

Wayman Academy of the Arts School Improvement Plan 2021-2022

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 (5) 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
2021	A	-----	36	54	38	34 *(5 th)	50 *(5 th)	40*(5 th)	70*(5 th)	100	98	100
2019	A	444	48	77	47	61	71	60	80	100	98	100
2018	B	418	35	76	37	61	77	61	71	100	98	100
2017	A	455	41	72	50	72	70	81	75	100	98	100
2016	B	412	43	64	32	61	74	67	71	100	98	100

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

In the 2021-2022 School Improvement Plan, Wayman Academy set the following achievement objectives based upon the data from 2020-21 school year:

- Reading/Language Arts
 - In 2022, 56% of students in grades 3-5 will achieve proficiency (FSA Level 3) in Reading. On last year's average 32% of our students were a level 2 in reading. These students will be targeted to move to a level 3 or above. Out of these 32% students, 15% of the students are considered 'Bubble' as they were less than 4 points away from making a level 3.
 - In 2022, 27% of 3rd graders will score above a level 3; this would be a 15% increase in comparison to 3rd grade 2021 FSA results.
 - In 2022, 21% of 3rd, 4th, and 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in Reading. There are 16% students in the school that achieved a level 4 or a 5 on 2021 FSA. We are strategizing to maintain their levels and move the high scorers of level 3 to level 4 or above.
 - In 2022, 60% of students will show learning gains in Reading. This is a 26- point increase from 2021.
 - In 2022, 70% of students in the lowest 25% will make learning gains in Reading. We are targeting for a 30-point increase from 2021 FSA.
- Math
 - In 2022, 69% of students in grades 3-5 will achieve proficiency in Mathematics. A 15% increase from last year is targeted by moving the 10% level 2 bubble students to a level 3 or higher.
 - In 2022, 25% of 3rd, 4th and 5th grade students will achieve above proficiency (FSA Levels 4 and 5) in mathematics. Currently there are 23% students who are a level 4 or above in grades 3-5. Maintaining their levels will allow us to achieve the target of 69%.
 - In 2022, 70% of students will show Learning Gains in Math as assessed by the FSA.
 - In 2022, 80% of the lowest 25% students will make learning gains in Math.
- Science
 - In 2022, 50% of fifth-grade students will achieve proficiency in science. This would be a 12% increase from 2021 FSA.

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

- Wayman Academy has 98% African American students with 100% on CET Lunch program. There were eight students with disabilities in 3-5 grades.
- Recent ELA FSA results show that 3rd grade decreased by 3 points, 4th grade decreased by 10-points, and 5th grade decreased by 22 percentage points. Overall the school decreased by 12 percentage points. On comparing other elementary schools, it showed that 100% schools in the neighborhood scored below Wayman Academy in 4th grade, 87% scored below in 3rd grade, and 25% of schools scored below in 5th grade, respectively. In 2022 51% of 3rd graders will score at proficiency levels; this would be a 9% increase in comparison to 3rd grade 2019 FSA results.
- From 2020 to 2021, Wayman Academy's scores in 4th grade ELA decreased by 10 percentage points in reading. Improving our reading scores in grades 3- 5th grade for next year is school's number one priority.

- In math FSA Wayman Academy lost 23 proficiency points. Our math gains were 50% and bottom quartile gains were 70%. 3rd grade math scores lost 44 proficiency points, 4th grade math lost 17 proficiency points, and we went down by 6-points in 5th grade math. Most of our bottom quartile students were in 5th grade this year. With no 2020 FSA administration, 5th grade was the only grade level to show gains for 2021 based off of 2019 scores. We will continue to provide support to 3-5 students and the teachers. This is our primary focus.
- There was a 9-point decrease in 5th grade FCAT science scores; therefore, increasing the rigor to target learning losses in science will be one of our prime targets.

iReady Diagnostic Assessment data comparison between Window 1 and Window 2:

Reading: There were 192 K-5 students tested in August-September, 2020. As a school only 25% students were on Tier 1 (on or above grade level), 51% students on Tier 2 (1 grade level below), and 24% on Tier 3 (>1 grade level below).

Grade level analysis showed that 23% Kindergartners, 17% first graders, 24% 2nd graders, 36% third graders, 22% fourth graders, and 25% fifth graders were on level for reading.

By the end of Window 2 in December, 2020 the school tested 195 students. 46% students were on Tier 1 (on or above grade level), 43% students on Tier 2 (1 grade level below), and only 3% on Tier 3 (>1 grade level below).

Grade level analysis showed that 69% Kindergartners, 38% first graders, 34% 2nd graders, 60% third graders, 48% fourth graders, and 32% fifth graders were on level for reading.

There was an increase of 21% in the students performing at grade level. First, Second and fifth grade showed the least amount of growth of only 21%, 10% and 7% respectively.

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

Math: There were 195 K-5 students tested in August-September, 2020. As a school only 15% students were on Tier 1 (on or above grade level), 62% students on Tier 2 (1 grade level below), and 23% on Tier 3 (>1 grade level below).

Grade level analysis showed that 16% Kindergartners, 9% first graders, 11% 2nd graders, 9% third graders, 15% fourth graders, and 28% fifth graders were on level for math.

By the end of Window 2 in December, 2020 the school tested 195 students. 38% students were on Tier 1 (on or above grade level), 51% students on Tier 2 (1 grade level below), and only 11% on Tier 3 (>1 grade level below).

Grade level analysis showed that 57% Kindergartners, 16% first graders, 24% 2nd graders, 21% third graders, 46% fourth graders, and 67% fifth graders were on level for math.

There was an increase of 23% in the students performing at grade level.

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

The academic performance data is analyzed in the tables below

ELA

English Language Arts	2016 FSA (Percentage of proficient students)	2017 (Percentage of proficient students)	2018 (Percentage of proficient students)	2019 (Percentage of proficient students)	2021 (Percentage of proficient students)
3 rd grade	28% (-15)	23% (-5)	30% (+7)	42% (+12)	39% (-3)
4 th Grade	48% (+11)	43% (-5)	27% (-16)	55% (+28)	44% (-10)
5 th Grade (Computer based)	54% (+34)	75% (+21)	53% (-22)	47% (-6)	25% (-22)
School wide	43% (+8)	41% (-2)	35% (-6)	48% (+13)	36% (-12)

Breakdown and Comparison between each level for 3rd Grade ELA

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (50)	40%	28%	16%	10%	0%	26%
2017 (53)	(17) 32%	(24) 45%	(7) 13%	(4) 7%	(1) 2%	23%
2018 (53)	(20) 31%	(24) 38%	(12) 19%	(4) 6%	(3) 5%	30%
2019 (55)	(17) 31%	(15) 27%	(17) 31%	(3) 5%	(3) 5%	42%
2021 (33)	(9) 27%	(11) 33%	(9) 27%	(4) 12%	0%	39%

Breakdown and Comparison between each level for 4th Grade ELA

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (28)	18%	32%	25%	18%	3%	46%
2017 (35)	23% (8)	34% (12)	31% (11)	11% (4)	0%	43% (15)
2018 (41)	20% (8)	54% (22)	20% (8)	7% (3)	0%	27% (11)
2019 (42)	14% (6)	29% (12)	36% (15)	14% (6)	5% (2)	55% (23)
2021 (29)	37% (11)	17% (5)	24% (7)	17% (5)	3% (1)	44% (13)

Breakdown and Comparison between each level for 5th Grade ELA

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (33)	12%	33%	27%	24%	3%	54%
2017 (28)	14% (4)	11% (3)	43% (12)	14% (4)	18% (5)	75% (21)
2018 (35)	23% (8)	23% (8)	40% (14)	11% (4)	3% (1)	54% (19)
2019 (36)	11% (4)	42% (15)	39% (14)	6% (2)	3% (1)	47% (17)
2021 (32)	28% (9)	46% (15)	6% (2)	12% (4)	6% (2)	25% (8)

Mathematics

Mathematics	2016 FSA (Percentage of proficient students)	2017 FSA (Percentage of proficient students)	2018 FSA (Percentage of proficient students)	2019 FSA (Percentage of proficient students)	2021 FSA (Percentage of proficient students)
3 rd grade	48% (+5)	64% (+16)	75% (+11)	80% (+5)	36% (-44)
4 th Grade	82% (+0)	51%(-31)	68% (+17)	69% (+1)	52% (-17)
5 th Grade	63% (+9)	89%(+26)	86% (-3)	81% (-8)	75% (-6)
School wide	61% (+3)	66% (+5)	76% (+10)	77% (+1)	54% (-23)

Breakdown and Comparison between each level for 3rd Grade Math

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (50)	20%	26%	30%	18%	0%	48%
2017 (53)	11% (6)	25% (13)	32% (17)	25% (13)	7% (4)	64% (34)
2018 (63)	5% (3)	21% (13)	41% (26)	22% (14)	11% (7)	75% (47)
2019 (55)	11% (6)	9% (5)	36% (20)	31% (17)	13% (7)	80% (44)
2021 (33)	36% (12)	27% (9)	27% (9)	9% (3)	0%	36 (12)

Breakdown and Comparison between each level for 4th Grade Math

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (28)	7%	10%	21%	43%	18%	82%
2017 (35)	23% (8)	26% (9)	37% (13)	11% (4)	3% (1)	51% (18)
2018 (41)	15% (6)	20% (8)	34% (14)	17% (7)	15% (6)	66% (27)
2019 (42)	19% (8)	10% (4)	33% (14)	29% (12)	7% (3)	69% (29)
2021 (29)	27% (8)	20% (6)	27% (8)	17% (5)	6% (2)	52% (15)

Breakdown and Comparison between each level for 5th Grade Math

Number of students	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
2016 (33)	18%	18%	21%	27%	12%	63%
2017 (28)	0%	10% (3)	25% (7)	36% (10)	29% (8)	89% (25)
2018 (35)	2% (1)	8% (3)	43% (15)	43% (15)	2% (1)	89% (31)
2019 (36)	8% (3)	11% (4)	25% (9)	31% (11)	25% (9)	81% (29)
2021 (32)	9% (3)	15% (5)	37% (12)	34% (11)	3% (1)	75% (24)

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, 'HMH into Reading', 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	HMH into Reading teacher and student resources	August – June

		Grade Level Teachers Instructional Coach		
All teachers will consistently implement diagnostic and formative assessments in an ongoing cycle of continuous improvement. I-Ready Growth Monitoring 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
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	Identify small groups using current iReady data and provide support for instruction.	Principal	Professional Development Data Chats	September – June

Diagnostic and Instructional support will be provided for Bottom Quartile students.		Assistant Principal		
<p>A 30 minute RTI time will be Integrated into the daily schedules of ELA teachers to instruct all Tier III students. Teachers will use Journeys Response to Intervention tiered books to instruct these students.</p> <p>ELA teachers will also use the supplemental book entitled, 'LAFS' to reinforce the standards that have been taught.</p> <p>In addition, teachers will have a 30-minute skills block in the computer lab using the interactive curriculum of i-Ready 4x a week.</p>	Targeted students will receive an additional 1.5 hours weekly of reading enrichment through multiple Reading Resources.	Principal, Instructional Coaches and Classroom Teachers	Supplemental Reading Resources , Houghton Mifflin digital resources, CA Teachers Toolbox, ReadWorks, CPalms, Achieve Articles, Renaissance, and Learning A-Z.	September – June
Instruction will be provided for all Level 1-2 After School Program students.	After School Learning will be available for all students in grades 3-5 that scored a level 1 or 2.	Principal Team Up Director Classroom Teachers	After School Learning Materials: Curriculum Associates supplemental materials: Reading Achieve packs Rewards	September – April 4 days a week

Students' progress will be held in data notebooks and will be monitored through weekly data chats.	Grade levels and subject areas teachers will have weekly data chats to review individual student progress and share best practices.	Classroom Teachers Instructional Coach Principal	Data Chat Logs Professional Development Books and Articles	September - June
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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 curriculum of i-Ready and MAFS 4x a week.</p>	<p>Teachers will receive professional development training throughout the year in implementing best practices during the Math Workshop.</p> <p>Targeted students will receive an additional enrichment through multiple math resources.</p>	<p>Grade level Teachers</p> <p>ESE Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principal</p>	<p>GO Math! Curriculum</p> <p>Instructional Focus Calendar</p> <p>Common Planning Time</p>	August – June
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.	<p>Classroom Teachers</p> <p>Instructional Coach</p>	<p>GO Math! Fluency Drills</p> <p>Student Data Notebook</p>	September - June

Increase students' lack of exposure to higher order questioning	Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning (DOK 3 and DOK 4 levels)	Classroom Teachers Instructional Coach Principal	Webb's Depth of Knowledge question stems Lesson planning template from Common Core Institute	September - June
Teachers will differentiate instruction to meet the needs of the higher level thinkers.	Teachers will provide higher-level assignments for problem solving.	Classroom Teachers	Question Stems for Math Vocabulary	September– June
Lower performing students will be identified and provided additional math instruction in small groups.	Level 1, and 2 students will receive additional instructional time through RTI and the After School Learning Program.	Instructional Coach Classroom Teacher ESE Teacher Principal	GO Math! Tier II and III Resources Coach Performance and Ready MAFS (ASLP)	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 provided to students during conference.	Principal Instructional coach; Classroom teachers	iReady Diagnostic system Teacher Data Notebook GO Math! Interactive component	September- June

			Teacher/ Student Data Notebook Principal's Club (school-wide)	
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 Apple iPads	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	Classroom Teachers	Writing Rubrics Writing Prompts	September – June

	effective, up to date instruction and RTI	Instructional Coach		
Improve K thru 5 th grade proficiency in writing genres & 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, HMH into Reading/Writing Curriculum, and Top Score Writing.	August - June

Science Plan

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

<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>Teachers will utilize the HMH digital learning resources at edlearning.</p> <p>Schedules are created with time allotted to visit the science lab once a week.</p>	<p>Classroom Teachers</p> <p>Principal</p> <p>Instructional Coach</p>	<p>Science Software</p> <p>Science Lab</p> <p>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</p> <p>Principal</p> <p>Instructional Coach</p>	<p>Curriculum Associates</p> <p>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.

HMH into 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 /HMH into Reading Activities- (Learning Stations) & a Station for Silent Reading with a Response/Performance Tasks

RTI

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

Tier II Students- HMH into Reading Core Program + Strategic Intervention * (HMH into Reading Teaching Resources)

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

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

HMH into Reading/Writing Series- (Core Curriculum)

Science

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

Math

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

Go Math- (Core Curriculum)

First Grade

Reading & Writing

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

HMH into Reading - (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 /HMH into Reading- (Learning Stations) & a Station for Silent Reading with a Response/Performance Tasks

RTI

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

Tier II Students- HMH into Reading + Strategic Intervention * (HMH into Reading Teaching Resources)

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

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

HMH into Reading /Writing Series - (Core Curriculum)

Science

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

Math

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

Go Math- (Core Curriculum)

Second Grade

Reading & Writing

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

HMH into 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 /HMH into Reading 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)

HMH into Reading/Writing Series (Core Curriculum)

Science

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

Math

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

Go Math- (Core Curriculum)

Third Grade

Reading & Writing

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

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

Top Score Writing- (proven system that makes teaching writing easier, student learning faster and is proven to achieve a 70% increase in writing test scores on average.

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 /HMH into Reading Activities- (Learning Stations) & a Station for Silent Reading with a Response/Performance Tasks

RTI

Tier I Students- HMH into Reading Series + Computer Based Activities and Independent Reading

Tier II Students- HMH into Reading Core Program + Strategic Intervention * (HMH into Reading Teaching Resources)

Tier III Students- HMH into Reading Series + Strategic Intervention + Intensive Intervention for students far below grade level *(HMH into Reading Tool Kit)

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

HMH into Reading Comprehensive Series/Writing Reading- (Core Curriculum)

Science

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

Math

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

Go Math- (Core Curriculum)

3-5 Bottom Quartile Students will be provided with additional support; IReady Reading (Instructional). Students for both subject areas will be identified and targeted based off of 2020-2021 FSA scores and iReady Diagnostic profiles.

Fourth Grade

Reading & Writing

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

HMH into Reading - (Core Comprehensive Reading/Writing/Language Arts Curriculum)

Top Score Writing- (proven system that makes teaching writing easier, student learning faster and is proven to achieve a 70% increase in writing test scores on average.

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 / HMH into Reading Activities- (Learning Stations) & a Station for Silent Reading with a Response/Performance Tasks

RTI

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

Tier II Students- HMH into Reading Core Program + Strategic Intervention * (HMH into Reading Teaching Resources)

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

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

HMH into Reading Comprehensive/Writing Series- (Core Curriculum)

Science

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

Math

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

Go Math- (Core Curriculum)

3-5 Bottom Quartile Students will be provided with additional support; IReady Reading (Instructional). Students for both subject areas will be identified and targeted based off of 2020-2021 FSA scores and iReady Diagnostic Profiles.

Fifth Grade

Reading

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

HMH into 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 /HMH into Reading Activities- (Learning Stations) & a Station for Silent Reading with a Response/Performance Tasks

Top Score Writing- (proven system that makes teaching writing easier, student learning faster and is proven to achieve a 70% increase in writing test scores on average.

RTI

Tier I Students- HMH into Reading Program + Computer Based Activities and Independent Reading

Tier II Students- HMH into Reading Program + Strategic Intervention * (HMH into Reading Teaching Resources)

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

Social Studies

Houghton Mifflin Social Studies Series (Core Curriculum)

HMH into Reading/Writing Series- (Core Curriculum)

Science

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

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)

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 2020-2021 FSA scores and iReady Diagnostic Profiles.

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

Reading Deficiencies

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Non-Consistency with Data Disaggregation	<p>100% of teachers will consistently implement formative and diagnostic assessments in an ongoing cycle of continuous Improvement. The school has purchased license for I-Ready Diagnostic assessments and Standards Mastery for consistent and reliable data tracking.</p> <p>There will be ongoing Data Chats (weekly) with coaches and administrators (monthly) basis.</p>	Teachers will meet in grade levels at least once a week. The focus of the meetings will be to determine which strategies worked best in reading instruction, what assessments will be used to measure student learning, and to identify the students who need extra instructional help.	<p>Grade level Teachers</p> <p>ESE Teacher</p> <p>Guidance Counselor</p> <p>Instructional Coach</p> <p>Assistant Principal</p> <p>Principal</p>	<p>Instructional Focus Calendar</p> <p>Common Planning Time</p> <p>Reading resources</p>	August – June
Scheduling for the ELA Block	All grade levels will have 2.5 hours of ELA block, which will consist of 90 minutes of reading instruction and 60 minutes of writing instruction.	The daily schedule will be structured so that all students will receive a minimum of 90 minutes of reading instruction daily.	<p>Principal</p> <p>Assistant Principal</p> <p>Grade Level Teachers</p>	<p>Class schedules</p> <p>Class Time</p>	August – June

			Instructional Coach		
Non-consistent small group instruction using authentic data and documentation	Regular, focused small group instruction will be held for high risk and bottom quartile students. Ready supplemental Instructional materials will be used based upon the I-Ready data. All teachers will utilize the RTi and Guided Reading documentation sheet to track progress.	Identify small groups using current data and provide support for instruction.	Principal Assistant Principal	Professional Development Data Chats HMH into Reading 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. The school will open 30 minutes early in the morning to provide extra tutoring time to students.	Targeted students will receive an additional 1.5 hours of reading enrichment through several reading resources on a weekly basis.	Principal, Instructional Coaches and Classroom Teachers Para professionals	Supplemental Reading Resources	September – June
Selection of After School Learning Program students	Provide ASLP instruction for all Level 1-2 students.	ASLP will be available for all students in grades 3 through 5 that scored a level 1 or 2.	Principal ASLP Director Classroom Teachers	ASLP Materials: Curriculum Associates supplemental materials, i-Ready Teachers' Toolbox Rewards	September – April 4 days a week

Unstable data chats	<p>Progress monitor with weekly data chats.</p> <p>The principal will monitor the efficiency of the data chats.</p>	Grade levels and subject area teachers will have weekly data chats to review individual student progress and to share best practices.	<p>Classroom Teachers</p> <p>Instructional Coaches</p> <p>Guidance Counselor</p> <p>Principal</p>	<p>Data Chat Logs</p> <p>Professional Development Books and Articles</p>	September - June
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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.	<p>Grade level Teachers</p> <p>ESE Teacher</p> <p>Instructional Coach</p> <p>Principal</p> <p>Assistant Principal</p>	<p>Instructional Focus Calendar</p> <p>Common Planning Time</p> <p>Go Math</p>	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 in the classrooms.	Teachers will create DOK questions that meet the requirements of the Florida State Standards. They will implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning.	Classroom Teachers Instructional Coach Principal	Webb's Depth of Knowledge question stems Lesson planning template from Common Core Institute	September - June
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 After School Learning Program.	Instructional Coach Guidance Counselor Classroom Teacher ESE Teacher Para professionals	Supplemental Math Materials, Ready MAFS, Problem solving and Test Prep supplemental books.	September - June

			Principal		
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
Loss of Face-to-face instruction due to COVID-19.	Provide instruction during RtI to close the academic gap. Provide opportunities for teachers to collaborate and vertically plan, Grades 2-5.	Purchase supplemental math materials	Principal Instructional Coach Classroom Teachers	Houghton Mifflin RtI Tier I and II Series i-Ready Tool-Box TpT Materials	September - June

Writing Deficiencies

Deficiency	Strategy	Action Step	Person Responsible	Resources Needed	Timeline
Including 60 minutes of writing in daily schedules. All grade level teachers not doing writing daily.	Provide adequate instructional time. Monitor writing lesson plans with walk-throughs throughout the school year. Doing evaluative observations, mandate to observe writing lessons.	Each class will implement a 60 minute Writer's Workshop model in their class.	Classroom Teachers Principal Instructional Coach	Time in the schedule Top Score Writing	August – June

Only the teacher was monitoring the writing data	Effectively monitor the writing data throughout the school year.	Have monthly writing prompts school-wide. Disaggregate the data in a timely manner for effective, up to date instruction and RTI	Classroom Teachers Instructional Coach FSA Writing team	Writing Rubrics Writing Prompts Writing Exemplar Samples	September – June
Writing genres & conventions not being consistently followed upon	Improve K thru 5 th grade proficiency in writing genres & conventions. Using core curriculum writing, Phonics books, and instruction in grammar to build students' vocabulary skills. Also, use mentor text/writing samples.	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 HMH into Reading/Writing Curriculum	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 30 minutes three times a week. Grades 3 – 4 will teach science 45 minutes three times per week.	Science Teachers	Classroom Schedules, Integrated science curriculum through Scholastic News magazines	August - June

		Fifth grade will teach science 60 minutes daily			
Limited high quality professional development sessions	Provide quality professional development for all teachers.	Time committed for quality professional development	Principal Science Teacher	Professional Development Workshops in Science	September – June
Inconsistent use of lab resources and manipulatives	Institute science resources and technology for differentiated instruction.	Preplanning units of study in order to submit request of materials needed in a timely manner. School wide resource time implemented in the schedules for science lab.	Classroom Teachers Principal Instructional Coach Para professionals	Science Software Science Lab Science Websites	September - June
Loss of Face-to-face instruction due to COVID-19.	Provide opportunities for Grade 3-5 teachers to collaborate and vertically plan science lessons.	Fifth Grade Science teacher will share and discuss the 3-4 standards tested in Grade 5.	Principal 3-5 Classroom Teachers Instructional Coach	Science Fusion Curriculum	September - June

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

Barriers to Success

	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline
Reading					
Reading	Teachers' ability to integrate supplemental materials to enhance reading instruction.	Administration purchased supplemental materials from Curriculum Associates for teachers to use 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, small groups, and guided reading) to address individual student needs.	Principal Assistant Principal Instructional Coach	Lesson Plans Professional Development Materials Classroom Walkthroughs Data Notebooks	August-June
	Lesson Planning and instructional delivery embeds higher order questioning aligned to Webb's Depth of Knowledge.	Lesson plans will be reviewed during classroom walkthroughs to ensure implementation of higher order questioning. Common Lesson plan templates 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 will be provided for pleasure reading.	Classroom Teachers Guidance Counselor Parents Students	Weekly Readers Non-fiction texts	September - June

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

		Purchase and implement web based math programs to help strengthen knowledge of basic math facts.		Teachers' Tool Box	
Writing					
Subject	Barrier	Action	Person(s) Responsible	Resources Needed	Timeline
Writing	The lack of writing mechanics/conventions being emphasized in prior years.	Teach/emphasize writing genres & 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 HMH into Reading/Writing Curriculum Top Score Writing	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
2021- 2022												