

Polk County Public Schools

# Winston Academy Of Engineering



2016-17 Schoolwide Improvement Plan

## Winston Academy Of Engineering

3415 SWINDELL RD, Lakeland, FL 33810

<http://schools.polk-fl.net/winston>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2015-16 Title I School | 2015-16 Economically<br>Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|---|
| Elementary School<br>PK-5                        | Yes                    | 84%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)               |
| K-12 General Education                           | No                     | 70%   |

### School Grades History

| Year  | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B       | C*      | D       | C       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Polk County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Winston Academy Of Engineering

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest -       | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission is to collaborate and use creative thinking to solve real-world problems, build and achieve dreams, embrace diverse cultures, and cultivate competitive engineers by preparing them for a diverse global society.

##### b. Provide the school's vision statement.

Winston Academy of Engineering will ensure the highest standards of intellectual development through a stimulating and comprehensive STEM program with an emphasis on Engineering. The learning community is actively involved to instill within students the courage to take appropriate risks, and have the confidence to accept challenges. Together we will give rise to students who are resilient and adaptable, equipped with knowledge and a 21st century skill set to achieve their greatest potential in an ever changing, diverse society.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At the beginning of the year, teachers provide a Parent Information Night in order to meet families and discuss academic standards, behavioral expectations, and procedures.

Parents are also required to attend three student-led Portfolio Conferences and one face-to-face parent- teacher conference in order to keep the lines of communication open and on-going throughout the year.

Student success workshops are held twice a year to provide additional support strategies for the home.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school implements the Positive Behavior Support and CHAMPS programs in order to encourage respectfulness of self and others. Each year teachers instruct students on the importance of anti-bullying strategies and behaviors in order to create a campus-wide atmosphere of acceptance and tolerance of others. In addition, school-wide entrance and dismissal procedures are enforced throughout the campus in order to ensure that students arrive and exit the campus safely. Finally, all teachers are expected to mentor one Winston Academy student from a different grade level in order to promote a positive learning culture and provide interventions for students who struggle to meet behavioral expectations.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Whole brain instructional strategies centered on various learning modalities are incorporated throughout the instructional day in order to maintain student focus and engagement. The CHAMPS program is used to establish expectations for academic activities in the classroom and the Positive Behavior Support System is also used to reward and encourage appropriate behavior choices that

are centered on the school-wide expectations of Practice Respect, Initiate Responsible Habits, Cooperate Everyday, and Keep It Clean.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

In addition, other staff members, teachers, and community stake-holders provide one-on-one and group mentoring to enhance a positive learning culture. Furthermore, students who are struggling to meet academic or behavioral expectations are placed in the Multiple Opportunities for Student Targets (MOST) program which consists of a monthly meeting between the classroom teacher, the parent, and an administrator. During the meeting, academic and/or behavioral goals are established and progress monitoring data is discussed. Students who exhibit severe learning deficiencies or who are unable to meet expectations after several weeks in the MOST program are placed in the MTSS system. Our guidance counselor, School-based Reading Contact, and School-based Math Contact work closely with the classroom teachers who have students in MTSS in order to ensure that appropriate interventions are used and monitored with fidelity.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Early Warning Indicators for Winston Academy are:

Attendance below 90 percent

One or more suspensions

Overage by two or more years

A Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics

In addition, a MOST plan is created for any student who earns a D or F average in a core academic area (Language Arts, Math, Science). The MOST plan establishes a measurable goal for the student's area of weakness and lists strategies that will be implemented at home and at school in order to assist the student in becoming successful. The initial plan is created in collaboration with the parent and a monthly review is conducted to assess the child's progress toward meeting the goal.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

| Indicator                       | Grade Level |   |   |   |    |    |   |   |   |   |    |    |    | Total |
|---------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
|                                 | K           | 1 | 2 | 3 | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent     | 1           | 2 | 2 | 2 | 1  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 8     |
| One or more suspensions         | 0           | 0 | 1 | 1 | 3  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Level 1 on statewide assessment | 0           | 0 | 0 | 6 | 21 | 24 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 51    |
| Overage by two or more years    | 0           | 0 | 0 | 0 | 1  | 1  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

**The number of students identified by the system as exhibiting two or more early warning indicators:**



| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

All students who are identified by the Early Warning System will be invited to participate in the Extended Learning Program as well as receiving interventions provided by the classroom teacher and specialist educators.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

See School Parent Involvement Plan submitted online.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Business and community partnerships play an important role in improving academic opportunities for our students. Our numerous business partners support our curriculum through donations of funds and time, as well as sharing of their expertise. Winston offers several opportunities for business partners to learn about our school and partnership opportunities. In addition, business and community members actively serve on our School Advisory Committee. The centerpiece of Winston's business and community partnership is our Great American Teach In that invites business and community experts to share their knowledge with our students in order to help them connect school and work. In addition, several business partners assist us in building, maintaining, and utilizing our hands-on outdoor science biodiversity classes.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:



| Name               | Title               |
|--------------------|---------------------|
| Brown, Ava         | Principal           |
| McKenna, Timothy   | Assistant Principal |
| Cox, Elizabeth     | Teacher, K-12       |
| Stedem-Wyma, Stacy | Teacher, K-12       |
| Accardo, Michelle  | School Counselor    |
| Caron, Marjorie    | Teacher, K-12       |

## **b. Duties**

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS Leadership Team meets bi-monthly to discuss student progress and next steps. In addition, teachers meet monthly with the MTSS Leadership Team to discuss student progress. Teachers also schedule individual meetings, as needed, to set up and monitor intervention plans.

Title I, Part A funds school-wide services to Winston Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program provides after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C - Migrant: Migrant students enrolled at Winston Academy will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status.

Title 1, Part D: N/A

Title II: Professional development resources are available to Winston through Title II funds. In addition, School Technology Services provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III: Provides supplemental resources for English Language Learners (ELL) and their teachers in Title 1 schools, as well as professional learning opportunities for school staff.

Title X - Homeless: The Hearth Program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth Program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI): SAI funds will be used to provide after school tutoring to those students who are unable to master grade level standards.

Violence Prevention Programs: Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, etc.

Nutrition Programs: N/A

Housing programs: Students with housing needs are referred to the Homeless Student Advocate.

Head Start: A Head Start Program is housed on our campus. Resources are provided to the program to assist in the transition of students from pre-K to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Ava Brown         | Principal                  |
| Clarence Hammonds | Parent                     |
| Maria Negron      | Education Support Employee |
| Timothy McKenna   | Education Support Employee |
| Kevin Batts       | Parent                     |
| Julie Roberts     | Parent                     |
| Cassandra Saxon   | Parent                     |

## **b. Duties**

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### **a. Evaluation of last year's school improvement plan**

The School Advisory Council discusses the previous year's school improvement plan and makes suggestions regarding the upcoming year during the fall.

#### **b. Development of this school improvement plan**

The School Advisory Council will work collaboratively with the Principal to develop the current year's School Improvement Plan.

#### **c. Preparation of the school's annual budget and plan**

The School Advisory Council discusses the school budget at the first meeting of the year. Throughout the year, the Council discusses and votes on school spending, especially regarding Title I funds and parent involvement.

### **2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

School Improvement Funds are handled by the Polk County School District Office.

### **3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

#### **a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.**

## **3. Literacy Leadership Team (LLT)**

### **a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name               | Title         |
|--------------------|---------------|
| Stedem-Wyma, Stacy | Teacher, K-12 |
| Caron, Marjorie    | Teacher, K-12 |

## **b. Duties**

### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

A guided reading room has been created to contain leveled readers and other resources to promote reading independently at the students identified level. In addition, the LLT works with teachers to collaboratively design STEM units which are integrated with Literacy instruction.

## **D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Teachers are required to collaboratively plan instruction in all subject areas as facilitated by the STEM Lead Teacher and the Teacher Resource Specialist Trainer (TRST). Planning sessions are held on Mondays to plan STEM/Science, Tuesdays to plan Mathematics, and Wednesdays to plan ELA instruction during the common planning time. In addition, PLCs are held on a weekly basis to review data and develop instructional strategies.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

1. Professional Learning Communities with the Leadership Team
2. Common planning time for grade levels at least one day a week

**3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

New teachers and teachers who are new to grade levels will receive extra support from a member of the Leadership Team. The mentoring activities will include curriculum development, classroom management, Parent-Teacher conferences, and data analysis. First year teachers also receive mentoring from the district's Professional Learning Department through the i3 Grant Mentor Program.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

District Learning Map skills and strategies are incorporated into core instruction. Lesson plans are reviewed by the Administration on a weekly basis to ensure teachers are implementing standards based instruction and assessment.

#### **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Progress Monitoring assessments are administered three times a year in order to determine students mastery of standards. In addition, as standards are taught, teachers conduct formative assessments and analyze the resulting data in order to differentiate instruction across all student levels. Small group and whole group explicit instruction are designed based upon this data.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 2,520

Target students will attend two one hour sessions each week during the months of November through March to receive additional help in reading and math.

**Strategy Rationale**

Students will receive additional small group remediation in Reading and Math. Remediation will focus on foundation skills that will help students achieve greater success on the state assessment.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Brown, Ava, [ava.brown@polk-fl.net](mailto:ava.brown@polk-fl.net)

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students will take a pre- and post-test that will be used to determine the effectiveness of the strategy.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

At Winston Academy, in order to provide a seamless transition from preschool to the kindergarten setting, we provide several opportunities for both our students and parents. In order to determine the readiness rates of transitioning students to Kindergarten, Winston uses a variety of tools within the first grading period: FLKRS (Florida Kindergarten Readiness Skills), Kindergarten readiness screening, and running record reading inventories. As a result of these screenings, the Kindergarten teachers and Administration are able to target specific needs for intervention and align curriculum appropriately.

### b. College and Career Readiness

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Implement PBS, CHAMPS, MOST, and the MTSS process to promote family involvement in education and meet the needs of all students at Winston Academy.
- G2.** Teachers will participate in professional learning opportunities that will present a variety of strategies that can be used to promote students' ownership of their thinking and learning.
- G3.** Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students and incorporate the use of technology and literacy skills into all curricular areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1. Implement PBS, CHAMPS, MOST, and the MTSS process to promote family involvement in education and meet the needs of all students at Winston Academy.** 1a

G087109

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Students exhibiting two or more EWS indicators (Total) | 1.0           |

**Targeted Barriers to Achieving the Goal** 3

- Parents of at-risk students do not regularly attend the monthly MOST meetings and MTSS conferences.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CHAMPS/PBS training provided by the school-based CHAMPS/PBS teams.
- Home visits conducted by the school social worker.

**Plan to Monitor Progress Toward G1.** 8

The Leadership Team will review the MOST logs for each student.

**Person Responsible**

Ava Brown

**Schedule**

Monthly, from 11/1/2016 to 5/26/2017

**Evidence of Completion**

Leadership Meeting Agendas, Leadership Meeting Minutes.

**Plan to Monitor Progress Toward G1.** 8

The Leadership Team will review the progress of students in the MTSS program.

**Person Responsible**

Michelle Accardo

**Schedule**

Biweekly, from 9/9/2016 to 5/26/2017

**Evidence of Completion**

Leadership Meeting Agendas, Leadership Meeting Minutes

**G2.** Teachers will participate in professional learning opportunities that will present a variety of strategies that can be used to promote students' ownership of their thinking and learning. 1a

G087110

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement          | 60.0          |
| FSA Mathematics Achievement  | 72.0          |
| FCAT 2.0 Science Proficiency | 50.0          |

**Targeted Barriers to Achieving the Goal** 3

- Cooperative learning structures are inconsistent and not well managed.
- Teachers are accustomed to traditional teaching methods.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Karen Bailey Resources that were provided by Office of Acceleration and Innovation
- Learn Like a Pirate Teaching Strategies
- Technology integration, i.e. Google classroom, Wixie, Next Lesson, etc.

**Plan to Monitor Progress Toward G2.** 8

Lesson Plans that include cooperative learning strategies (KAGAN).

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

**Evidence of Completion**

Teachers will plan the cooperative learning strategies that will be used for each lesson and will include them in their weekly lesson plans for each subject area.

**G3.** Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students and incorporate the use of technology and literacy skills into all curricular areas. **1a**

 G087111

**Targets Supported** **1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement  |               |
| FSA ELA Achievement          |               |
| FCAT 2.0 Science Proficiency | 44.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Inadequate lesson planning

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Departmentalization in grades 2-5
- Opportunities for Professional Development
- Model classroom observations
- Technology Resources
- Cooperative Learning Structures/Professional Development
- Regional and School Coaching
- Grade Level Professional Learning Communities (PLCs)
- Rigorous STEM Curriculum Development

**Plan to Monitor Progress Toward G3.** **8**

FAIR results, Math Progress Monitoring Assessments, Writing Progress Monitoring Assessments, Classroom Data, Running Records

**Person Responsible**

Ava Brown

**Schedule**

Monthly, from 8/29/2016 to 5/26/2017

**Evidence of Completion**

Results will be analyzed to determine what,if any, instructional changes need to be made

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Implement PBS, CHAMPS, MOST, and the MTSS process to promote family involvement in education and meet the needs of all students at Winston Academy. 1

G087109

**G1.B3** Parents of at-risk students do not regularly attend the monthly MOST meetings and MTSS conferences. 2

B231598

**G1.B3.S1** Schedule MOST and MTSS meetings at times that are convenient for parents to attend. 4

S244314

### Strategy Rationale

By scheduling meetings at times that are convenient for parents, parents are more likely to attend in order to learn strategies that will help students become more academically and behaviorally successful.

### Action Step 1 5

Classroom teachers will schedule monthly MOST meetings at times that are convenient for parents to attend.

#### Person Responsible

Ava Brown

#### Schedule

Monthly, from 11/1/2016 to 5/26/2017

#### Evidence of Completion

MOST logs that list dates and times of meetings with parents.

### Action Step 2 5

MTSS meetings will be scheduled at times that are convenient for parents to attend.

#### Person Responsible

Michelle Accardo

#### Schedule

Monthly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

MTSS spreadsheet is updated with all parent conference dates and times.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

MOST folders are collected on a monthly basis for review by the Leadership Team.

**Person Responsible**

Michelle Accardo

**Schedule**

Monthly, from 11/1/2016 to 5/26/2017

**Evidence of Completion**

MOST Logs will be reviewed once the folders have been submitted for review.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

MTSS updates are provided by the guidance counselor bi-monthly.

**Person Responsible**

Michelle Accardo

**Schedule**

Biweekly, from 9/9/2016 to 5/26/2017

**Evidence of Completion**

Leadership Meeting agendas, Leadership Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Reduce the number of students who are participating in the MOST program by the end of the 2016-2017 school year.

**Person Responsible**

Ava Brown

**Schedule**

On 5/26/2017

**Evidence of Completion**

The number of students who participated in the MOST program throughout the year will be reduced prior to summer break.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Reduce the number of students who are participating in the MTSS program by the end of the 2016-2017 school year.

**Person Responsible**

Michelle Accardo

**Schedule**


On 5/26/2017

***Evidence of Completion***

The number of students who are participating in the MTSS program throughout the year will be reduced prior to summer break.




**G2.** Teachers will participate in professional learning opportunities that will present a variety of strategies that can be used to promote students' ownership of their thinking and learning. 1

 G087110

**G2.B2** Cooperative learning structures are inconsistent and not well managed. 2

 B231601

**G2.B2.S1** Provide training in the use of cooperative learning strategies (KAGAN). 4

 S244316

### Strategy Rationale

By providing training, monitoring implementation, and providing additional support, teachers will improve their skill in using cooperative learning strategies.

### Action Step 1 5

Provide training in cooperative learning strategies and structures (KAGAN).

#### Person Responsible

Ava Brown

#### Schedule

On 5/26/2017

#### Evidence of Completion

Agenda, sign-in sheets, and participant follow-up.

### Action Step 2 5

Monitor the implementation of the cooperative strategies training (KAGAN).

#### Person Responsible

Ava Brown

#### Schedule

Weekly, from 9/6/2016 to 5/26/2017

#### Evidence of Completion

Classroom walk-through observations, feedback provided to teachers following observations, Journey observations.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Classroom Observations

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

The Leadership team classroom observation feedback forms from members of the Leadership Team.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Classroom Observation

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 9/6/2016 to 5/26/2017


***Evidence of Completion***

Classroom observation feedback provided to classroom teachers by members of the Leadership Team

**G2.B3** Teachers are accustomed to traditional teaching methods. **2**

 B231602

**G2.B3.S1** Provide professional development regarding instructional strategies that promote student proficiency with 21st Century Skills. **4**

 S244317

**Strategy Rationale**

By incorporating 21st Century Skills, students will begin to take ownership of their learning and teachers will become more open to less traditional teaching strategies.

**Action Step 1** **5**

Staff members will complete a book study on Learn Like a Pirate by Paul Solarz.

**Person Responsible**

Elizabeth Cox

**Schedule**

Monthly, from 9/8/2016 to 1/12/2017

***Evidence of Completion***

Sign-in sheets, agendas

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Classroom walk-throughs will be conducted to ensure that strategies from the book study are being implemented with fidelity.

**Person Responsible**

Ava Brown

**Schedule**

On 5/26/2017

***Evidence of Completion***

Feedback provided by the instructional coaches, Feedback provided in Journey following Administration observations

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Classroom Walk-throughs and observations

**Person Responsible**

Ava Brown


**Schedule**

On 5/26/2017

***Evidence of Completion***

Feedback provided by instruction coaches, Feedback provided in Journey after  
Administration observations

**G3.** Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students and incorporate the use of technology and literacy skills into all curricular areas. 1

 G087111

**G3.B6** Inadequate lesson planning 2

 B231608

**G3.B6.S1** Facilitated, collaborative planning sessions 4

 S244320

**Strategy Rationale**

To increase student achievement by utilizing lessons that anticipate student responses and include appropriate teacher actions

**Action Step 1** 5

Facilitated collaborative planning sessions with members of the Leadership Team

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Sign in sheet and lesson plans

**Action Step 2** 5

Review of Data to make instructional decisions

**Person Responsible**

Ava Brown

**Schedule**

Monthly, from 8/29/2016 to 5/26/2017

***Evidence of Completion***

Data from a variety of assessments will be used to develop small group instruction. Examples of assessments include FAIR, weekly Language Arts assessments, and weekly Mathematics Formative Assessments. Students who have not mastered the standards taught, will receive instructional interventions during the Reading and/or Math block, as well as during the first portion of PE each day. Teachers will document the students with whom interventions were conducted in their weekly lesson plans, as well as maintaining student work samples.

**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Coaching Logs, Collaborative Planning Sign-in sheets and agendas

**Person Responsible**

Ava Brown

**Schedule**

Daily, from 9/6/2016 to 5/26/2017

***Evidence of Completion***

Log, sign-in sheets, and agendas will show attendance at weekly collaborative planning sessions as well as topics discussed.

**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Lesson plans revised and edited based upon feedback from the Leadership Team

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Revised plans posted by Thursday at 3:15 1-2 weeks prior to implementation.

**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Observations conducted by members of the Leadership Team

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Evidence of effective instructional strategies and rigorous curriculum implementation.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1** 7

Documentation of collaborative planning sessions

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

***Evidence of Completion***

Agenda, sign in sheet, and lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1** 7

Classroom walk-through observations

**Person Responsible**

Ava Brown

**Schedule**

Weekly, from 9/12/2016 to 5/26/2017

***Evidence of Completion***







Journey reports, teacher evaluation, and feedback forms



## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|-------------------------|--|-------------------|-------------------------------|--|--------------------|
| <b>2017</b>             |  |                   |                               |  |                    |
| G2.B3.S1.A1<br>A316371  | Staff members will complete a book study on Learn Like a Pirate by Paul Solarz.                        | Cox, Elizabeth    | 9/8/2016                      | Sign-in sheets, agendas  | 1/12/2017 monthly  |
| G1.MA1<br>M328308       | The Leadership Team will review the MOST logs for each student.  | Brown, Ava        | 11/1/2016                     | Leadership Meeting Agendas, Leadership Meeting Minutes.  | 5/26/2017 monthly  |
| G1.MA2<br>M328309       | The Leadership Team will review the progress of students in the MTSS program.                          | Accardo, Michelle | 9/9/2016                      | Leadership Meeting Agendas, Leadership Meeting Minutes   | 5/26/2017 biweekly |
| G2.MA1<br>M328316       | Lesson Plans that include cooperative learning strategies (KAGAN).                                     | Brown, Ava        | 9/6/2016                      | Teachers will plan the cooperative learning strategies that will be used for each lesson and will include them in their weekly lesson plans for each subject area. | 5/26/2017 weekly   |
| G3.MA1<br>M328324       | FAIR results, Math Progress Monitoring Assessments, Writing Progress Monitoring Assessments,...        | Brown, Ava        | 8/29/2016                     | Results will be analyzed to determine what, if any, instructional changes need to be made  | 5/26/2017 monthly  |
| G1.B3.S1.MA1<br>M328304 | Reduce the number of students who are participating in the MOST program by the end of the 2016-2017... | Brown, Ava        | 11/1/2016                     | The number of students who participated in the MOST program throughout the year will be reduced prior to summer break.   | 5/26/2017 one-time |
| G1.B3.S1.MA4<br>M328305 | Reduce the number of students who are participating in the MTSS program by the end of the 2016-2017... | Accardo, Michelle | 9/6/2016                      | The number of students who are participating in the MTSS program throughout the year will be reduced prior to summer break.  | 5/26/2017 one-time |
| G1.B3.S1.MA1<br>M328306 | MOST folders are collected on a monthly basis for review by the Leadership Team.                       | Accardo, Michelle | 11/1/2016                     | MOST Logs will be reviewed once the folders have been submitted for review.  | 5/26/2017 monthly  |
| G1.B3.S1.MA2<br>M328307 | MTSS updates are provided by the guidance counselor bi-monthly.  | Accardo, Michelle | 9/9/2016                      | Leadership Meeting agendas, Leadership Meeting Minutes   | 5/26/2017 biweekly |
| G1.B3.S1.A1<br>A316365  | Classroom teachers will schedule monthly MOST meetings at times that are convenient for parents to...  | Brown, Ava        | 11/1/2016                     | MOST logs that list dates and times of meetings with parents.  | 5/26/2017 monthly  |
| G1.B3.S1.A2<br>A316366  | MTSS meetings will be scheduled at times that are convenient for parents to attend.                    | Accardo, Michelle | 9/6/2016                      | MTSS spreadsheet is updated with all parent conference dates and times.  | 5/26/2017 monthly  |
| G2.B2.S1.MA1<br>M328312 | Classroom Observation  | Brown, Ava        | 9/6/2016                      | Classroom observation feedback provided to classroom teachers by members of the Leadership Team  | 5/26/2017 weekly   |
| G2.B2.S1.MA1<br>M328313 | Classroom Observations   | Brown, Ava        | 9/6/2016                      | The Leadership team classroom observation feedback forms from members of the Leadership Team.  | 5/26/2017 weekly   |
| G2.B2.S1.A1<br>A316369  | Provide training in cooperative learning strategies and structures (KAGAN).                            | Brown, Ava        | 6/14/2016                     | Agenda, sign-in sheets, and participant follow-up.   | 5/26/2017 one-time |
| G2.B2.S1.A2<br>A316370  | Monitor the implementation of the cooperative strategies training (KAGAN).                             | Brown, Ava        | 9/6/2016                      | Classroom walk-through observations, feedback provided to teachers following observations, Journey observations.   | 5/26/2017 weekly   |
| G2.B3.S1.MA1<br>M328314 | Classroom Walk-throughs and observations   | Brown, Ava        | 9/12/2016                     | Feedback provided by instruction coaches, Feedback provided in Journey after Administration observations   | 5/26/2017 one-time |
| G2.B3.S1.MA1<br>M328315 | Classroom walk-throughs will be conducted to ensure that strategies from the book study are being...   | Brown, Ava        | 9/12/2016                     | Feedback provided by the instructional coaches, Feedback provided in Journey following Administration observations   | 5/26/2017 one-time |
| G3.B6.S1.MA1<br>M328319 | Documentation of collaborative planning sessions   | Brown, Ava        | 8/15/2016                     | Agenda, sign in sheet, and lesson plans  | 5/26/2017 weekly   |

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| Source  | Task, Action Step or Monitoring Activity  | Who        | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|---|---|------------|-------------------------------|---|--------------------|
| G3.B6.S1.MA5<br> M328320 | Classroom walk-through observations   | Brown, Ava | 9/12/2016                     | Journey reports, teacher evaluation, and feedback forms   | 5/26/2017 weekly   |
| G3.B6.S1.MA1<br> M328321 | Coaching Logs, Collaborative Planning Sign-in sheets and agendas                | Brown, Ava | 9/6/2016                      | Log, sign-in sheets, and agendas will show attendance at weekly collaborative planning sessions as well as topics discussed.  | 5/26/2017 daily    |
| G3.B6.S1.MA2<br> M328322 | Lesson plans revised and edited based upon feedback from the Leadership Team    | Brown, Ava | 8/15/2016                     | Revised plans posted by Thursday at 3:15 1-2 weeks prior to implementation.   | 5/26/2017 weekly   |
| G3.B6.S1.MA3<br> M328323 | Observations conducted by members of the Leadership Team                        | Brown, Ava | 8/15/2016                     | Evidence of effective instructional strategies and rigorous curriculum implementation.  | 5/26/2017 weekly   |
| G3.B6.S1.A1<br> A316372  | Facilitated collaborative planning sessions with members of the Leadership Team | Brown, Ava | 8/15/2016                     | Sign in sheet and lesson plans  | 5/26/2017 weekly   |
| G3.B6.S1.A2<br> A316373  | Review of Data to make instructional decisions                                  | Brown, Ava | 8/29/2016                     | Data from a variety of assessments will be used to develop small group instruction. Examples of assessments include FAIR, weekly Language Arts assessments, and weekly Mathematics Formative Assessments. Students who have not mastered the standards taught, will receive instructional interventions during the Reading and/or Math block, as well as during the first portion of PE each day. Teachers will document the students with whom interventions were conducted in their weekly lesson plans, as well as maintaining student work samples. | 5/26/2017 monthly  |

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** Teachers will participate in professional learning opportunities that will present a variety of strategies that can be used to promote students' ownership of their thinking and learning.

**G2.B2** Cooperative learning structures are inconsistent and not well managed.

**G2.B2.S1** Provide training in the use of cooperative learning strategies (KAGAN).

### PD Opportunity 1

Provide training in cooperative learning strategies and structures (KAGAN).

#### Facilitator

Angie Price, Senior Manager - Induction Program

#### Participants

All Faculty and Staff

#### Schedule

On 5/26/2017

**G2.B3** Teachers are accustomed to traditional teaching methods.

**G2.B3.S1** Provide professional development regarding instructional strategies that promote student proficiency with 21st Century Skills.

### PD Opportunity 1

Staff members will complete a book study on Learn Like a Pirate by Paul Solarz.

#### Facilitator

Elizabeth Cox

#### Participants

Winston Faculty

#### Schedule

Monthly, from 9/8/2016 to 1/12/2017

**G3.** Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students and incorporate the use of technology and literacy skills into all curricular areas.

**G3.B6** Inadequate lesson planning

**G3.B6.S1** Facilitated, collaborative planning sessions

**PD Opportunity 1**

Facilitated collaborative planning sessions with members of the Leadership Team

**Facilitator**

Elizabeth Cox, Stacy Stedem-Wyma

**Participants**

All grade level teachers

**Schedule**

Weekly, from 8/15/2016 to 5/26/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

|        |             |  |                                       |                 |     |             |
|--------|-------------|--|---------------------------------------|-----------------|-----|-------------|
| 1      | G1.B3.S1.A1 | Classroom teachers will schedule monthly MOST meetings at times that are convenient for parents to attend. |                                       |                 |     | \$0.00      |
| 2      | G1.B3.S1.A2 | MTSS meetings will be scheduled at times that are convenient for parents to attend.                        |                                       |                 |     | \$0.00      |
| 3      | G2.B2.S1.A1 | Provide training in cooperative learning strategies and structures (KAGAN).                                |                                       |                 |     | \$0.00      |
| 4      | G2.B2.S1.A2 | Monitor the implementation of the cooperative strategies training (KAGAN).                                 |                                       |                 |     | \$0.00      |
| 5      | G2.B3.S1.A1 | Staff members will complete a book study on Learn Like a Pirate by Paul Solarz.                            |                                       |                 |     | \$0.00      |
| 6      | G3.B6.S1.A1 | Facilitated collaborative planning sessions with members of the Leadership Team                            |                                       |                 |     | \$32,096.00 |
|        | Function    | Object   | Budget Focus                          | Funding Source  | FTE | 2016-17     |
|        | 5100        | 360-Rentals  | 1251 - Winston Academy Of Engineering | Title I, Part A |     | \$8,000.00  |
|        | 5100        | 610-Library Books  | 1251 - Winston Academy Of Engineering | Title I, Part A |     | \$10,000.00 |
|        | 6300        | 140-Substitute Teachers  | 1251 - Winston Academy Of Engineering | Title I, Part A |     | \$12,096.00 |
|        | 5100        | 100-Salaries   | 1251 - Winston Academy Of Engineering | Title I, Part A |     | \$2,000.00  |
| 7      | G3.B6.S1.A2 | Review of Data to make instructional decisions   |                                       |                 |     | \$0.00      |
| Total: |             |  |                                       |                 |     | \$32,096.00 |