
2022-2023 SCHOOL IMPROVEMENT PLAN

CHARTER SCHOOL

Wayman Academy of The Arts

1176 LaBelle Street

Jacksonville, FL 32205

904-695-9995

<https://www.waymanacademy.org/>

Principal/Instructional Leader: Marla Almon

Charter School Governing Board Chair: Rev. Mark L. Griffin

SCHOOL DEMOGRAPHICS

SCHOOL TYPE
Elementary School

TITLE I
Yes

FREE/REDUCED LUNCH RATE
100%

KG-5

ALTERNATIVE/ESE CENTER
No

CHARTER
Yes

MINORITY RATE
98%

SCHOOL GRADES HISTORY

2017-2018

2018-2019

2019-2020

2020-2021

2021-2022

B

A

N/A

-

F

SIP AUTHORITY AND TEMPLATE

Section 1002.33(9), Florida Statutes, and State Board of Education Rule 6A-1.099827, F.A.C., require low performing charter schools to develop and implement strategies to raise student achievement.

A charter school that receives a school grade of "D" or "F" must develop and implement a school improvement plan. The plan must be approved by the charter school's sponsor.

A charter school that receives three consecutive grades of "D", two consecutive grades of "D" followed by a grade of "F", or two nonconsecutive grades of "F" within three years must select one of the following corrective actions:

1. Contract for educational services to be provided directly to students, instructional personnel, and school administrators;
2. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school;
3. Reorganize the school under a new director or principal who is authorized to hire new staff; or
4. Voluntarily Close.

School Mission Statement

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

Include the most recent three (3) years if applicable

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
2022	F	174	30	26	8	42	28	17	23	99	98	100
2021	---	-----	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

Student Achievement Objectives

Include objectives from the Charter Contract or most recent Sponsor approved School Improvement Plan

In the 2022-2023 School Improvement Plan, Wayman Academy set the following achievement objectives based upon the data from 2021-22 school year:

- Reading/Language Arts
 - In 2022, 30% of students in grades 3-5 were proficient. In 2023, 45% of our students will show one year's growth from PM 1 to PM 3 in Reading.
- Math
 - In 2022, 26% of students in grades 3-5 were proficient. In 2023, 45% of our students will show one year's growth from PM 1 to PM 3 in Math.
- Science
 - In 2022, 8% of fifth-grade students were proficient in science. In 2023, Science proficiency will increase from 8% to 25%.

Analysis of Student Performance Data

Include the Academic Performance by Each Subgroup

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

- Wayman Academy has 98% African American students with 100% on FR Lunch program. Students with disabilities make up 20% of the student population in 3-5 grades.
- Recent Reading FSA results show that 3rd grade decreased by 13 points, 4th grade decreased by 4-points, and 5th grade decreased by 1 percentage point. Overall, the school decreased by 6 percentage points. Our Reading gains were 42% and lowest performing quartile gains were 17%. Our goal for the 2022-2023 school year in Reading is for at least 45% of our students to show a year's growth from PM 1 to PM 3.

- On the Math FSA, Wayman Academy overall school score decreased 28 proficiency points. Our math gains were 28% and lowest performing quartile gains were 23%. 3rd grade Math scores lost 10 proficiency points, 4th grade Math lost 32 proficiency points, and we went down 43 points in 5th grade Math. Our goal for the 2022-2023 school year in Math is for 45% of our students to show a year's growth from PM 1 to PM 3.
- There was a 30-point decrease in 5th grade Science scores. Our goal this year will be to increase Science proficiency from 8% to 25%.

Wayman Academy of The Arts						
2021-22 English Language Arts Assessment Results by Achievement Level						
Category	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3 +
Total Students	47.6%	22.6%	19.0%	6.0%	4.8%	29.8%
Economically Disadvantaged	47.6%	22.6%	19.0%	6.0%	4.8%	29.8%
English Language Learners	*	*	*	*	*	*
Foster	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Family Student	*	*	*	*	*	*
Students with Disabilities	83.3%	5.6%	11.1%	0.0%	0.0%	11.1%
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black/African American	46.8%	24.1%	19.0%	6.3%	3.8%	29.1%
Hispanic	*	*	*	*	*	*
Multiracial	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Female	40.8%	24.5%	18.4%	10.2%	6.1%	34.7%
Male	57.1%	20.0%	20.0%	0.0%	2.9%	22.9%
Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk ().						

Wayman Academy of The Arts						
2021-22 Mathematics Assessment Results by Achievement Level						
Category	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3 +
Total Students	54.8%	19.0%	20.2%	6.0%	0.0%	26.2%
Economically Disadvantaged	54.8%	19.0%	20.2%	6.0%	0.0%	26.2%
English Language Learners	*	*	*	*	*	*
Foster	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Migrant	*	*	*	*	*	*
Military Family Student	*	*	*	*	*	*
Students with Disabilities	72.2%	16.7%	11.1%	0.0%	0.0%	11.1%
American Indian/Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black/African American	53.2%	20.3%	20.2%	6.3%	0.0%	26.6%
Hispanic	*	*	*	*	*	*
Multiracial	*	*	*	*	*	*
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Female	53.1%	16.3%	24.5%	6.1%	0.0%	30.6%
Male	57.1%	22.9%	14.3%	5.7%	0.0%	20.0%
Data are suppressed when the total number of students within a subgroup (across all categories) is less than 10 and is noted by an asterisk ().						

iReady Diagnostic Assessment data comparison between Window 1 and Window 3:

Reading: There were 185 K-5 students tested in August-September 2021. As a school only 20% students were on Tier 1 (on or above grade level), 54% students on Tier 2 (1 grade level below), and 26% on Tier 3.

Grade level analysis showed that 11% Kindergartners, 17% first graders, 17% 2nd graders, 31% third graders, 28% fourth graders, and 16% fifth graders were on level for Reading.

By the end of Window 3 in May 2022 the school tested 184 students. 41% students were on Tier 1 (on or above grade level), 38% students on Tier 2 (1 grade level below), and only 21% on Tier 3.

Grade level analysis showed that 60% Kindergartners, 39% first graders, 42% 2nd graders, 28% third graders, 28% fourth graders, and 28% fifth graders were on level for Reading.

There was an increase of 21% in the students performing at grade level. 3rd grade showed a 3% decrease and 4th grade showed no growth.

Math: There were 184 K-5 students tested in August-September 2021. As a school only 7% students were on Tier 1 (on or above grade level), 71% students on Tier 2 (1 grade level below), and 22% on Tier 3.

Grade level analysis showed that 3% Kindergartners, 6% first graders, 0% 2nd graders, 6% third graders, 14% fourth graders, and 12% fifth graders were on level for Math.

By the end of Window 3 in May 2022 the school tested 183 students. 29% students were on Tier 1 (on or above grade level), 52% students on Tier 2 (1 grade level below), and only 19% on Tier 3.

Grade level analysis showed that 30% Kindergartners, 33% first graders, 39% 2nd graders, 28% third graders, 19% fourth graders, and 24% fifth graders were on level for Math.

There was an increase of 22% in the students performing at grade level. Fourth grade showed the least amount of growth, increasing only 5%.

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)	2022 (Percentage of proficient students)
3 rd grade	28% (-15)	23% (-5)	30% (+7)	42% (+12)	39% (-3)	26% (-13)
4 th Grade	48% (+11)	43% (-5)	27% (-16)	55% (+28)	44% (-10)	40% (-4)
5 th Grade (Computer based)	54% (+34)	75% (+21)	53% (-22)	47% (-6)	25% (-22)	24% (-1)
School wide	43% (+8)	41% (-2)	35% (-6)	48% (+13)	36% (-12)	30% (-6)

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%
2022	19 (54%)	7 (20%)	5 (14%)	2 (6%)	2 (6%)	26%

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)
2022	44% (11)	16% (4)	24% (6)	8% (2)	8% (2)	40% (10)

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)
2022	44% (11)	32% (8)	20% (5)	4% (1)	0 (0)	24% (6)

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)	2022 FSA (Percentage of proficient students)
3 rd grade	48% (+5)	64% (+16)	75% (+11)	80% (+5)	36% (-44)	26% (-10)
4 th Grade	82% (+0)	51% (-31)	68% (+17)	69% (+1)	52% (-17)	20% (-32)
5 th Grade	63% (+9)	89% (+26)	86% (-3)	81% (-8)	75% (-6)	32% (-43)
School wide	61% (+3)	66% (+5)	76% (+10)	77% (+1)	54% (-23)	26% (-28)

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)
2022	63% (22)	11% (4)	17% (6)	9% (3)	0%	26% (9)

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)
2022	56% (14)	24% (6)	16% (4)	4% (1)	0%	20% (5)

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)
2022	44% (11)	24% (6)	28% (7)	4% (1)	0%	32% (8)

Detailed Plan for Addressing Each Identified Deficiency in Student Performance

Include Specific Actions, Person Responsible, Resources Needed, and Timeline

Reading

Strategy	Action	Person Responsible	Resources Needed	Timeline
The teachers will follow the Language Arts curriculum entitled,	All ELA teachers will follow the curriculum as well as create lesson plans to support the BEST Standards.	Principal Assistant Principal Grade Level Teachers Reading Coach	HMH into Reading teacher and student resources	August – June

'HMH into Reading', with fidelity				
All teachers will consistently implement diagnostic and formative assessments in an ongoing cycle of continuous Improvement. I-Ready Growth Monitoring assessments will be used monthly 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 Reading 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– 5th 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 Reading 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 Lowest Performing Quartile students.	Identify small groups using current iReady data and provide support for instruction.	Principal Assistant Principal Reading Coach	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. ELA teachers 3-5 will also use the supplemental resources from iReady and HMH to reinforce the standards that have been taught. In addition, teachers will have a 30-minute skills block with IPADS using the interactive curriculum of (K-2) I-Ready 3x's per week and Smarty Ants 2x's per week. (3-5) I-Ready 3x's per week and Achieve3000 2x's per week)</p>	<p>Targeted students will receive an additional 1.5 hours weekly of reading enrichment through multiple Reading Resources.</p>	<p>Principal, Reading Coach Classroom Teachers</p>	<p>Supplemental Reading Resources, Houghton Mifflin digital resources, iReady Toolbox, ReadWorks, CPalms, Achieve Articles, Renaissance, and Learning A-Z. I-Ready, Achieve3000, Smarty Ants</p>	<p>September – June</p>
<p>Instruction will be provided for all Level 1-2 After School Program students.</p>	<p>After School Learning will be available for all students in grades 3-5 that scored a level 1 or 2.</p>	<p>Principal ASLP Director Classroom Teachers</p>	<p>After School Learning Materials: Curriculum Associates supplemental materials: Reading iReady/Achieve3000</p>	<p>September – May 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 Reading Coach Principal</p>	<p>Data Chat Logs Professional Development Books and Articles</p>	<p>September - June</p>

Math

Strategy	Action	Person Responsible	Resources Needed	Timeline
<p>All math teachers will implement a 60-minute Math Workshop using the core Math curriculum (GO Math!). In addition, teachers will implement 30 skills block which will include I-Ready math and Achieve3000 Math (3-5).</p>	<p>Teachers will receive professional development training throughout the year in implementing best practices during the Math Workshop. Targeted students will receive an additional enrichment through multiple math resources.</p>	<p>Grade level Teachers ESE Teacher Math Coach Principal Assistant Principal</p>	<p>GO Math! Curriculum Instructional Focus Calendar</p> <p>Common Planning Time I-Ready Math Achieve3000 Math</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 Math Coach</p>	<p>GO Math! Fluency Drills Student Data Notebook</p>	<p>September - June</p>
<p>Increase students' lack of exposure to higher order questioning</p>	<p>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)</p>	<p>Classroom Teachers Math Coach Principal</p>	<p>Webb's Depth of Knowledge question stems Lesson planning template</p>	<p>September - June</p>
<p>Teachers will differentiate instruction to meet the needs of the higher-level thinkers.</p>	<p>Teachers will provide higher-level assignments for problem solving.</p>	<p>Classroom Teachers</p>	<p>Question Stems for Math Vocabulary</p>	<p>September– June</p>
<p>Lower performing students will be identified and provided additional</p>	<p>Level 1, and 2 students will receive additional instructional</p>	<p>Math Coach Classroom Teacher ESE Teacher Principal</p>	<p>GO Math! Tier II and III Resources iReady and Achieve 3000 Math lessons (ASLP)</p>	<p>September – June</p>

math instruction in small groups.	time through RTI and the After School Learning Program.			
Teachers will track data more efficiently 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 Math Coach Classroom teachers	iReady Diagnostic system Teacher Data Notebook GO Math! Interactive component Teacher/ Student Data Notebook	September- June
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 Math Coach Technology Chair Principal Assistant Principal	Mimio Teach Mimio Vote ELMO/ Projector Apple iPads	August-June

Writing

Strategy	Action	Person Responsible	Resources Needed	Timeline
Teachers will provide adequate instructional time. Additional resource of Top Score 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 Reading 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 Reading Coach	Top Score Writing Rubrics and Writing Prompts	September – June

Improve K thru 5th 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 Reading Coach	Writing Conventions Instructional Materials, HMH into Reading/Writing Curriculum, and Top Score Writing.	August - June
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Science

Strategy	Action	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 HMH Science 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
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	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. Teachers will utilize the HMH digital learning resources at Edlearning.	Classroom Teachers Principal Math Coach	Science Software Science Lab Science Websites	September - June

Houghton Mifflin online digital resources.				
5th 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 Math Coach	Curriculum Associates Science Test Ready, Passwords Science Vocabulary	January- April

Identification of Each Component of the 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 and Smarty-Ants - 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

HMH into Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines (Supplemental)

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 and Smarty-Ants - 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)

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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

HMH into Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines (Supplemental)

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 and Smarty-Ants - 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

HMH into Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines (Supplemental)

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 and Achieve3000 - 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

HMH into Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines (Supplemental)

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

Achieve3000 Math - Provides on level instructional support; determines how you will group your students for small groups

Go Math- (Core Curriculum)

3-5 Lowest Performing Quartile Students will be provided with additional support: IREADY Reading (Instructional). Students for both subject areas will be identified and targeted based off 2022-2023 FSA scores, PMs and iReady Diagnostic profiles.

Fourth Grade

Reading & Writing

IReady and Achieve3000 - 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

HMH into Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines (Supplemental)

Science

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

Math

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

Achieve3000 Math - Provides on level instructional support; determines how you will group your students for small groups

Go Math- (Core Curriculum)

3-5 Lowest Performing Quartile Students will be provided with additional support: IREADY Reading (Instructional). Students for both subject areas will be identified and targeted based off 2022-2023 FSA scores, PMs and iReady Diagnostic Profiles.

Fifth Grade

Reading

IReady and Achieve3000 - 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

HMH into Reading/Writing Series- (Core Curriculum)

Scholastic News Magazines (Supplemental)

Science

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

Ready Passwords- (Small Group); Test Ready- Assessment Piece

Math

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

Achieve 3000 Math - 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 2022-2023 FSA scores, PMs and iReady Diagnostic Profiles.

Detailed Plan for Addressing Each Identified Deficiency Noted in above

Include Specific Actions, Person Responsible, Resources Needed, and Timeline

Reading

Deficiency	Action	Person Responsible	Resources Needed	Timeline
Inconsistent 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> <p>Teachers will meet in grade levels at least once a week. The focus of the meetings will be to determine which strategies worked best in reading instruction, what assessments will be used to measure student learning, and to identify the students who need extra instructional help.</p>	<p>Grade level Teachers ESE Teacher Guidance Counselor Reading Coach Assistant Principal Principal</p>	<p>Instructional Focus Calendar</p> <p>Common Planning Time</p> <p>Reading resources</p>	August – June
Uninterrupted ELA Block	<p>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.</p> <p>The daily schedule will be structured so that all students will receive a minimum of 90</p>	<p>Principal Assistant Principal Grade Level Teachers Reading Coach</p>	<p>Class schedules Class Time</p>	August – June

	minutes of reading instruction daily.			
Inconsistent small group instruction using authentic data and documentation	<p>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.</p> <p>Identify small groups using current data and provide support for instruction.</p>	Principal Assistant Principal Guidance Counselor	Professional Development Data Chats HMH into Reading leveled Guided Reading books	September – June
Providing rigorous instruction during the scheduled RTI time	<p>All ELA teachers will integrate an additional 30 minutes into their reading block to support RTI instruction.</p> <p>The school will open 30 minutes early in the morning to provide extra tutoring time to students.</p>	Principal, Assistant Principal Reading Coach Classroom Teachers Paraprofessionals Guidance Counselor	Supplemental Reading Resources	September – June
Selection of After School Learning Program students	<p>Provide ASLP instruction for all Level 1-2 students.</p> <p>ASLP will be available for all students in grades 3 through 5 that scored a level 1 or 2.</p>	Principal Assistant Principal ASLP Director Classroom Teachers	ASLP Materials: Curriculum Associates supplemental materials, i-Ready Teachers' Toolbox Rewards	September – April 4 days a week

<p>Teachers lacked experience with reading student data</p>	<p>Progress monitor with weekly data chats.</p> <p>The principal will monitor the efficiency of the data chats.</p> <p>Grade levels and subject area teachers will have weekly data chats to review individual student progress and to share best practices.</p>	<p>Classroom Teachers</p> <p>Reading Coach Guidance Counselor</p> <p>Principal</p> <p>Assistant Principal</p>	<p>Data Chat Logs</p> <p>Professional Development Books and Articles</p>	<p>September - June</p>
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Math

Deficiency	Action	Person Responsible	Resources Needed	Timeline
<p>Scheduling uninterrupted math block</p>	<p>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</p> <p>Teachers will receive professional development training throughout the year learning how to implement best practices during the Math Workshop.</p>	<p>Grade level Teachers ESE Teacher Math Coach Principal Assistant Principal</p>	<p>Instructional Focus Calendar</p> <p>Common Planning Time</p> <p>Go Math</p>	<p>August – June</p>

<p>Students lacking some of the basic mathematics skills</p>	<p>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.</p>	<p>Classroom Teachers Math Coach</p>	<p>Math facts practice sheets</p>	<p>September - June</p>
<p>Teachers lacking knowledge of higher order questioning skills</p>	<p>Increase teachers' lack of exposure to higher order questioning by providing them with Depth of Knowledge (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.</p>	<p>Classroom Teachers Math Coach Principal Assistant Principal</p>	<p>Webb's Depth of Knowledge question stems Lesson planning template</p>	<p>September - June</p>
<p>Differentiated Instruction for students who scored a Level 3, 4, or 5.</p>	<p>To meet the needs of higher-level thinkers, teachers will differentiate instruction. Teachers will provide higher-level assignments for problem solving.</p>	<p>Classroom Teachers</p>	<p>Question Stems for Math Vocabulary</p>	<p>September– June</p>
<p>Differentiated Instruction for students who scored a Level 1 and 2.</p>	<p>Lower performing students in math will be targeted for additional instruction. Provide additional instructional time for Level 1 and 2 students</p>	<p>Math Coach Guidance Counselor Classroom Teacher ESE Teacher Paraprofessionals</p>	<p>Supplemental Math Materials, Ready MAFS, Problem solving and Test Prep supplemental books.</p>	<p>September – June</p>

	with RTI and After School Learning Program.	Assistant Principal 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 Assistant Principal Math Coach Classroom Teachers Guidance Counselor	iReady Diagnostic and progress monitoring system Houghton Mifflin diagnostic and instructional digital program	September- June
Learning loss due to the onset of COVID 19 in addition to the summer learning loss	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 RTI	Principal Assistant Principal Math Coach Classroom Teachers	Houghton Mifflin RtI Tier I and II Series i-Ready Toolbox	September - June

Writing

Deficiency	Action	Person Responsible	Resources Needed	Timeline
Including 60 minutes writing daily for all students.	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 Assistant Principal Reading Coach	Time in the schedule Top Score Writing	August – June

Implement writing across all grade levels and all subjects.	Effectively monitor the writing data throughout the school year. Continue to have monthly writing prompts school wide. Disaggregate the data in a timely manner for effective, up to date instruction and RTI	Classroom Teachers Reading Coach	Writing Rubrics Writing Prompts Writing Exemplar Samples	September – June
Inconsistent instruction in writing genres & conventions	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 Reading Coach	Writing Conventions Instructional Material Ready Phonics books HMH into Reading/Writing Curriculum	August – June

Science

Deficiency	Action	Person Responsible	Resources Needed	Timeline
Inconsistent science instruction 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, HMH Science Resources	August - June

	Fifth grade will teach science 60 minutes daily			
Limited high quality professional development opportunities	Provide quality professional development for all teachers. Time committed for quality professional development	Principal Assistant Principal Science Teacher	Professional Development Workshops in Science	September – June
Lack 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. Purchase items needed to support Science lessons in a timely fashion	Classroom Teachers Principal Assistant Principal Math Coach Paraprofessionals	Science Software Science Lab Science Websites	September - June
Learning loss due to the onset of COVID in addition to summer learning loss	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 Assistant Principal 3-5 Classroom Teachers Math Coach	Science Fusion Curriculum	September - June

Identification of Other Barriers to Student Success, with a Detailed Plan for Addressing Each Barrier

Include Specific Actions, Person Responsible, Resources Needed, and Timeline

Reading

Barrier	Action	Person Responsible	Resources Needed	Timeline
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, Assistant Principal, Reading Coach and Grade Level Chairpersons	Technology Supplemental Materials	August-June
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 Reading 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	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.	Classroom Teachers Guidance Counselor Parents Students	Weekly Readers Non-fiction texts	September - June

	<p>Increased opportunities will be provided for pleasure reading. Reading room for students to practice independent reading</p> <p>Purchased Scholastic Weekly Readers for all grade levels</p>	Administration		
Recruiting/Retaining certified teachers in grades 3-5.	<p>School Leadership will host job fair and/or participate in local job fairs to hire certified teachers.</p> <p>Wayman Academy will provide reimbursement incentives for non-certified teachers who register and pass any part of the Florida Teacher Certification Exam.</p> <p>Increase teacher starting salary to offer 2k above the salary for DCPS certified teachers.</p>	Governing Board Administration	Schedule Job Fair Media Posts and Advertisement	July - June

Math

Barrier	Action	Person Responsible	Resources Needed	Timeline
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 teachers that</p>	Principal Asst. Principal Math Coach Classroom Teachers	Data Chats (individual and grade level) Lesson Plans Classroom Observations	September - June

	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 Math Coach Students	FAST 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 Asst. Principal Teachers Math Coach	Differentiated Materials Supplemental math materials Teachers' Toolbox	September - June
Recruiting/Retaining certified teachers in grades 3-5.	School Leadership will host job fair and/or participate in local job fairs to hire certified teachers. Wayman Academy will provide reimbursement incentives for non-certified teachers who register and pass any part of the Florida Teacher Certification Exam. Increase teacher starting salary to offer 2k above the salary for DCPS certified teachers.	Governing Board Administration	Schedule Job Fair Media Posts and Advertisement	July - June

Writing

Barrier	Action	Person Responsible	Resources Needed	Timeline
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. Teacher's will begin using Top Score Writing to systematically	Classroom Teachers Reading Coach	Writing Rubric Training Ready Writing Instruction supplemental materials HMH into Reading/Writing Curriculum Top Score Writing	November-June

Science

Barrier	Action	Person 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. Implement Science day each Friday to ensure explicit instruction during the resource time.	Principal Asst. Principals Science Teachers	Science Materials for Experiments Science Lab Ready Test Prep materials	September-June

Specific Student Achievement Outcomes to Be Achieved

- Reading/Language Arts
 - In 2022, 30% of students in grades 3-5 were proficient. In 2023, 45% of our students will show one year's growth from PM 1 to PM 3 in Reading.
- Math
 - In 2022, 26% of students in grades 3-5 were proficient. In 2023, 45% of our students will show one year's growth from PM 1 to PM 3 in Math.
- Science
 - In 2022, 8% of fifth-grade students were proficient in science. In 2023, Science proficiency will increase from 8% to 25%.