

**Wayman Academy of the Arts School Improvement Plan 2017-18**

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
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
2015	D	NA	35	58	20	NA	NA	NA	NA	100	98	100

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

In the 2017-2018 School Improvement Plan, Wayman Academy set the following achievement objectives based upon the data from 2016-17 school year:

- Reading/Language Arts
  - In 2018, 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 2018, 35% of 3<sup>rd</sup> graders will score above a level 3; this would be a 12% increase in comparison to 3<sup>rd</sup> grade 2017 FSA results.
  - In 2018, 25% 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 22% students in the school that achieved a level 4 or a 5 on 2017 FSA. We are strategizing to maintain their levels and move the high scorers of level 3 to level 4 or above.
  - In 2018, 75% of students will show learning gains in Reading. This is a 3 point increase from 2017 FSA.
  - In 2018, 82% of students in the lowest 25% will make learning gains in Reading. We are targeting for a 1 point increase from 2017 FSA.
- Math
  - In 2018, 70% of students in grades 3-5 will achieve proficiency in Mathematics. A 4 point increase from last year is targeted by moving the 10% level 2 bubble students to a level 3 or higher.
  - In 2018, 30% of 3<sup>rd</sup> and 4<sup>th</sup> grade students, and 70% of 5<sup>th</sup> grade students will achieve above proficiency (FSA Levels 4 and 5) in mathematics. Currently there are 69% students who are a level 4 or above in grades 3-5. Maintaining their levels will allow us to achieve the target of 70%.
  - In 2018, 75% of students will show Learning Gains in Math as assessed by the FSA.
  - In 2018, 80% of the lowest 25% students will make learning gains in Math
- Science
  - In 2018, 55% of fifth-grade students will achieve proficiency in science. This would be a 5% increase from 2017 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 nine students with disabilities in 3-5 grades.
- Recent ELA FSA results show that 3<sup>rd</sup> grade decreased by 5 points, 4<sup>th</sup> grade decreased by 5 points, and 5<sup>th</sup> grade increased by 21 percentage points. Overall the school down up by 2 percentage points. ELA results show that Wayman Academy scored at or above the district and state averages except 3<sup>rd</sup> grade ELA. On comparing other elementary schools, it showed that 65% and 77% schools scored below Wayman Academy in 4<sup>th</sup> and 5<sup>th</sup> grades respectively. In 2018, 40% of 3<sup>rd</sup> graders will score at proficiency levels; this would be a 17% increase in comparison to 3<sup>rd</sup> grade 2017 FSA results.
- From 2017 to 2018, Wayman Academy's scores in 3<sup>rd</sup> grade and 4<sup>th</sup> grade ELA dropped 5 points each in reading. Improving our reading scores for

next year is school's number one priority.

- In math FSA Wayman Academy gained proficiency points by 2 points. Our math gains were 70% and bottom quartile gains were 81%. 3rd grade math scores showed gains of 16 points, and 4th grade math proficiency was 51 points, a 31 point loss from last school year. We went up by 26 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 18 point 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 260 K-5 students tested in August-September, 2016. As a school only 22% students were on Tier 1 (on or above grade level), 62% students on Tier 2 (1 grade level below), and 16% on Tier 3 (>1 grade level below).

Grade level analysis showed that 18% Kindergartners, 11% first graders, 22% 2<sup>nd</sup> graders, 35% third graders, 15% fourth graders, and 29% fifth graders were on level for reading.

By the end of Window 3 in May, 2017 the school tested 277 students. 57% students were on Tier 1 (on or above grade level), 39% students on Tier 2 (1 grade level below), and only 4% on Tier 3 (>1 grade level below).

Grade level analysis showed that 82% Kindergartners, 66% first graders, 53% 2<sup>nd</sup> graders, 55% third graders, 29% fourth graders, and 63% fifth graders were on level for reading.

There was an increase of 35% in the students performing at grade level. Fourth grade showed the least amount of growth of only 160.

**Math:** There were 260 K-5 students tested in August-September, 2016. As a school only 20% students were on Tier 1 (on or above grade level), 68% students on Tier 2 (1 grade level below), and 12% on Tier 3 (>1 grade level below).

Grade level analysis showed that 12% Kindergartners, 6% first graders, 16% 2<sup>nd</sup> graders, 23% third graders, 21% fourth graders, and 57% fifth graders were on level for math.

By the end of Window 3 in May, 2017 the school tested 277 students. 70% students were on Tier 1 (on or above grade level), 29% students on Tier 2 (1 grade level below), and only <1% on Tier 3 (>1 grade level below).

Grade level analysis showed that 62% Kindergartners, 66% first graders, 63% 2<sup>nd</sup> graders, 77% third graders, 71% fourth graders, and 90% fifth graders were

on level for math.

There was an increase of 50% in the students performing at grade level.

Improving scores in second, third and fourth grade reading 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	2015 FSA (Percentage of proficient students)	2016 FSA (Percentage of proficient students)	2017 (Percentage of proficient students)
3 <sup>rd</sup> grade	43% (+11)	28% (-15)	23% (-5)
4 <sup>th</sup> Grade	37% (+17)	48% (+11)	43% (-5)
5 <sup>th</sup> Grade (Computer based)	20% (-14)	54% (+34)	75% (+21)
School wide	35% (+6)	43% (+8)	41% (-2)

**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
2015 (51)	43%	16%	27%	7%	7%	43%
2016 (50)	40%	28%	16%	10%	0%	26%
2017 (53)	(17) 32%	(24) 45%	(7) 13%	(4) 7%	(1) 2%	23%

**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
2015 (38)	26%	39%	26%	11%	0%	37%
2016 (28)	18%	32%	25%	18%	3%	46%
2017 (35)	23% (8)	34% (12)	31% (11)	11% (4)	0%	43% (15)

**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
2015 (35)	14%	66%	11%	9%	0%	20%

2016 (33)	12%	33%	27%	24%	3%	54%
2017 (28)	14% (4)	11% (3)	43% (12)	14% (4)	18% (5)	75% (21)

**Mathematics**

Mathematics	2015 FSA (Percentage of proficient students)	2016 FSA (Percentage of proficient students)	2017 FSA (Percentage of proficient students)
3 <sup>rd</sup> grade	43% (-14)	48% (+5)	64% (+16)
4 <sup>th</sup> Grade	82% (+34)	82% (+0)	51%(-31)
5 <sup>th</sup> Grade (Computer based)	54% (+34)	63% (+9)	89%(+26)
School wide	58% (+10)	61% (+3)	66% (+5)

**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
2015 (51)	31%	25%	22%	18%	3%	43%
2016 (50)	20%	26%	30%	18%	0%	48%
2017 (53)	11% (6)	25% (13)	32% (17)	25% (13)	7% (4)	64% (34)

**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
2015 (39)	10%	7%	38%	26%	18%	82%
2016 (28)	7%	10%	21%	43%	18%	82%
2017 (35)	23% (8)	26% (9)	37% (13)	11% (4)	3% (1)	51% (18)

**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
2015 (35)	34%	11%	40%	11%	2%	54%
2016 (33)	18%	18%	21%	27%	12%	63%
2017 (28)	0%	10% (3)	25% (7)	36% (10)	29% (8)	89% (25)

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





### Intervention Screener Report

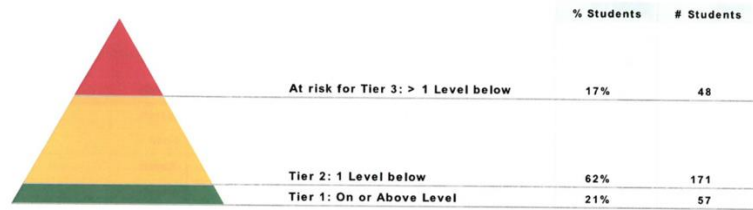
Academic year: Current (2016-2017)  
 Subject: Reading

Define "On Level": Standard View  
 Show: Window 1 - 08/31/2016 - 09/25/2016

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

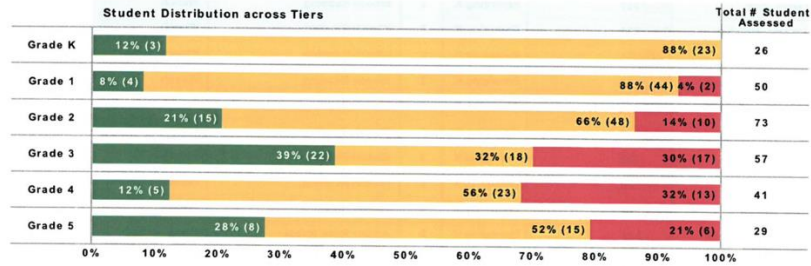
#### School Summary

276 out of 305 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

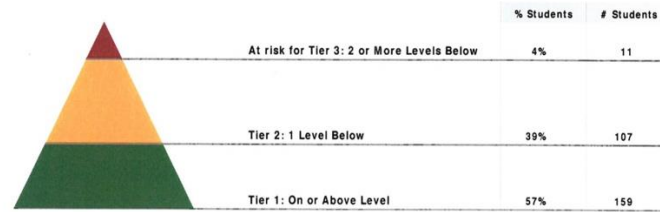
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 Subject: Reading

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 Show: Window 3 - 04/10/2017 - 05/31/2017

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

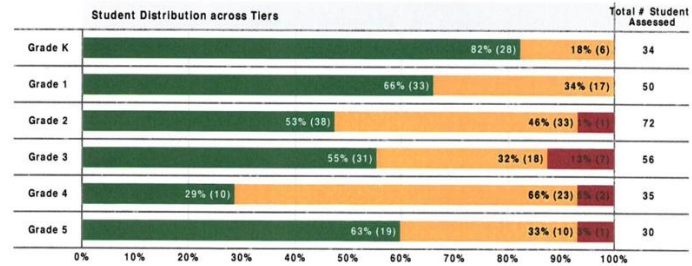
#### School Summary

277 out of 279 Students Tested



#### Detail by Grade

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





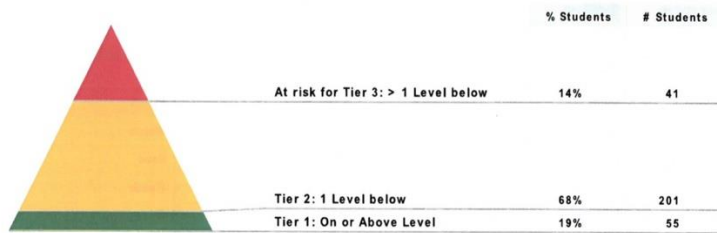
### Intervention Screener Report

Academic year: Current (2016-2017) Define "On Level": Standard View  
 Subject: Math Show: Window 1 - 08/31/2016 - 09/25/2016

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

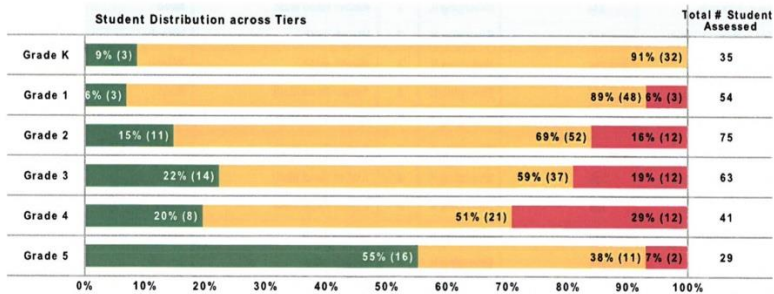
#### School Summary

297 out of 306 Students Tested



#### Detail by Grade

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



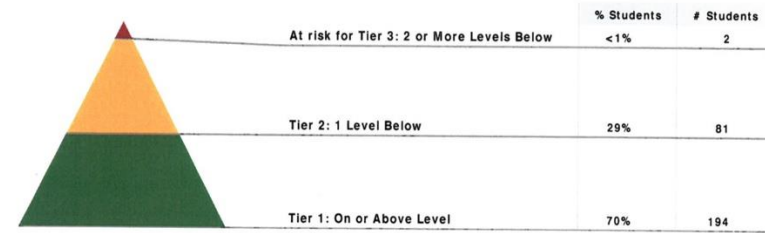
### Intervention Screener Report

Academic year: Current (2016-2017) Define "On Level": Standard View  
 Subject: Math Show: Window 3 - 04/10/2017 - 05/31/2017

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

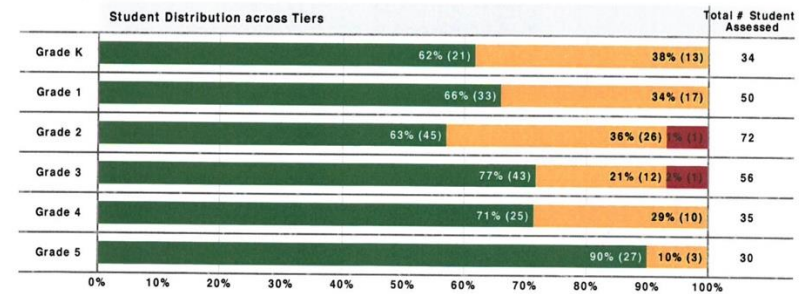
#### School Summary

277 out of 279 Students Tested



#### Detail by Grade

■ Tier 1: On or Above Level ■ Tier 2: 1 Level Below ■ At risk for Tier 3: 2 or More Levels 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– 5<sup>th</sup> 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 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>	
	<p>Instruction will be provided for all Level 1-2 Team-up</p>	<p>Team Up will be available for all students in grades 3-</p>	<p>Principal</p>	<p>Team Up Materials: Curriculum Associates</p>	<p>September – April</p>	

students.	5 that scored a level 1 or 2.	Team Up Director Classroom Teachers	supplemental materials: Reading Achieve packs  Rewards	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
All math teachers will implement a 60-minute Math Workshop using the core Math curriculum (GO Math!).  In addition, teachers will have a 30-minute skills block in the computer lab using the interactive curriculum	Teachers will receive professional development training throughout the year in implementing best practices during the Math Workshop.  Targeted students will receive an	Grade level Teachers  ESE Teacher  Instructional Coach  Principal  Assistant Principal	GO Math! Curriculum  Instructional Focus Calendar  Common Planning Time	August – June

	of i-Ready and Mathletics 4x a week.	additional enrichment through multiple math resources.				
	Students will increase fluency in basic facts by tracking their progress quarterly in their math data notebooks.	Teachers will implement a fluency monitoring system in which students in grades K-5 are assessed weekly on basic facts.	Classroom Teachers  Instructional Coach	GO Math! Fluency Drills  Student Data Notebook	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	Level 1, and 2 students will	Instructional	GO Math! Tier II	September – June	

<p>identified and provided additional math instruction in small groups.</p>	<p>receive additional instructional time through RTI and the Team-up after school program.</p>	<p>Coach Classroom Teacher ESE Teacher Principal</p>	<p>and III Resources Mathletics and Ready MAFS (Team Up)</p>	
<p>Teachers will track data more efficiently in order to provide prescriptive and effective interventions/ enrichment.</p>	<p>Use supplemental web-based math programs to track student progress effectively.  Feedback will be provided to students during conference.</p>	<p>Principal Instructional coach; Classroom teachers</p>	<p>iReady Diagnostic system  GO Math! Interactive component</p>	<p>September- June</p>
<p>Teachers will integrate technology during instruction to increase student engagement.</p>	<p>Teachers will receive professional development on the various ways the devices can be used during instruction.</p>	<p>Classroom Teacher Instructional Coach Technology Chair Principal Assistant Principal</p>	<p>Mimio Teach  Mimio Vote  ELMO/ Projector</p>	<p>August-June</p>



**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	Writing Teacher  Classroom Teachers  Instructional Coach	Writing Conventions Instructional Material, Curriculum Associates Ready Writing Instruction	August - June

	drafts.		supplemental books	
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**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'</p>	<p>Committed time for quality professional development during early release days and planning</p>	Principal	<p>Professional Development Workshops in Science</p>	September – June

	resources.	days.	Science Teacher			
	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) \*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)

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**

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series - (Core Curriculum)

## **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)

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 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) \*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)

Third Grade

## **Reading & Writing**

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

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

Teacher's Toolbox- (Supplemental Resource)

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

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 Reading- (Core Curriculum)

## 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)

**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
- 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) \*Two class sets per grade level.

### **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 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)

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## **Social Studies**

Houghton Mifflin Social Studies Series (Core Curriculum)

Journeys Comprehensive Reading/Writing Series- (Core Curriculum)

## **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)

**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 <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 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
<b>Reading</b>					
<b>Reading</b>	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>				
<b>Math</b>							
	Subject	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline	
	<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
2017-18	A	457	50	65	45	72	70	80	75	100	98	100