



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Winston Academy Of Engineering

3415 SWINDELL RD

Lakeland, FL 33810

863-499-2890

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 77%
Alternative/ESE Center No	Charter School No	Minority Rate 72%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Winston Academy Of Engineering

Principal

Ava Brown

School Advisory Council chair

JoAnn McHenry

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ava Brown	Principal
Timothy McKenna	Assistant Principal
Rhonda Murray	Guidance Counselor
Bonnie Phillips	Teacher Resource - Reading
Rebecca Wiggins	Program Facilitator
Alvin Jones	School Psychologist

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- JoAnn McHenry - Chair
- Timothy McKenna - Co-Chair
- Rebecca Wiggins - Secretary
- Ava C. Brown - Principal
- Janira Rodriguez - Teacher
- Vivian Underwood - Community
- Virginia Cummings-Lang - Community
- Walter Knight - Parent
- Yulieska Martinez - Parent

Involvement of the SAC in the development of the SIP

The School Advisory Council will work collaboratively with the Principal to develop this School Improvement Plan.

Activities of the SAC for the upcoming school year

The School Advisory Council meets quarterly to discuss school to analyze school data. In addition, they will vote on the expenditure of SAC allocations and School Recognition Funds. Parent Involvement Expenditures, Parent Involvement Plans, and Parent/School Compacts will also be reviewed/approved.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ava Brown

Principal	Years as Administrator: 9	Years at Current School: 1
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Credentials	B.S. Respiratory Therapy M.S. Educational Leadership Certification: <ul style="list-style-type: none"> • Middle Grade Science • K-12 School Principal • ESOL Endorsement
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Performance Record	2012-2013: Grade: C Reading Mastery 39%, 62% of students made learning gains and 67% of the bottom quartile made learning gains in Reading. Math Mastery 36%, 65% of student made learning gains and 70% of the bottom quartile made learning gains in Math. Writing Mastery 38% Science Mastery 33%
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Timothy McKenna		
Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	B.A. Elementary Education M.S. Educational Leadership LFS Trainer	
Performance Record	2012-2013: Grade: C Reading Mastery 39%, 62% of students made learning gains and 67% of the bottom quartile made learning gains in Reading. Math Mastery 36%, 65% of student made learning gains and 70% of the bottom quartile made learning gains in Math. Writing Mastery 38% Science Mastery 33%	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Bonnie Phillips		
Full-time / School-based	Years as Coach: 5	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	BRE Secondary Social Sciences M.Ed Educational Leadership	
Performance Record	2012-2013: Grade: C Reading Mastery 39%, 62% of students made learning gains and 67% of the bottom quartile made learning gains in Reading. Math Mastery 36%, 65% of student made learning gains and 70% of the bottom quartile made learning gains in Math. Writing Mastery 38% Science Mastery 33%	

Rebecca Wiggins		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	M.Ed Educational Leadership B.S. Elementary Education Certification: Elementary Education (K-6) Educational Leadership (All levels) ESOL Endorsement	
Performance Record	2012-2013: Grade: C Reading Mastery 39%, 62% of students made learning gains and 67% of the bottom quartile made learning gains in Reading. Math Mastery 36%, 65% of student made learning gains and 70% of the bottom quartile made learning gains in Math. Writing Mastery 38% Science Mastery 33%	

Classroom Teachers

# of classroom teachers	33
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	33, 100%
# ESOL endorsed	18, 55%
# reading endorsed	1, 3%
# with advanced degrees	14, 42%
# National Board Certified	2, 6%
# first-year teachers	1, 3%
# with 1-5 years of experience	11, 33%

with 6-14 years of experience

14, 42%

with 15 or more years of experience

7, 21%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team meets monthly with grade level teachers to review and discuss individual student plans.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The baseline data management system used to summarize tiered data is Discovery Learning (3-5), FAIR (K-5), and prior years FCAT and SAT/10 results. For progress monitoring, FAIR, Discovery Learning and FCAT simulation will be used. FAIR and Discovery Learning will be used for mid-year monitoring.

Attendance will be monitored monthly by the school Leadership Team via a report received from the Accountability, Assessment, and Evaluation Office.

Winston Elementary implements a Positive Behavior Support System (PBS).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be provided during grade level PLCs (Professional Learning Communities). Small planning sessions will also occur throughout the year. The MTSS team will also evaluate additional staff professional development needs during their MTSS Leadership meetings, as well as individual meetings, if necessary.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ava Brown	Principal
Timothy McKenna	Assistant Principal
Bonnie Phillips	Teacher Resource - Reading

Name	Title
Patricia Rose	Media Specialist
Jacqueline Stiefel	Kindergarten Teacher
Amanda Leggate	1st Grade Teacher
Jill Henriksen	2nd Grade Teacher
Janira Rodriguez	3rd Grade Teacher
Stephanie Sims	4th Grade Teacher
Donshae Thomas	5th Grade Teacher

How the school-based LLT functions

The Winston LLT meets to address literacy issues at the school by disaggregating reading data from FCAT Reading and FAIR to formulate plans that address the areas of weakness at our school.

Major initiatives of the LLT

The major initiative of the 2013-2014 school year will be to increase participation in the Accelerated Reader Program.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Winston Elementary, 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 30 days of school: FLKRS (Florida Kindergarten Readiness Skills); FAIR (Florida Assessments for Instruction in Reading) testing, and Reading Wonders 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	39%	No	56%
American Indian				
Asian				
Black/African American	46%	24%	No	51%
Hispanic	54%	39%	No	59%
White	50%	52%	Yes	55%
English language learners	53%	34%	No	57%
Students with disabilities	38%	18%	No	45%
Economically disadvantaged	49%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	20%	51%
Students scoring at or above Achievement Level 4	33	15%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	76	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	18	67%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	58	51%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	30%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	25%	29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	18	38%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	36%	No	57%
American Indian				
Asian				
Black/African American	47%	26%	No	52%
Hispanic	56%	36%	No	60%
White	50%	44%	No	55%
English language learners	58%	34%	No	62%
Students with disabilities	48%	9%	No	53%
Economically disadvantaged	52%	36%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	25%	32%
Students scoring at or above Achievement Level 4	24	11%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	71	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	69	70%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	26%	33%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	34	6%	3%
Students who are not proficient in reading by third grade	53	59%	49%
Students who receive two or more behavior referrals	18	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	6%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See School Parent Involvement Plan submitted online.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** On the 2014 Reading FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.
- G2.** On the 2014 Math FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.
- G3.** On the 2014 Writing FCAT we will increase the number of students achieving proficiency in Grade 4.
- G4.** Improve core instruction through strategies and curriculum (Tier 1 Instruction).
- G5.** On the 2014 Science FCAT we will increase the number of students achieving proficiency in Grade 5.

Goals Detail

G1. On the 2014 Reading FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Assigned Mentors/Coaches
- Opportunities for Professional Development
- Model classroom observations
- New materials (Reading Wonders)
- Technology Resources
- Cooperative Learning Structures/Professional Development
- School District Coaching
- Grade Level Professional Learning Communities (PLCs)
- Reading Resource Teacher
- Instructional Paraprofessionals (2)

Targeted Barriers to Achieving the Goal

- Curriculum transition

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. On the 2014 Math FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Assigned Mentors/Coaches
- Opportunities for Professional Development
- Model Classroom Observations
- New materials (Go Math!)
- Technology Resources
- Cooperative Learning Structures/Professional Development
- School District Coaching
- Grade Level Professional Learning Communities (PLCs)
- Program Facilitator
- Instructional Paraprofessionals (2)

Targeted Barriers to Achieving the Goal

- Curriculum Transition

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. On the 2014 Writing FCAT we will increase the number of students achieving proficiency in Grade 4.

Targets Supported

- Writing

Resources Available to Support the Goal

- Assigned mentors/coaches
- Opportunities for PD
- Model Classroom Observations
- District Coaching
- Grade level PLCs
- Reading Resource Teacher
- Instructional Paraprofessionals

Targeted Barriers to Achieving the Goal

- Student lack of writing conventions

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Improve core instruction through strategies and curriculum (Tier 1 Instruction).

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Assigned mentors/coaches
- Opportunities for professional development
- Model classroom observations
- New materials for Reading/Math
- Technology Resources
- PD: Cooperative Learning Structures
- District Coaching

Targeted Barriers to Achieving the Goal

- Targeted support structure for all teachers.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. On the 2014 Science FCAT we will increase the number of students achieving proficiency in Grade 5.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Assigned mentors/coaches
- Opportunities for PD
- Model Classroom Observations
- Technology Resources (EduSmart)
- Cooperative learning structures/professional development
- District coaching
- Grade level PLCs
- Program Facilitator
- Instructional Paraprofessionals (2)

Targeted Barriers to Achieving the Goal

- Lack of hands-on practice

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2014 Reading FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

G1.B2 Curriculum transition

G1.B2.S1 Provide Professional Development for faculty (District & School-Based)

Action Step 1

Reading Wonders Webinars District Seminars

Person or Persons Responsible

District Personnel

Target Dates or Schedule

July - August August

Evidence of Completion

Completed ARROW

Facilitator:

District

Participants:

District Personnel

Action Step 2

School-based Coaching

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Notes and Logs

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

Reading Wonders Webinars District Seminars School-based coaching

Person or Persons Responsible

District Personnel Leadership Team

Target Dates or Schedule

July - August Ongoing

Evidence of Completion

Completed ARROW Sign-in Sheet Follow - up products Coaching logs

Plan to Monitor Effectiveness of G1.B2.S1

Reading Wonders Webinars District Seminars School-based coaching

Person or Persons Responsible

District Personnel Leadership Team

Target Dates or Schedule

July - August On-going

Evidence of Completion

Completed ARROW Sign-in sheets Follow-up products Coaching logs

G1.B2.S2 Provide opportunities for Facilitated Cooperative Planning

Action Step 1

Two hour sessions for grade-level Facilitated Cooperative Planning time

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans Classroom walk throughs & observations

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

Two hour sessions for grade level Facilitated Cooperative Planning Time

Person or Persons Responsible

Leadership Team Grade Chair

Target Dates or Schedule

Two times a month

Evidence of Completion

Lesson Plans Physically visible in classrooms coaching logs

Plan to Monitor Effectiveness of G1.B2.S2

Two hour sessions for grade level Facilitated Cooperative Planning Time

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Twice a month

Evidence of Completion

Lesson Plans Physically visible in classrooms Coaching logs Follow-up product

G2. On the 2014 Math FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

G2.B2 Curriculum Transition

G2.B2.S1 Provide professional development for faculty (District and School-based)

Action Step 1

District Seminars

Person or Persons Responsible

District Personnel

Target Dates or Schedule

July - August

Evidence of Completion

Completed ARROWs

Facilitator:

District

Participants:

District Personnel

Action Step 2

School-based Coaching

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes and logs

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

Go Math! Seminars School-based Coaching

Person or Persons Responsible

District personnel Leadership Team

Target Dates or Schedule

July - August On-going

Evidence of Completion

Completed ARROW Sign-in sheets Follow--up products Coaching logs

Plan to Monitor Effectiveness of G2.B2.S1

Go Math! District Seminars School-based coaching

Person or Persons Responsible

District personnel Leadership Team

Target Dates or Schedule

July-August On-going

Evidence of Completion

Completed ARROW Sign-in Sheets Follow-up product Coaching logs

G2.B2.S2 Provide opportunities for Facilitated Cooperative Planning Time

Action Step 1

Two-hour sessions for Grade-level facilitated cooperative planning time

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Two times a month

Evidence of Completion

Lesson Plans Walk-throughs and observations

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Two-hour sessions for grade level facilitated cooperative planning time

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Twice a month

Evidence of Completion

Lesson Plans Physically visible in classrooms Coaching logs

Plan to Monitor Effectiveness of G2.B2.S2

Two-hour sessions for grade level facilitated collaborative planning time

Person or Persons Responsible

Leadership Team Grade Chair

Target Dates or Schedule

Twice a month

Evidence of Completion

Lesson Plans Physically visible in classrooms Coaching logs Follow-up product

G3. On the 2014 Writing FCAT we will increase the number of students achieving proficiency in Grade 4.

G3.B6 Student lack of writing conventions

G3.B6.S1 Assisting teachers in planning for focus on writing conventions

Action Step 1

Facilitated planning sessions Classroom walk-throughs Lesson plan checks

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District implemented Writing Progress Monitoring

Action Step 2

Grade Level PLC: Sentence Writing Strategy

Person or Persons Responsible

Reading Resource Teacher

Target Dates or Schedule

by September 30, 2013

Evidence of Completion

District implemented Writing Progress Monitoring

Facilitator:

Reading Resource Teacher - Bonnie Phillips

Participants:

4th Grade Writing Teachers

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

Classroom Walk-throughs Lesson Plan check

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District implemented Writing Progress Monitoring

Plan to Monitor Effectiveness of G3.B6.S1

Classroom walk-throughs Lesson plan checks

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

District implemented Writing Progress Monitoring

G4. Improve core instruction through strategies and curriculum (Tier 1 Instruction).

G4.B9 Targeted support structure for all teachers.

G4.B9.S1 Provide bi-monthly facilitated 2 hour collaborative planning blocks.

Action Step 1

Assign mentor partnerships (experienced teacher with newer teacher) and create monthly discussion topics

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 16, 2013

Evidence of Completion

Meeting schedule and meeting notes

Plan to Monitor Fidelity of Implementation of G4.B9.S1

Collect partnership meeting notes

Person or Persons Responsible

Principal

Target Dates or Schedule

Two times a month

Evidence of Completion

Two sets of notes from each partnership each month

Plan to Monitor Effectiveness of G4.B9.S1

Classroom walk-throughs FAIR/Discovery Assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Notes from classroom walk-throughs Fair/Discovery Results

G4.B9.S2 Assign collaborative teaching partnerships school-wide (more experienced teacher with less experienced teacher)

Action Step 1

Assign a member of the Leadership Team to each grade level

Person or Persons Responsible

Principal

Target Dates or Schedule

September 1, 2013

Evidence of Completion

Schedule of meetings

Action Step 2

Develop planning sessions fidelity checklist

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

by September 15, 2013

Evidence of Completion

Completed checklist

Plan to Monitor Fidelity of Implementation of G4.B9.S2

Schedule team meetings Develop Fidelity Checklist

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

By September 15, 2013

Evidence of Completion

Completed meeting schedule Completed Fidelity Checklist

Plan to Monitor Effectiveness of G4.B9.S2

Ensuring the the planning schedule is followed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Completed schedule

G4.B9.S3 Assign Leadership Team to grade levels.

Action Step 1

Schedule bi-monthly planning sessions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

by September 15, 2013

Evidence of Completion

Schedule of sessions

Action Step 2

Conduct planning sessions

Person or Persons Responsible

Leadership Team Grade level teachers

Target Dates or Schedule

On-going

Evidence of Completion

Implementation of completed lesson plans

Plan to Monitor Fidelity of Implementation of G4.B9.S3

Lesson plan check Collect completed fidelity checklist Classroom walk-throughs

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Completed lesson plans and implementation of lesson plans as evidenced through classroom walk-throughs

Plan to Monitor Effectiveness of G4.B9.S3

Classroom walk-throughs Fair/Discovery testing

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Notes from classroom walk-throughs FAIR/Discovery Test Results

G4.B9.S4 Conduct a book study: Do You Know Enough About Me to Teach Me?

Action Step 1

Develop pre-survey about school culture in Google Apps

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

by October 31, 2013

Evidence of Completion

Completed survey results

Action Step 2

Assign each grade level a chapter to study and develop discussion topics

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

by October 31, 2013

Evidence of Completion

Presentation outline/rubric

Facilitator:

Leadership Team

Participants:

Leadership Team

Action Step 3

Schedule faculty presentations

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

by October 31, 2013

Evidence of Completion

Completed faculty presentations

Facilitator:

Leadership Team

Participants:

Leadership Team

Plan to Monitor Fidelity of Implementation of G4.B9.S4

Complete pre-survey Conduct faculty presentations Complete post-survey

Person or Persons Responsible

Leadership Team Grade level teams

Target Dates or Schedule

by December 6, 2013

Evidence of Completion

Survey results Faculty presentations

Plan to Monitor Effectiveness of G4.B9.S4

Complete post-survey

Person or Persons Responsible

Leadership Team Grade level teacher

Target Dates or Schedule

by December 5, 2013

Evidence of Completion

Survey results

G5. On the 2014 Science FCAT we will increase the number of students achieving proficiency in Grade 5.

G5.B7 Lack of hands-on practice

G5.B7.S1 Provide students with more hands-on practice and experiments.

Action Step 1

Schedule hands-on experiments with Florida Institute of Phosphate Research

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Increased proficiency on Discovery Science assessment

Action Step 2

Schedule bi-weekly hands-on labs for 5th grade students

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Increased proficiency on Discovery Science assessment

Plan to Monitor Fidelity of Implementation of G5.B7.S1

Classroom walk-throughs Lesson plan check

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Increased proficiency on Discovery Science

Plan to Monitor Effectiveness of G5.B7.S1

Classroom walk-throughs Lesson plan check

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Increased proficiency on Discovery Science

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A funds school-wide services to Winston Elementary. 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 Elementary 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 1 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 1, Part C.

Supplemental Academic Instruction (SAI): SAI funds will be used to provide

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. On the 2014 Reading FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

G1.B2 Curriculum transition

G1.B2.S1 Provide Professional Development for faculty (District & School-Based)

PD Opportunity 1

Reading Wonders Webinars District Seminars

Facilitator

District

Participants

District Personnel

Target Dates or Schedule

July - August August

Evidence of Completion

Completed ARROW

G2. On the 2014 Math FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

G2.B2 Curriculum Transition

G2.B2.S1 Provide professional development for faculty (District and School-based)

PD Opportunity 1

District Seminars

Facilitator

District

Participants

District Personnel

Target Dates or Schedule

July - August

Evidence of Completion

Completed ARROWs

G3. On the 2014 Writing FCAT we will increase the number of students achieving proficiency in Grade 4.

G3.B6 Student lack of writing conventions

G3.B6.S1 Assisting teachers in planning for focus on writing conventions

PD Opportunity 1

Grade Level PLC: Sentence Writing Strategy

Facilitator

Reading Resource Teacher - Bonnie Phillips

Participants

4th Grade Writing Teachers

Target Dates or Schedule

by September 30, 2013

Evidence of Completion

District implemented Writing Progress Monitoring

G4. Improve core instruction through strategies and curriculum (Tier 1 Instruction).

G4.B9 Targeted support structure for all teachers.

G4.B9.S4 Conduct a book study: Do You Know Enough About Me to Teach Me?

PD Opportunity 1

Assign each grade level a chapter to study and develop discussion topics

Facilitator

Leadership Team

Participants

Leadership Team

Target Dates or Schedule

by October 31, 2013

Evidence of Completion

Presentation outline/rubric

PD Opportunity 2

Schedule faculty presentations

Facilitator

Leadership Team

Participants

Leadership Team

Target Dates or Schedule

by October 31, 2013

Evidence of Completion

Completed faculty presentations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2014 Reading FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.	\$41,500
G2.	On the 2014 Math FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.	\$39,500
G3.	On the 2014 Writing FCAT we will increase the number of students achieving proficiency in Grade 4.	\$41,500
G4.	Improve core instruction through strategies and curriculum (Tier 1 Instruction).	\$600
G5.	On the 2014 Science FCAT we will increase the number of students achieving proficiency in Grade 5.	\$39,500
Total		\$162,600

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Title 1	\$162,000	\$0	\$162,000
PASS Grant	\$0	\$600	\$600
Total	\$162,000	\$600	\$162,600

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2014 Reading FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

G1.B2 Curriculum transition

G1.B2.S2 Provide opportunities for Facilitated Cooperative Planning

Action Step 1

Two hour sessions for grade-level Facilitated Cooperative Planning time

Resource Type

Personnel

Resource

Reading Resource Teacher, Instructional Paraprofessionals (2)

Funding Source

Title 1

Amount Needed

\$41,500

G2. On the 2014 Math FCAT, we will increase the number of students achieving proficiency in Grades 3 through 5.

G2.B2 Curriculum Transition

G2.B2.S2 Provide opportunities for Facilitated Cooperative Planning Time

Action Step 1

Two-hour sessions for Grade-level facilitated cooperative planning time

Resource Type

Personnel

Resource

Program Facilitator, Instructional Paraprofessionals (2)

Funding Source

Title 1

Amount Needed

\$39,500

G3. On the 2014 Writing FCAT we will increase the number of students achieving proficiency in Grade 4.

G3.B6 Student lack of writing conventions

G3.B6.S1 Assisting teachers in planning for focus on writing conventions

Action Step 1

Facilitated planning sessions Classroom walk-throughs Lesson plan checks

Resource Type

Personnel

Resource

Reading Resource Teacher, Instructional Paraprofessionals

Funding Source

Title 1

Amount Needed

\$41,500

G4. Improve core instruction through strategies and curriculum (Tier 1 Instruction).

G4.B9 Targeted support structure for all teachers.

G4.B9.S4 Conduct a book study: Do You Know Enough About Me to Teach Me?

Action Step 2

Assign each grade level a chapter to study and develop discussion topics

Resource Type

Professional Development

Resource

Purchase each faculty member a copy of Do You Know Enough About Me to Teach Me?

Funding Source

PASS Grant

Amount Needed

\$600

G5. On the 2014 Science FCAT we will increase the number of students achieving proficiency in Grade 5.

G5.B7 Lack of hands-on practice

G5.B7.S1 Provide students with more hands-on practice and experiments.

Action Step 1

Schedule hands-on experiments with Florida Institute of Phosphate Research

Resource Type

Personnel

Resource

Program Facilitator, Instructional Paraprofessionals (2)

Funding Source

Title 1

Amount Needed

\$39,500