Winston Academy Of Engineering

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Duties

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 schoolbased 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.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/30/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students in the lowest quartile struggled to demonstrate learning gains. This is a trend that has been in place for three years. Of the students in the lowest quartile, ELL students showed an increase in proficiency and demonstrated learning gains while SWD demonstrated a drop in learning gains for the 17-18 school year.

Which data component showed the greatest decline from prior year?

The greatest decline is with the learning gains for the lowest quartile in Mathematics. This component dropped 9% from the previous year, when it was 45%.

Which data component had the biggest gap when compared to the state average?

The largest gap Winston experienced, when compared to the state, was in the learning gains of all students in Math, as well as the learning gains of students in the lowest quartile in Math. Winston also experienced a gap in proficiency when compared to the state's average for third grade ELA. The proficiency of Winston's third graders was two percent below the state.

Which data component showed the most improvement? Is this a trend?

The learning gains of students in the bottom quartile in ELA showed a 25% improvement which was the largest area of improvement. This is not a trend, as this data component dropped during the 16-17 school year.

Describe the actions or changes that led to the improvement in this area.

Monthly data PLCs were held to examine STAR data, Istation data, and classroom assessments. This data was used to drive instruction for small group interventions that were facilitated by classroom teachers and support staff. Support staff were assigned specific groups of students with whom to work and classroom teachers assisted support staff in locating appropriate resources for the interventions that were taking place. The interventions and students participating in them were adjusted periodically throughout the year as new data trends emerged.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	62%	50%	56%	54%	48%	52%
ELA Learning Gains	63%	51%	55%	58%	49%	52%
ELA Lowest 25th Percentile	51%	45%	48%	44%	42%	46%
Math Achievement	73%	58%	62%	66%	54%	58%
Math Learning Gains	51%	56%	59%	53%	52%	58%
Math Lowest 25th Percentile	36%	44%	47%	28%	41%	46%
Science Achievement	59%	53%	55%	44%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (1)	0 (2)	0 (2)	0 (2)	0 (1)	0 (0)	0 (8)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (1)	0 (3)	0 (0)	0 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (6)	0 (21)	0 (24)	0 (51)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	51%	4%	57%	-2%
	2017	62%	53%	9%	58%	4%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	72%	48%	24%	56%	16%
	2017	63%	51%	12%	56%	7%
Same Grade Comparison		9%				
Cohort Comparison		10%				
05	2018	60%	50%	10%	55%	5%
	2017	54%	44%	10%	53%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	56%	18%	62%	12%
	2017	78%	58%	20%	62%	16%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	71%	57%	14%	62%	9%
	2017	77%	60%	17%	64%	13%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				
05	2018	75%	56%	19%	61%	14%
	2017	54%	47%	7%	57%	-3%
Same Grade Comparison		21%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	51%	9%	55%	5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	42		33	33						
ELL	52	72	67	64	52	55					
BLK	33	44	43	52	32	24	29				
HSP	66	73	67	76	64	56	56				
WHT	80	67		86	55		81				
FRL	53	61	53	65	49	34	45				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20			20							
ELL	47	32	17	53	48	42	25				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
BLK	39	46	32	58	53	29	29				
HSP	58	40	13	65	58	50	50				
WHT	79	66		83	60		67				
FRL	47	36	19	62	47	32	44				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Improving Learning Gains for Bottom Quartile
Rationale	Students in the lowest quartile have shown fewer learning gains than all students for the previous three years, both in ELA and Math as demonstrated by the FSA.
Intended Outcome	50% of students in the lowest quartile for ELA and Math will demonstrate a learning gain on the FSA.
Point Person	Ava Brown (ava.brown@polk-fl.net)
Action Step	
Description	Data PLCs will be held each month, separately, for ELA and Math. During PLCs STAR data, Istation data, and classroom assessments will be reviewed in order to drive core instruction and academic interventions for struggling students. Support staff will receive a schedule assigning them to work with certain students at specific times of the day using intervention resources that are provided by the classroom teacher. Support staff will provide feedback to the classroom teachers via Google Docs/Sheets in order to provide qualitative data on the effectiveness of the intervention. The students assigned to the support staff and the interventions being implemented will be adjusted as needed based on the most current data. In addition, students in the bottom quartile will be invited to participate in after school tutoring where we will use Florida Ready resources purchased through out Title I Funding. Finally, staff development activities will be planned and facilitated by the Reading and Writing Workshop trainer recommended by the district's Office of Acceleration. In addition, teachers in various grade levels and members of the school's Leadership Team will be invited to attend a conference provided by Teacher's College in New York in an effort to improve the implementation of Reading and Writing workshop with below level students. Furthermore, additional professional development using Stephen Covey's 7 Habits of Happy Kids and various other resources will be planned and facilitated by the Leadership Team. Finally, curriculum planning opportunities funded through Title I will be provided for teachers to create interventions and small group lesson plans for students exhibiting learning difficulties.
Person Responsible	Ava Brown (ava.brown@polk-fl.net)
Plan to Monitor Effectiveness	
Description	The effectiveness of the interventions will be determined as new data emerges and is analyzed each month.
Person Responsible	Ava Brown (ava.brown@polk-fl.net)

Activity #2	
Title	Effective Core Instruction
Rationale	According to the Three-Tiered Model of School Support, 80% of students should be proficient in all subject areas.
Intended Outcome	70% of all students in grades 3-5 will show proficiency on the FSA in ELA and 75% of all students in grades 3-5 will show proficiency on the FSA in Math.
Point Person	Ava Brown (ava.brown@polk-fl.net)

Action Step	
Description	Collaborative planning in ELA and Math for all grades will take place on a weekly basis. Topics discussed will include lesson plans for core instruction, as well as small groups of students. Staff development will also be planned and facilitated as needed in order to ensure that effective instructional strategies are being used throughout core instruction. Resources for core instruction will include Brain Pop, USA Studies Weekly and field trip experiences such as Reading Comes Alive.
Person Responsible	Ava Brown (ava.brown@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Weekly walk-throughs will be conducted in order to determine the effectiveness of the core instruction that is being planned collaboratively. Planning adjustments will be made as-needed following the walk-throughs.
Person Responsible	Ava Brown (ava.brown@polk-fl.net)

Activity #3	
Title	Improving Learning Gains for SWD in Math
Rationale	Students with disabilities experienced a 7% drop in learning gains for Math from 40% during the previous year, as demonstrated by the FSA.
Intended Outcome	45% of SWD will demonstrate a learning gain on the Math FSA.
Point Person	Ava Brown (ava.brown@polk-fl.net)

Action Step	
Description	Because SWD are primarily receiving ESE services in ELA, these students will be monitored more closely and scheduled for academic interventions with support staff.
Person Responsible	Ava Brown (ava.brown@polk-fl.net)

Plan to Monitor Effectiveness	
Description	The effectiveness of the interventions will be determined as new data emerges and is analyzed each month.
Person Responsible	Ava Brown (ava.brown@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP has been uploaded.

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

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.

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.

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.

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 anit-bullying, etc.

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. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

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

N/a

Part V: Budget

Total:	$0.00