

Winston Academy Of Engineering

3415 SWINDELL RD, Lakeland, FL 33810

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Winston Academy Of Engineering

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 and the parent. 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 and school Leadership Team 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, or 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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

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

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 Negrón	Education Support Employee
Timothy McKenna	Education Support Employee
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council discusses the school improvement plan and makes suggestions during the first meeting in 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. Once the plan has been completed, a copy of the plan is posted to the school's website. Parents are notified that the plan is available via Facebook and a flyer that is sent home with all students. Parents are also notified that a hard copy of the plan is available in the front office.

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
Cox, Elizabeth	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 Academic Coaches. Planning sessions are held on Mondays to plan ELA, Tuesdays to plan Mathematics, and Wednesdays to plan STEM 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. In addition, first and second year teachers are provided with an i3 mentor who provides coaching and assistance on a monthly basis.

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

A point of strength for Winston is the overall proficiency of students in Math. Over two-thirds of students earned a passing score. Reading is also an area where the majority of students have demonstrated proficiency. Learning gains for all students in both subjects is also an area where over half of our population have demonstrated growth. Unfortunately, the learning gains of students in the bottom quartile needs a great deal of improvement.

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.

Students in the bottom quartile are lacking background knowledge and prerequisite skills that are needed in order to master grade level content.

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.** Analyze data monthly and develop strategic plans for small group instruction, in order to increase the learning gains for our bottom quartile by 30%.

- G2.** Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students as evidenced by 75% all students demonstrating a learning gain in ELA and Math.

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. Analyze data monthly and develop strategic plans for small group instruction, in order to increase the learning gains for our bottom quartile by 30%. 1a

G098081

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	56.0
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers are not effectively differentiating instruction during small groups. They are using the same materials and approach that was used during whole group instruction and as a result, students are not showing learning gains.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Home visits conducted by the school social worker.
- Data provided by STAR Reading and Math
- MTSS process and support provided by the Guidance Counselor and academic coaching staff
- MOST process and support provided by the academic coaching staff
- Leveled Literacy Intervention Kits
- Data provided by running records assessments conducted five times each year
- Benchmark assessments conducted throughout math modules

Plan to Monitor Progress Toward G1. 8

Students in the lowest quartile will show gains on the STAR Reading and Math assessments that are given three times during the year.

Person Responsible

Ava Brown

Schedule

Monthly, from 8/31/2017 to 5/24/2018

Evidence of Completion

Data analysis conducted by the Leadership Team

G2. Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students as evidenced by 75% all students demonstrating a learning gain in ELA and Math. 1a

G098082

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers are not effectively differentiating instruction during small groups. They are using the same materials and approach that was used during whole group instruction and as a result, students are not showing learning gains

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leveled Literacy Intervention Kits
- STAR Reading
- STAR Math
- iStation for Reading and Math

Plan to Monitor Progress Toward G2. 8

Students will be assigned follow-up activities for each virtual and physical field trip and these activities

Person Responsible

Ava Brown

Schedule

On 5/24/2018

Evidence of Completion

Student scores on the follow-up activities will provide data for monitoring the effectiveness of the field trip.

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Analyze data monthly and develop strategic plans for small group instruction, in order to increase the learning gains for our bottom quartile by 30%. **1**

 G098081

G1.B2 Teachers are not effectively differentiating instruction during small groups. They are using the same materials and approach that was used during whole group instruction and as a result, students are not showing learning gains. **2**

 B263806

G1.B2.S1 Data PLCs will be held monthly in ELA and Math in order to drill down the data and identify target students and skills for small group instruction. **4**

 S279406

Strategy Rationale

By using data to drive instruction, teachers will be more effective in meeting the individual instructional needs of students.

Action Step 1 **5**

Hold monthly Data PLCs with teachers in ELA and Math

Person Responsible

Ava Brown

Schedule

Monthly, from 9/14/2017 to 5/10/2018

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Academic Coaches will provide a summary of the data PLCs to the Leadership Team each month

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/11/2018

Evidence of Completion

Leadership Team meeting agenda and meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students will show growth on progress monitoring assessments

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Student scores will show growth over the course of the year and growth will be noted during Leadership Team meeting minutes

G1.B2.S2 A portion of the weekly collaborative planning time will be spent selecting resources for small group instruction that will acutely address the skills where students are exhibiting misconceptions and academic weakness 4

S279407

Strategy Rationale

By selecting resources that specifically address targeted areas of need, small group instruction will increase in effectiveness

Action Step 1 5

Include small group instruction during collaborative planning

Person Responsible

Ava Brown

Schedule

Weekly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review of lesson plans by administration

Person Responsible

Ava Brown

Schedule

Weekly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Detailed plans for small group instruction in lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Increased academic achievement of lowest quartile as evidenced on progress monitoring assessments

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Student scores will show growth over the course of the year and growth will be noted during Leadership Team meeting minutes

G1.B2.S3 The Leadership Team will review progress monitoring data provided by iStation on a monthly basis to ensure that all students in need of the MOST and MTSS intervention programs are included in those programs as is appropriate. 4

 S279408

Strategy Rationale

By reviewing data on a monthly basis, the Leadership Team can ensure that students in need to interventions do not fall through the cracks.

Action Step 1 5

Leadership Team will review progress monitoring data

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/11/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Review of progress monitoring data by Leadership Team on a monthly basis

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Leadership team meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Increased academic achievement of lowest quartile as evidenced on progress monitoring assessments

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Student scores will show growth over the course of the year and growth will be noted during Leadership Team meeting minutes

G2. Teachers will engage in facilitated collaborative planning that produces rigorous, standards-based lessons that address the learning needs of all students as evidenced by 75% all students demonstrating a learning gain in ELA and Math. 1

G098082

G2.B1 Teachers are not effectively differentiating instruction during small groups. They are using the same materials and approach that was used during whole group instruction and as a result, students are not showing learning gains 2

B263809

G2.B1.S1 Data PLCs will be held monthly in ELA and Math in order to drill down the data and identify target students and skills. 4

S279409

Strategy Rationale

By identifying target skills, teachers can effectively group and provide instruction for students.

Action Step 1 5

Hold monthly PLCs to analyze data in ELA and Math

Person Responsible

Ava Brown

Schedule

Monthly, from 9/14/2017 to 5/17/2018

Evidence of Completion

Agendas and Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Academic coaching staff will provide the Leadership Team with a summary of the data PLC

Person Responsible

Ava Brown

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Leadership meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

75% of students will exhibit learning gains on progress monitoring assessments

Person Responsible

Ava Brown

Schedule

Triannually, from 9/11/2017 to 5/24/2018

Evidence of Completion

Leadership Team data analysis

G2.B1.S2 A portion of the weekly collaborative planning time will be spent selecting resources and strategies for small group instruction. 4

 S279410

Strategy Rationale

Small group instruction will be more effective with a collaborative effort that is focused on the selection of resources and strategies that need to be used for the implementation of those resources.

Action Step 1 5

Use a portion of collaborative planning time to plan for small group instruction

Person Responsible

Ava Brown

Schedule

Weekly, from 8/14/2017 to 5/14/2018

Evidence of Completion

Lesson plans that include specific details for small group instruction

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans that are reviewed weekly by administration

Person Responsible

Ava Brown

Schedule

Weekly, from 8/11/2017 to 5/18/2018

Evidence of Completion

Lesson plans will include specific details for small group instruction

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Students will exhibit learning gains on progress monitoring assessments in ELA and Math

Person Responsible


Ava Brown

Schedule

Evidence of Completion

Data analysis by the Leadership Team

G2.B1.S3 Students will be provided with additional opportunities to gain background knowledge and prerequisite skills. 4

 S279411

Strategy Rationale

Students in the bottom quartile are lacking background knowledge and prerequisite skills and are not showing learning gains.

Action Step 1 5

Students will be given opportunities to take both virtual and physical field trips in order to gain background knowledge.

Person Responsible

Ava Brown

Schedule

On 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Both virtual and physical field trips will require the approval of administration.

Person Responsible

Ava Brown

Schedule

On 5/24/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers will select virtual and physical field trips that support the standards they are teaching.

Person Responsible

Ava Brown

Schedule

On 5/24/2018

Evidence of Completion

G2.B1.S4 Parents will be provided with resources for working with students at home in order to help them become successful at school. 4

 S279412

Strategy Rationale

Parents of students in the lowest quartile need additional resources to help their children at home.

Action Step 1 5

Parents will be provided with a variety of resources to help their children with academics in the home.

Person Responsible

Ava Brown

Schedule



On 5/24/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S2.MA1 M407295	Students will exhibit learning gains on progress monitoring assessments in ELA and Math	Brown, Ava	5/24/2018	Data analysis by the Leadership Team	No End Date triannually
G1.B2.S1.A1 A376546	Hold monthly Data PLCs with teachers in ELA and Math	Brown, Ava	9/14/2017	Sign-in sheets and agendas	5/10/2018 monthly
G1.B2.S1.MA1 M407287	Academic Coaches will provide a summary of the data PLCs to the Leadership Team each month	Brown, Ava	9/15/2017	Leadership Team meeting agenda and meeting minutes	5/11/2018 monthly
G1.B2.S3.A1 A376548	Leadership Team will review progress monitoring data	Brown, Ava	9/15/2017		5/11/2018 monthly
G1.B2.S2.A1 A376547	Include small group instruction during collaborative planning	Brown, Ava	8/14/2017	Sign-in sheets and agendas	5/14/2018 weekly
G2.B1.S2.A1 A376550	Use a portion of collaborative planning time to plan for small group instruction	Brown, Ava	8/14/2017	Lesson plans that include specific details for small group instruction	5/14/2018 weekly
G2.B1.S1.A1 A376549	Hold monthly PLCs to analyze data in ELA and Math	Brown, Ava	9/14/2017	Agendas and Sign in sheets	5/17/2018 monthly
G1.B2.S1.MA1 M407286	Students will show growth on progress monitoring assessments	Brown, Ava	9/15/2017	Student scores will show growth over the course of the year and growth will be noted during Leadership Team meeting minutes	5/18/2018 monthly
G2.B1.S1.MA1 M407294	Academic coaching staff will provide the Leadership Team with a summary of the data PLC	Brown, Ava	9/15/2017	Leadership meeting agenda and minutes	5/18/2018 monthly
G1.B2.S2.MA1 M407288	Increased academic achievement of lowest quartile as evidenced on progress monitoring assessments	Brown, Ava	9/15/2017	Student scores will show growth over the course of the year and growth will be noted during Leadership Team meeting minutes	5/18/2018 monthly
G1.B2.S2.MA1 M407289	Review of lesson plans by administration	Brown, Ava	9/15/2017	Detailed plans for small group instruction in lesson plans	5/18/2018 weekly
G2.B1.S2.MA1 M407296	Lesson plans that are reviewed weekly by administration	Brown, Ava	8/11/2017	Lesson plans will include specific details for small group instruction	5/18/2018 weekly
G1.B2.S3.MA1 M407290	Increased academic achievement of lowest quartile as evidenced on progress monitoring assessments	Brown, Ava	9/15/2017	Student scores will show growth over the course of the year and growth will be noted during Leadership Team meeting minutes	5/18/2018 monthly
G1.B2.S3.MA1 M407291	Review of progress monitoring data by Leadership Team on a monthly basis	Brown, Ava	9/15/2017	Leadership team meeting agenda and minutes	5/18/2018 monthly
G1.MA1 M407292	Students in the lowest quartile will show gains on the STAR Reading and Math assessments that are...	Brown, Ava	8/31/2017	Data analysis conducted by the Leadership Team	5/24/2018 monthly
G2.MA1 M407299	Students will be assigned follow-up activities for each virtual and physical field trip and these...	Brown, Ava	10/2/2017	Student scores on the follow-up activities will provide data for monitoring the effectiveness of the field trip.	5/24/2018 one-time
G2.B1.S1.MA1 M407293	75% of students will exhibit learning gains on progress monitoring assessments	Brown, Ava	9/11/2017	Leadership Team data analysis	5/24/2018 triannually
G2.B1.S3.MA1 M407297	Teachers will select virtual and physical field trips that support the standards they are teaching.	Brown, Ava	10/2/2017		5/24/2018 one-time
G2.B1.S3.MA1 M407298	Both virtual and physical field trips will require the approval of administration.	Brown, Ava	10/2/2017		5/24/2018 one-time

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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
G2.B1.S3.A1  A376551	Students will be given opportunities to take both virtual and physical field trips in order to gain...	Brown, Ava	10/2/2017		5/24/2018 one-time
G2.B1.S4.A1  A376552	Parents will be provided with a variety of resources to help their children with academics in the...	Brown, Ava	8/10/2017		5/24/2018 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Hold monthly Data PLCs with teachers in ELA and Math				\$69,730.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1251 - Winston Academy Of Engineering	Title, I Part A	553.0	\$63,730.00
			<i>Notes: PLCs will be conducted by the School-based Reading Coach.</i>			
	5100	510-Supplies	1251 - Winston Academy Of Engineering	Title, I Part A	553.0	\$6,000.00
			<i>Notes: Funds will also be used to purchase supplies for assisting teachers in organizing and analyzing data during the PLCs.</i>			
2	G1.B2.S2.A1	Include small group instruction during collaborative planning				\$26,107.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	1251 - Winston Academy Of Engineering	Title, I Part A		\$26,107.00
			<i>Notes: The instructional para on staff will be used to provide small group instruction.</i>			
3	G1.B2.S3.A1	Leadership Team will review progress monitoring data				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Winston Academy Of Engineering	Title, I Part A	553.0	\$7,000.00
			<i>Notes: After reviewing data, the Leadership Team will collaborate with teachers in order to select the students and design the instruction who need to participate in extended learning.</i>			
4	G2.B1.S1.A1	Hold monthly PLCs to analyze data in ELA and Math				\$0.00
5	G2.B1.S2.A1	Use a portion of collaborative planning time to plan for small group instruction				\$40,292.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		1251 - Winston Academy Of Engineering	Title, I Part A		\$6,092.80
			<i>Notes: Substitutes - Teachers will be provided with additional planning time to design highly effective small group instructional activities.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1251 - Winston Academy Of Engineering	Title, I Part A		\$2,600.00
			<i>Notes: Laptop carts will be utilized to incorporate iStation as a learning center.</i>			
	5100	644-Computer Hardware Non-Capitalized	1251 - Winston Academy Of Engineering	Title, I Part A		\$25,000.00

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			<i>Notes: Laptops will be utilized to incorporate iStation as a learning center.</i>			
	5100	644-Computer Hardware Non-Capitalized	1251 - Winston Academy Of Engineering	Title, I Part A		\$6,600.00
			<i>Notes: Laptops will be utilized to incorporate iStation as a learning center.</i>			
6	G2.B1.S3.A1	Students will be given opportunities to take both virtual and physical field trips in order to gain background knowledge.				\$370.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1251 - Winston Academy Of Engineering	Title, I Part A	553.0	\$370.00
			<i>Notes: Students will be provided with opportunities to build background knowledge through virtual and physical field trips.</i>			
7	G2.B1.S4.A1	Parents will be provided with a variety of resources to help their children with academics in the home.				\$3,802.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1251 - Winston Academy Of Engineering	Title, I Part A	552.0	\$2,942.00
			<i>Notes: Parents will be provided with various resources for assisting students with academic learning at home.</i>			
	6150	360-Rentals	1251 - Winston Academy Of Engineering	Title, I Part A		\$720.00
			<i>Notes: Message on Hold</i>			
	6150	130-Other Certified Instructional Personnel	1251 - Winston Academy Of Engineering	Title, I Part A		\$140.00
			<i>Notes: Translators</i>			
					Total:	\$147,301.80