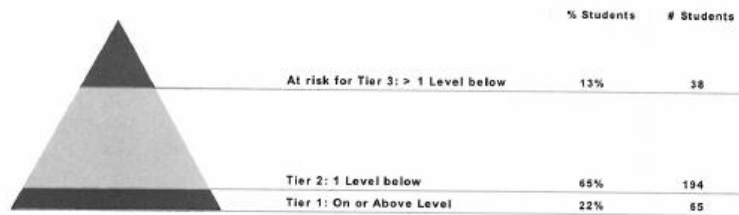
Intervention Screener Report

Academic year: Current (2015-2016) Define "On Level": Standard View
 Subject: Reading Show: Window 1 - 08/31/2015 - 09/25/2015

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

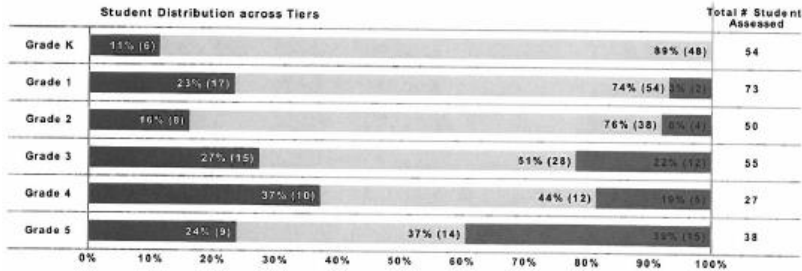
School Summary

297 out of 303 Students Tested



Detail by Grade

Legend: Tier 1: On or Above Level (light gray), Tier 2: 1 Level below (medium gray), At risk for Tier 3: > 1 Level below (dark gray)



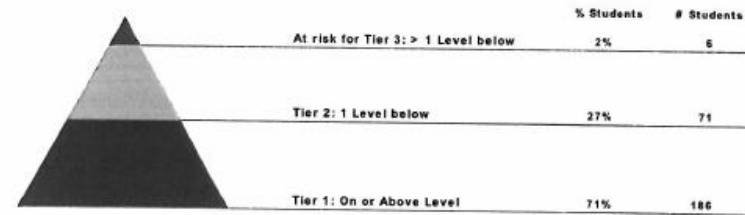
Intervention Screener Report

Academic year: Current (2015-2016) Define "On Level": Standard View
 Subject: Reading Show: Window 3 - 04/25/2016 - 05/31/2016

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

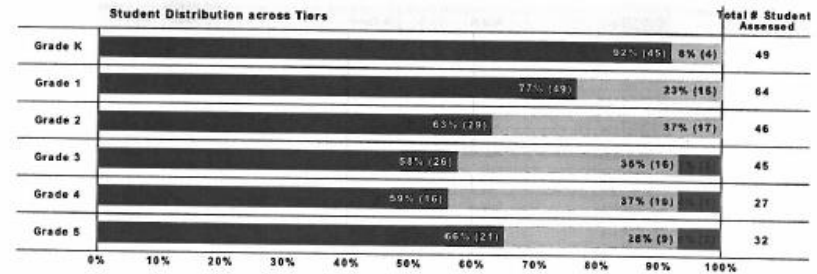
School Summary

263 out of 265 Students Tested



Detail by Grade

Legend: Tier 1: On or Above Level (light gray), Tier 2: 1 Level below (medium gray), At risk for Tier 3: > 1 Level below (dark gray)



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	Grade level Teachers ESE Teacher Guidance Counselor Instructional Coach Assistant Principal Principal	Instructional Focus Calendar Common Planning Time Reading resources	August – June

		instructional help.				
	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 th 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 and Instructional support will be provided for Bottom Quartile students.	Identify small groups using current iReady data and provide support for instruction.	Principal Assistant Principal	Professional Development Data Chats	September – June	

	<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>	<p>Targeted students will receive an additional 1.5 hours weekly of reading enrichment through multiple Reading Resources.</p>	<p>Principal, Instructional Coaches and Classroom Teachers</p>	<p>Supplemental Reading Resources , Houghton Mifflin digital resources, CA Teachers Toolbox</p>	<p>September – June</p>	
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<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 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>

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 Mathletics 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>	<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. 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 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- 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 * 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 Instructional and Diagnostic Assessment- Provides on level instructional support; Determines how you will group your students for small groups

Go Math- (Core Curriculum)

Mathletics: Math Center on computers

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

Go Math- (Core Curriculum)

Mathletics: Math Centers (computer based)

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

Go Math- (Core Curriculum)

Mathletics: Math Centers (computer based)

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

Go Math- (Core Curriculum)

Mathletics: Math Centers (computer based)

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- 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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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)

Mathletics: Math Centers (computer based)

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- 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 * 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 Passports- (Small Group); Test Ready- Assessment Piece

Math

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

Go Math- (Core Curriculum)

Mathletics: Math Centers (computer based)

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

		instruction and 60 minutes of writing instruction.	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	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	September – April 4 days a week		

					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 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 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
2016- 17	A	449	50	70	42	65	75	72	75	100	98	100