



## **Priority School Improvement Plan**

Marvin L. Winans Academy - Elementary

Marvin L. Winans Academy of Performing Arts

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

In looking at the three year trend in student enrollment data, the challenges identified are (1) Families continue to be transient going from school-to-school due to blight, economic concerns and competition for students with now 24 schools in a 20 mile radius.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

In looking at the three year trend in student attendance data, we have identified two competing challenges: The first, students are tardy and absent more during daylight savings. Parents sense of urgency decreases when it's dark when students arrive and dark when they are picked up. Secondly, attendance is impacted during half-days and when neighboring schools are out of school. Though we operate on different schedules, when neighboring or larger schools experience school closings, it has a negative impact on our attendance.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), the challenges identified have been with transitioning from 2nd to 3rd grade. By the time students learn acceptable behaviors that contradict societal norms, they have already exhausted school policy and practices, resulting in a number of behavioral infractions and consequences. In addition, teacher turnover and teacher shortages impacts behavior.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

Maintaining our coherent Multi-tiered approach (MTSS) to Response To Intervention (RTI) could be taken to address any identified challenges with student demographic data. With the school, family, and community are all at the table to support students the following but not limited to action steps are taken:

- Instruction and Intervention
- Data and assessments
- Implementation of evidence based practices
- Problem solving and decision making

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- Consistently communicating to our families the benefits of our charter school calendar in comparison to neighboring schools that experience frequent and/or unexpected closings.
- Expanding Safe Routes to School during daylight savings

### Teacher/School Leader(s) Demographic Data

**5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

As we review the number of years of teaching and administrative experience of the school leader(s) in our building, the impact on student achievement is progressing. The current school leader has been with Winans Academy for 18 years. He is committed to making sure every student is performing at or above grade level. With the support of Michigan Department of Education, Wayne RESA ISD, SVSU Authorizers and the School Reform Office, student achievement will happen.

### Teacher/School Leader(s) Demographic Data

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

As we review the number of years of teaching experience of teachers in our building, the impact on student achievement is consistently showing growth. Teachers collaborate in professional learning communities over cross-content standards, student data, intervention and/or acceleration, and shared resources. Their relentless efforts for students to be successful is yielding positive results.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

As we review the total number of days of the school leader absences and note how many were due to professional learning and /or due to illness, the impact on student achievement has been minor. Teachers and students have a great deal of support from the curriculum department, lead teachers, ISD, professional learning community, and through job embedded professional development. As a priority school, it was critical to make sure that the capacity of the instructional staff was built to the degree that external factors and leadership obligations to stakeholders would have little impact on student achievement as possible.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

As we review the total number of days for teacher absences due to professional learning and/or illness, student achievement has had the greatest impact. In addition, teacher turn over and vacancies makes it extremely difficult to achievement to meet our student targets and desirable goals.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Actions taken to address identified challenges regarding teacher/school leader demographics are but not limited to:

- Consistently seek, recruit, and sustain talent
- Build the capacity of the instructional staff through professional learning communities
- Continue to utilize the support of our accountability partners
- Make every effort to have leadership present and active in turnaround efforts

## Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, the strands/standards/indicators stand out as strengths are:

- Standard 2 Instructional Learning Environment and Reflection
- Standard 3 Assessments: Assessment System; and Shared Understanding
- Standard 9 Communication: Approaches and Tools; and Cultural Responsiveness

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, the strands/standards/indicators stand out as challenges are:

- Standard 1 Curriculum Indicator: Alignment; and Coherence
- Standard 2 Instruction: Instructional Design; and Effective Instructional Practices
- Standard 6: Organizational Management: communicating systems; and intentional practices
- Standard 8 Professional Learning System: Impact of Professional Learning

### **12. How might these challenges impact student achievement?**

The alignment of curriculum, instruction and assessments is at heart of teaching and learning. The impact on student achievement decreases, as we continue to collaborate and set specific instructional goals aligned to standards.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Challenges will be addressed in accordance with the Priority School Improvement in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle

- Integrate Job Embedded Professional Development

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

We ensure that the students with disabilities have their needs addressed in our inclusive environment. We have a district Special Education Coordinator who makes sure that all staff are knowledgeable of multi-tiered systems, Response to Intervention, and special education compliance. Further, paraprofessionals, interventionists, special education teacher and a district title 1 coordinator also supports the allocations of resources that support students, teachers and parents. Lastly, students with disabilities have access to after school, push-in and pull-out, small group, timely intervention and summer school.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

The Extended Learning Opportunities that are available for students and in what grades are:

- K-5 Before school enrichment
- K-5 Individual and small group instruction
- K-5 After school instructional support
- K-5 Response to Intervention
- K-5 Push In and pull out support
- Saturday Instructional support
- Daily integration of technology
- Interventionists
- K-5 Summer School
- Extra curriculum activities
- Parent University

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

All students are eligible for extended learning opportunities because we value accelerated opportunities for students just as much as those in need of intervention. Based on the data students are divided into three groups: those below grade level, approaching grade level and above grade level. Parents are notified through notes sent home and phone calls.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The evidence we have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels are: professional development agendas, sign-in sheets, lesson plans (ISP's),

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common planning (vertical and horizontal), Professional Learning Community (PLC) and administration walk-through and evaluations

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

n/a

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Based on the achievement data, reading strengths are:

1. Vocabulary Interpretation:

- RI.2.4 Determine academic vocabulary & domain-specific word meanings
- R..2.4 Vocabulary Interpretation Determine how words and rhythm & meaning in a text
- L.3.4 Define unknown words using context clues or reference material
- RL.4.4 Determine the meaning of words including mythological allusion
- L.5.4 Define unknown words using context clues or reference material
- L.5.5 Understand figurative language, word relationships, & word nuances
- RL.5.4 Determine the meaning of figurative & non-figurative words and phrases

2. Reading Literature:

- RL.2.5 Describe plot structure of a story
- RL.2.1 Ask & answer questions about key details
- RL.4.5 Explain the major difference between poems, drama, and prose; refer to structural elements of poems and drama
- RL.5.2 Determine theme from text details; summarize
- RL.5.5 Explain how text parts provide overall structure of a text

3. Reading Informational Text:

- RI.2.7 Explain how images contribute to and clarify a text
- RI.2.6 Identify main purpose of a text and author's purpose in writing text
- RI.4.3 Explain events/ideas in informational texts using text details
- RI.5.8 Identify/Explain how author uses reasons/evidence to support points

4. Reading Literature:

- RL.5.2 Determine theme from text details; summarize
- RL.5.5 Explain how text parts provide overall structure of a text

5. Conventions of Language

- L.2.1 Correctly use collective nouns, irregular nouns, verbs and descriptions
- L.2.2 Use correct capitalization, commas, apostrophes, & spelling patterns in writing.

### **19b. Reading- Challenges**

According to the achievement data, reading challenges are:

1. Reading Literature:

- RL.2.9 Compare/contrast two or more versions of the same story
- RL.2.7 Use information from illustrations/words to demonstrate understanding of characters/setting/plot
- RL.3.9 Compare/contrast the themes/settings/plots of stories written by the same author about the same or similar characters.
- RL.4.1 Refer to explicit and inferential details in the text
- RL.5.1 Quote text accurately to explain explicit and inferential ideas

2. Reading Informational Text:

- RI.2.8 Describe how reasons support specific points.
- RI.2.5 Know and use text features to read a text efficiently
- RI.2.2 Determine topic of a text and/or isolated paragraphs
- RI.3.1 Ask and answer questions using key details from the text
- RI.4.9 Combine information from two texts on same topic to write/speak about subject
- RI.5.5 Compare & contrast structural differences between two texts

3. Reading Literature:

- RL.3.1 Ask and answer questions using key details from the text
- RL.3.5 Refer to text parts using literary terms; describe progression

### **19c. Reading- Trends**

According to Achievement data reading trends students struggle most with:

- Analyze and critique qualitative and quantitative text
- Extrapolate information from text to support thoughts, ideas, and claims
- Strategically decipher question answer relationships and text dependent questioning
- Engage with the complexity of grade level text

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development around close reading, Question-Answer Relationships, and text dependent questioning

## **20a. Writing- Strengths**

According to our internal Assessment Data our scores indicate writing strengths being:

Text Types & Purposes:

- CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-LITERACY.W.3.1.C; 4.1.C; W.5.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- CCSS.ELA-LITERACY.W.4.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-LITERACY.W.4.1.D; W.5.1.D Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-LITERACY.W.4.1.D; W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production & Distribution of writing:

- CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by

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revising and editing.

- CCSS.ELA-LITERACY.W.3.5; W.4.5; W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### 20b. Writing- Challenges

According to our internal Assessment Data our scores indicate writing challenges being:

Text types & Purposes:

- CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.

- CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

- CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 20c. Writing- Trends

According to our internal Assessment Data our scores indicate writing trends being:

Text Types & Purposes:

- CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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Production and Distribution of Writing:

- CCSS.ELA-LITERACY.CCRA.W.4.4; W.5.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

### 21a. Math- Strengths

According to our Achievement Data strengths in math are:

- 2.MD.A.1 Select and use appropriate tools to measure length
- 2.MD.A.2 Use two different units to measure length
- 3.MD.C.6 Measure area by counting unit squares
- 5.MD.C.4 Measure volume by counting unit cubes
- 5.MD.C.5c Find the volume of rectangular prism compositions; 5.MD.C.5b find the volume of rectangular prisms by using formulas
- 2.OA.A.1 Addition and subtraction word problems within 100
- 2.OA.C.4 Repeated addition and arrays
- 3.OA.A.1 Interpret products of whole numbers
- 4.OA.A.2 Solve word problems involving multiplication comparison
- 3.NF.A.3a Understand equivalent fractions
- 5.NF.B.4 Multiply fractions

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- 4.NBT.B.6 Use strategies to divide whole numbers
- 5.NBT.B.5 Divide whole numbers

### 21b. Math- Challenges

According to our Achievement Data math challenges are:

- 2.NBT.A.2 Counting and skip counting
- 2.NBT.A.1b Understand place value bundles of hundreds
- 2.NBT.A.1.4 Recognize related place value
- 2.NBT.B.6 Add up to four two-digit numbers
- 2.MD.B.5 Addition and subtraction word problems: length
- 3.MD.A.2 Solve word problems with mass and volume and estimate mass and volume
- 3.OA.A.2 Interpret quotients of whole numbers
- 3.NF.A.2a Unit fractions on a number line
- 4.NF.A.1 Explain, generate, and recognize equivalent fractions
- 4.NF.C.7 Compare decimals by reasoning about their size
- 5.NF.A.1 Add and subtract fractions; 5.NF.A.1.2 add and subtract fraction word problems
- 5.NF.B.3 Interpret fraction as quotients
- 5.NF.B.7c Solve real-world problems by dividing whole numbers and unit fractions

### 21c. Math- Trends

According to our Achievement Data math trends clearly points to our student's ability to:

- Identify expressions and solve word problems with varied steps and operations
- Interpret the relationship between corresponding terms and orders of operation
- Understand fraction types and the application of each
- Make sense of problems, and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments, and critique the reasoning of others

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

## **22a. Science- Strengths**

According to our Achievement Data our scores indicate Science strengths being:

Patterns:

- K-2 Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- 3rd-5th Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena and designed products. Patterns of change can be used to make predictions. Patterns can be used as evidence to support an explanation.

Cause & Effect

- K-2 Events have causes that generate observable patterns.
- 3-5 Cause and effect relationships are routinely identified, tested, and used to explain change.

Scale, Proportion & Quantity

- K-2 Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower).
- 3-5 A system can be described in terms of its components and their interactions

Energy and Matter: Flows, Cycles, and Conservation

- K-2nd Objects may break into smaller pieces, be put together into larger pieces, or change shapes.

Structure & Function

- K-2 The shape and stability of structures of natural and designed objects are related to their function(s).
- 3-5 Different materials have different substructures, which can sometimes be observed.

## **22b. Science- Challenges**

According to our Achievement Data challenges in Science are:

As with Reading,

- Students inability to analyze and critique qualitative and quantitative text
- Students inability to extrapolate information to support thoughts, ideas, and claims
- Students ability to strategically decipher question answer relationships
- Students inability to engage with the complexity of grade level text

Cause & Effect

- K-2 Simple tests can be designed to gather evidence to support or refute student ideas about causes.
- 3-5 Events that occur together with regularity might or might not be a cause and effect relationship.

Scale, Proportion & Quantity

- K-5 Standard units are used to measure length.
- 3-5 A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot.

Energy and Matter: Flows, Cycles, and Conservation

- 3-5 Matter flows and cycles can be tracked in terms of the weight of the substances before and after a process occurs. The total weight of the substances does not change. This is what is meant by conservation of matter. Matter is transported into, out of, and within systems.
- 3-5 Energy can be transferred in various ways and between objects.

Structure & Function

- 3-5 Substructures have shapes and parts that serve functions.

Stability and Change

- 3-5 Change is measured in terms of differences over time and may occur at different rates. Some systems appear stable, but over long periods of time will eventually change.

## **22c. Science- Trends**

Trends in Science show:

Students have a working knowledge of the relationship and core ideas of life, physical and earth science. However, trends consistently show, students inability to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

In addition, challenges in reading impact comprehension and student achievement in Science when students struggle with the following:

- Analyzing and critiquing qualitative and quantitative text
- Extrapolating information from text to support thoughts, ideas, and claims
- Strategically decipher question answer relationships and text dependent questioning
- Engaging with the complexity of grade level text

### **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

### **23a. Social Studies- Strengths**

Strengths in Social Studies show that students have a working knowledge of Social Study's national standards, themes and eras.

### **23b. Social Studies- Challenges**

Challenges in Social Studies are directly correlated to that of Reading. Students have difficulty with:

- Interpreting the National Standards for Historical Thinking
- Analyzing and critiquing qualitative and quantitative text
- Extrapolating information to support thoughts, ideas, and claims
- Strategically decipher question answer relationships
- Engaging with the complexity of grade level text

### **23c. Social Studies- Trends**

Social Study trends show:

Students have a working knowledge of the relationship and core ideas of social studies. However, trends consistently show, students inability to demonstrate grade-appropriate proficiency in reading, analyzing and critiquing texts, engaging in argument from evidence, and obtaining, evaluating, and communicating information impacts comprehension. In addition to working with the complexity of grade level text.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

## Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### 24a. Student Perception Data

#### Which area(s) indicate the overall highest level of satisfaction among students?

The area(s) indicate the overall highest level of satisfaction among students are:

169 Kindergarten - Second Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Over 90% of the students felt the following way about their school:

- Their teacher wants them to learn, wants them to do their best, wants them to think
- They know what to do every day in school; learn new things and have books to read
- They are safe at school and teacher tells them when they are doing good in school.

212 Third - Fifth Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Over 90% of the students felt the following way about their school:

- Teachers wanted them to do their best and helped them to learn new things
- Teachers tell them how they should behave and do their work and use different activities to help them learn
- Teachers tell families how children are doing in school, have many places where they can learn in addition to working on the computer.
- Teachers help them to be ready for the next grade

### 24b. Student Perception Data

#### Which area(s) indicate the overall lowest level of satisfaction among students?

The area(s) indicate the overall lowest level of satisfaction among students are:

169 Kindergarten - Second Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Students least satisfied with their school in the following way:

- Only 73.7% said their families likes to come to their school
- Only 75.74% said they use a computer to learn at school

212 Third - Fifth Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Students least satisfied with their school in the following way:

- 51.66% feels that are treated fairly
- 32.7% felt students treat adults with respect
- 46.45% felt their teachers listen to them

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- 61.14% says their teachers ask my family to come to school activities.
- 60.19% says their teachers always help them

### 24c. Student Perception Data

#### What actions will be taken to improve student satisfaction in the lowest area(s)?

The actions that will be taken to improve student satisfaction in the lowest areas are:

- Build relational trust between our students and teachers
- Make sure we are actively engaging our families in the life of the school
- Celebrate milestones no matter how big or small.
- Incorporate more high interest learning opportunities to increase student engagement.
- Foster a culture where students understand the value of education and the importance of school work by acknowledging short wins and big payoffs.

### 25a. Parent/Guardian Perception Data

#### What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The areas that indicate the overall highest level of satisfaction among parents/guardians are:

- Parents think of teachers as partners in education children.
- Parents believes the school is
- Staff at this school work hard to build trusting relationships with parents
- Parents feel the Principal genuinely cares about the welfare of their children
- Parents/guardians are involved in the development of programs aimed at improving students' academic outcomes.

### 25b. Parent/Guardian Perception Data

#### What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The areas(s) indicate the overall lowest level of satisfaction among parents/guardians are:

- Develops formal networks to link all families with each other (for example: sharing parent/guardian directories, providing a website for parents/guardians to connect with one another, etc).
- Contacted me about their child's performance.
- Respond to my suggestions for helping their child.
- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc).

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

The actions will be taken to improve parent/guardian satisfaction in the lowest area(s) are:

Increase parent involvement opportunities to network with each other and volunteer in school-wide improvement initiatives. In addition, provide timely responses to parents regarding their child's performance(s).

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

The area(s) indicate the overall highest level of satisfaction among teachers/staff are:

- 87.5% stated our school's purpose statement is clearly focused on student success.
- 87.5% stated leaders hold staff members accountable for student learning.
- 84% stated teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examinations of professional practice
- 78.57 stated teachers personalize instructional strategies and interventions to address individual learning needs of students.
- 85.71% state they participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
- 70% stated they have been trained to implement a formal process that promotes discussion about student learning.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

The area(s) indicate the overall lowest level of satisfaction among teacher/staff are:

- 43.75% felt the school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
- 35.71% stated related learning support services are provided for all students based on their needs
- 35.72 felt a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 28.57 felt a formal process is in place to support new staff members in their professional practice.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

The actions that will be taken to improve teacher/staff satisfaction in the lowest area(s) are:

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Establish clear expectations and timelines for implementation to ensure pacing of programs as well as instruction. Value staff feedback as to job-embedded professional development, instruction, and curriculum.

Make sure mission drives policy and policy drives practices.

Make sure all related learning support services are provided for all students based on their needs. Give special attention to improving Response to Intervention and Multi-tiered systems for supporting all learners in a timely manner.

Formalize a structure that will make sure each student is well known by at least one adult advocate in the school who supports that student's educational experience. Refine the Student Advisories and small groups to hold group leaders and advocates accountable to the process.

Strengthen the professional practice as outlined in our Priority Redesign plan already in place to support new staff members in their professional practice.

### 27a. Stakeholder/Community Perception Data

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

The area(s) that indicate the overall highest level of satisfaction among stakeholders/community are:

The school works collaboratively with the community to feed the needy on a monthly basis, maintain landscapes, respond to blight and areas of need on local and state levels.

### 27b. Stakeholder/Community Perception Data

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

N/A

### 27c. Stakeholder/Community Perception Data

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

N/A

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

#### Demographic Data

In looking at the three year trend in student enrollment data, the challenges identified are (1) Families continue to be transient going from school-to-school due to blight, economic concerns and competition for students with now 24 schools in a 20 mile radius.

In looking at the three year trend in student attendance data, we have identified two competing challenges: The first, students are tardy and absent more during daylight savings. Parents sense of urgency decreases when it's dark when students arrive and dark when they are picked up. Secondly, attendance is impacted during half-days and when neighboring schools are out of school. Though we operate on different schedules, when neighboring or larger schools experience school closings, it has a negative impact on our attendance.

Maintaining our coherent Multi-tiered approach (MTSS) to Response To Intervention (RTI) could be taken to address any identified challenges with student demographic data. With the school, family, and community are all at the table to support students the following but not limited to action steps are taken:

- Instruction and Intervention
- Data and assessments
- Implementation of evidence based practices
- Problem solving and decision making
- Consistently communicating to our families the benefits of our charter school calendar in comparison to neighboring schools that experience frequent and/or unexpected closings.
- Expanding Safe Routes to School during daylight savings

#### Perception Data:

The area(s) indicate the overall highest level of satisfaction among students are:

One-hundred sixty nine (169) Kindergarten - Second Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Over 90% of the students felt the following way about their school:

- Their teacher wants them to learn, wants them to do their best, wants them to think
- They know what to do every day in school; learn new things and have books to read
- They are safe at school and teacher tells them when they are doing good in school.

Two-hundred twelve (212) Third - Fifth Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Over 90% of the students felt the following way about their school:

- Teachers wanted them to do their best and helped them to learn new things
- Teachers tell them how they should behave and do their work and use different activities to help them learn
- Teachers tell families how children are doing in school, have many places where they can learn in addition to working on the computer.

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- Teachers help them to be ready for the next grade

The area(s) indicate the overall lowest level of satisfaction among students are:

One-hundred sixty nine (169) Kindergarten - Second Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Students least satisfied with their school in the following way:

- Only 73.7% said their families likes to come to their school
- Only 75.74% said they use a computer to learn at school

Two-hundred twelve (212) Third - Fifth Graders were given the opportunity to provide feedback about their school in an environment absence of their teacher. Students least satisfied with their school in the following way:

- 51.66% feels that are treated fairly
- 32.7% felt students treat adults with respect
- 46.45% felt their teachers listen to them
- 61.14% says their teachers ask my family to come to school activities.
- 60.19% says their teachers always help them

The areas that indicate the overall highest level of satisfaction among parents/guardians are:

- Parents think of teachers as partners in education children.
- Parents believes the school is
- Staff at this school work hard to build trusting relationships with parents
- Parents feel the Principal genuinely cares about the welfare of their children
- Parents/guardians are involved in the development of programs aimed at improving students' academic outcomes.

The areas(s) indicate the overall lowest level of satisfaction among parents/guardians are:

- Develops formal networks to link all families with each other (for example: sharing parent/guardian directories, providing a website for parents/guardians to connect with one another, etc).
- Contacted me about their child's performance.
- Respond to my suggestions for helping their child.
- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc).

The area(s) indicate the overall highest level of satisfaction among teachers/staff are:

- 87.5% stated our school's purpose statement is clearly focused on student success.
- 87.5% stated leaders hold staff members accountable for student learning.
- 84% stated teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examinations of professional practice
- 78.57 stated teachers personalize instructional strategies and interventions to address individual learning needs of students.
- 85.71% state they participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
- 70% stated they have been trained to implement a formal process that promotes discussion about student learning.

The area(s) indicate the overall lowest level of satisfaction among teacher/staff are:

- 43.75% felt the school's purpose statement is supported by the policies and practices adopted by the school board or governing body.
- 35.71% stated related learning support services are provided for all students based on their needs
- 35.72 felt a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that

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student's educational experience.

- 28.57 felt a formal process is in place to support new staff members in their professional practice.

### Process Data

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, the strands/standards/indicators stand out as strengths are:

- Standard 2 Instructional Learning Environment and Reflection
- Standard 3 Assessments: Assessment System; and Shared Understanding
- Standard 9 Communication: Approaches and Tools; and Cultural Responsiveness

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, the strands/standards/indicators stand out as challenges are:

- Standard 1 Curriculum Indicator: Alignment; and Coherence
- Standard 2 Instruction: Instructional Design; and Effective Instructional Practices
- Standard 6: Organizational Management: communicating systems; and intentional practices
- Standard 8 Professional Learning System: Impact of Professional Learning

We ensure that the students with disabilities have their needs addressed in our inclusive environment. We have a district Special Education Coordinator who makes sure that all staff are knowledgeable of multi-tiered systems, Response to Intervention, and special education compliance. Further, paraprofessionals, interventionists, special education teacher and a district title 1 coordinator also supports the allocations of resources that support students, teachers and parents. Lastly, students with disabilities have access to after school, push-in and pull-out, small group, timely intervention and summer school.

### 28b. Summary

#### **How might the challenges identified in the demographic, process and perception data impact student achievement?**

The challenges identified in the demographic, process and perception data can impact student achievement by slowing the process for growth down, if instructional goals are not clarified and decision making of all stakeholders are not regarded.

### 28c. Summary

#### **How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students

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- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

### School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://www.winans.spfs.k12.mi.us/winansdocs/AER%20Elementary%20Cover%20Letter-2014.pdf">http://www.winans.spfs.k12.mi.us/winansdocs/AER%20Elementary%20Cover%20Letter-2014.pdf</a> <a href="http://www.winans.spfs.k12.mi.us/winansdocs/Annual%20Education%20Report%20-%20Elem-2014.pdf">http://www.winans.spfs.k12.mi.us/winansdocs/Annual%20Education%20Report%20-%20Elem-2014.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are a K-5 school.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-5 school	

Label	Assurance	Response	Comment	Attachment
5.	<p>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</p> <p>References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.</p>	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Eric McKithen, Site Manager *9740 McKinney Street *Detroit, Michigan 48234 *313-640-4610 Extension 2132.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached	Parent Involvement Policy

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Attached	Parent Compact

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Priority Unpacking Tool and ISD Service Plan	

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted by a School Improvement Planning Team consisting of teachers, parents, School Advisory Council (SAC) the administrator, Michigan State University, MDE School Reform Office, and Wayne RESA ISD. SIP began in September 2014 when the school received priority status. During that time, a 4-year Redesign Plan was established.

Stakeholders (principal, teachers, interventionists, and parents gathered monthly on campus and at Wayne RESA examining data, determining root causes and finalizing the big ideas that will guide the improvement process. The opportunity to participate was offered to everyone and several took part in the planning and reviewing the School Improvement Plan, giving input on Title I spending, sharing with the Principals on areas of concern/improvement and student achievement and school success. SIP team, Teachers, and parents facilitated different aspects of the SIP throughout the school community by conducting school and community wide surveys, professional talk groups; formal and informal meetings.

Information for the SIP is constantly being gathered every year and analyzed from Transformation Redesign Diagnostic, Student Achievement Data (Performance Series and Benchmark Reading Assessments); Perception data (parent, student & teacher surveys); Demographic data and Program Assessments (parent & teacher survey).

### 2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The four types of data the school used to conduct the Comprehensive Needs Assessments are:

Demographic Data (5 Essentials), Student Achievement Data (Performance Series and Benchmark Assessments); Perception data (parent & teacher surveys); and Program/Process (School Systems Review or the Interim Self Assessment/Self Assessment). The results are as follow:

Demographic Data:

Marvin L. Winans Academy of Performing Arts (WAPA) Elementary Campus is a Michigan charter school located on the east side of Detroit on the border line of Harper Woods. This year the school opens as a K-8 school district (elementary & middle school) located on its Dominican Campus with Saginaw Valley State University continuing as the authorizing body and the school is governed by community members, parents, educators and students.

The mission of the Marvin I. Winans Academy of Performing Arts is to prepare students for academic and performing arts excellence and responsible citizenship. What makes WAPA unique is that academics and performing arts are integrated in the daily practices of the school. Participation in performing arts is not an optional, extra-curriculum activity, but an integral part of the fabric and culture of the school and thereby making the vision of its Chancellor and Founder " is to open the door to rigorous academics and expose the students to the world through the arts," a phenomenon in the lives of students and alumni alike.

As early as kindergarten, students are introduced to the language and technique of dance; how to read, write, compose and play strings instruments; vocal training, fine arts, drama, and technology. Under the direction of dedicated teachers, non-instructional support teams, administration, parents and management, students are mentored towards mastery not only of academic disciplines, but also performing arts.  
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Based on the demographic data we conclude that despite the growing number of charter schools in the neighborhood and the number of schools that seek to replicate the arts, Winans Academy elementary continues to attract a committed population of parents who believe and support WAPA because of their longevity and commitment to the community; consistency as a Premier Performing Arts School that exposes students to the world through the arts; transparent in decision making by including parents and teachers as partners; and for providing a safe environment for students.

At the same time we realize that Performing Arts excellence is only one facet of our mission. We must balance the scale of our mission by restoring platforms of academic excellence and responsible citizenship as well. Winans Academy recognizes its short comings - in terms of failing to respond swiftly enough to its new population of families and the evolving paradigms of 21st Century initiatives. Such changes in education are occurring simultaneously (common core curriculum standards, Science Next Generation, integration of Math, Science and technology...) and we are responding immediately and competently on behalf of our constituents in order to catch-up with and get in front of future changes in more proactive ways so our children are afforded a quality education evident in student achievement and performing arts.

### Student Demographic Data

In looking at the three year trend in student enrollment data, the challenges identified are (1) Families continue to be transient going from school-to-school due to blight, economic concerns and competition for students with now 24 schools in a 20 mile radius. In looking at the three year trend in student attendance data, the challenges we have identified is there students are tardy and absent more during daylight savings.

In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), the challenges identified have been with transitioning from 2nd to 3rd grade. By the time students learn acceptable behaviors that contradict societal norms, they have already exhausted school policy and practices, resulting in a number of behavioral infractions and consequences. Maintaining our coherent Multi-tiered approach (MTSS) to Response To Intervention (RTI) could be taken to address any identified challenges with student demographic data. With the school, family, and community are all at the table to support students with: Instruction and Intervention; Data and assessments; Implementation of evidence based practices; Problem solving and decision making.

According to Achievement, Perception, Process and Demographic data student and parents feel more connected to the school as family with their increase in parent involvement; average daily attendance has improved school-wide; student enrollment is sustaining and student growth is increasing.

### Teacher/School Leader(s) Demographic Data:

As we review the number of years of teaching experience of teachers in our building, the impact on student achievement has been intentional. Teachers collaborate in professional learning communities over cross-content standards, student data, intervention and/or acceleration, and shared resources. Their relentless efforts for students to be successful is yielding positive results.

The school leader's fostered a community of shared leadership, grade level leaders, content leaders and train the trainer model which encourages the entire school to take pride in maintaining high expectations while knowing she is always a phone call away creating little or no impact on student achievement.

As we review the total number of days for teacher absences due to professional learning and/or illness, the impact on student achievement is minimal. All staff, permanent substitutes included, are all trained in curriculum, instruction, and assessment to better support students in the absence of teachers. In addition, all teachers complete lesson plans together that allows another to maintain quality instruction in an environment conducive with learning. There are no identified challenges regarding teacher/school leader demographics.

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Process Data Process data:

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, the strands/standards/indicators stand out as strengths are:

- Standard 2 Instructional Learning Environment and Reflection
- Standard 3 Assessments: Assessment System; and Shared Understanding
- Standard 4 Instructional Leadership: Vision for Learning; Guidance and Support for Teaching and Learning; and Results-Focused
- Standard 5 A Culture of Climate: Safe and Supportive Environment; and Shared Leadership for Learning
- Standard 6 Organizational Management: Communication Systems; Intentional Practices; and Resource Allocation
- Standard 7 Professional Learning Community: Collaborative Teams; and Collective Responsibility
- Standard 8 Professional Learning System: Purposeful Planning
- Standard 9 Communication: Approaches and Tools; and Cultural Responsiveness
- Standard 10 Engagement: Learning Opportunities; and Partnerships

In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, the strands/standards/indicators stand out as challenges are:

- Standard 1 Curriculum Indicator: Alignment; and Coherence
- Standard 2 Instruction: Instructional Design; and Effective Instructional Practices
- Standard 3 Assessment: Data Analysis and Decision-Making; and Student Involvement in the Assessment Process
- Standard 8 Professional Learning System: Impact of Professional Learning

The alignment of curriculum, instruction and assessments is at heart of teaching and learning. The impact on student achievement decreases, as we continue to collaborate and set specific instructional goals aligned to standards. Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

Achievement Data

Based on the achievement data READING STRENGTHS are:

Vocabulary Interpretation:

- Determining academic vocabulary & domain-specific word meanings
- Define unknown words using context clues or reference material
- Understand figurative language, word relationships, & word nuances

Reading Literature:

- Describe plot structure of a story
- Ask & answer questions about key details
- Explain the major difference between poems, drama, and prose; refer to structural elements of poems and drama
- Determine theme from text details; summarize
- Explain how text parts provide overall structure of a text

Reading Informational Text:

- Explain how images contribute to and clarify a text
- Identify main purpose of a text and author's purpose in writing text
- Explain events/ideas in informational texts using text details

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- Identify/Explain how author uses reasons/evidence to support points

Reading Literature:

- Determine theme from text details; summarize
- Explain how text parts provide overall structure of a text

Conventions of Language:

- Correctly use collective nouns, irregular nouns, verbs and descriptions
- Use correct capitalization, commas, apostrophes, & spelling patterns in writing.

Based on the achievement data READING CHALLENGES are:

Reading Literature:

- RL.2.9 Compare/contrast two or more versions of the same story
- Use information from illustrations/words to demonstrate understanding of characters/setting/plot
- Compare/contrast the themes/settings/plots of stories written by the same author about the same or similar characters.
- Refer to explicit and inferential details in the text
- Quote text accurately to explain explicit and inferential ideas

Reading Informational Text:

- Describe how reasons support specific points.
- Know and use text features to read a text efficiently
- Determine topic of a text and/or isolated paragraphs
- Ask and answer questions using key details from the text
- Combine information from two texts on same topic to write/speak about subject
- Compare & contrast structural differences between two texts

Reading Literature:

- Ask and answer questions using key details from the text
- Refer to text parts using literary terms; describe progression

According to Achievement data READING TRENDS are:

- Analyze and critique qualitative and quantitative text
- Extrapolate information from text to support thoughts, ideas, and claims
- Strategically decipher question answer relationships and text dependent questioning
- Engage with the complexity of grade level text

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development around close reading, Question-Answer Relationships, and text dependent questioning

According to achievement data WRITING STRENGTHS are:

Text Types & Purposes:

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

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- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition). -
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Provide a concluding statement or section related to the opinion presented.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

### Production & Distribution of writing:

- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

According to data our WRITING CHALLENGES are:

### Text types & Purposes:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

### Production and Distribution of Writing:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### Research to Build and Present Knowledge

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

The review of data shows WRITING TRENDS are:

### Text Types & Purposes:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Production and Distribution of Writing:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Writing challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle

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- Integrate Job Embedded Professional Development

According to our Achievement Data MATH STRENGTHS are:

- Select and use appropriate tools to measure length
- Use two different units to measure length
- Measure area by counting unit squares, and cubes
- Find the volume of rectangular prism compositions using formulas
- Addition and subtraction word problems within 100
- Repeated addition and arrays
- Interpret products of whole numbers
- Solve word problems involving multiplication comparison
- Understand equivalent fractions
- Multiply fractions
- Use strategies to divide whole numbers
- Divide whole numbers

According to our Achievement Data MATH CHALLENGES are:

- Counting and skip counting
- Understand place value bundles of hundreds
- Recognize related place value
- Add up to four two-digit numbers
- Solve word problems with mass and volume and estimate mass and volume
- Interpret quotients of whole numbers; Interpret fraction as quotients
- Unit fractions on a number line
- Explain, generate, and recognize equivalent fractions
- Compare decimals by reasoning about their size
- Add and subtract fractions; add and subtract fraction word problems
- Solve real-world problems by dividing whole numbers and unit fractions

According to our Achievement Data MATH TRENDS clearly point to our student's inability to:

- Identify expressions and solve word problems with varied steps and operations
- Interpret the relationship between corresponding terms and orders of operation
- Understand fraction types and the application of each
- Make sense of problems, and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments, and critique the reasoning of others

Math challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

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SCIENCE STRENGTHS are:

- Patterns: K-2 Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. 3rd-5th Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena and designed products. Patterns of change can be used to make predictions. Patterns can be used as evidence to support an explanation.
- Cause & Effect: K-2 Events have causes that generate observable patterns. 3-5 Cause and effect relationships are routinely identified, tested, and used to explain change.
- Scale, Proportion & Quantity K-2 Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). 3-5 A system can be described in terms of its components and their interactions
- Energy and Matter: Flows, Cycles, and Conservation K-2nd Objects may break into smaller pieces, be put together into larger pieces, or change shapes.
- Structure & Function K-2 The shape and stability of structures of natural and designed objects are related to their function(s). 3-5 Different materials have different substructures, which can sometimes be observed.

SCIENCE CHALLENGES correlate to Reading in that students struggle to:

- Analyze and critique qualitative and quantitative text
- Extrapolate information to support thoughts, ideas, and claims
- Strategically decipher question answer relationships
- Difficulty engaging with the complexity of grade level text
- Cause & Effect: K-2 Simple tests can be designed to gather evidence to support or refute student ideas about causes. 3-5 Events that occur together with regularity might or might not be a cause and effect relationship.
- Scale, Proportion & Quantity: K-5 Standard units are used to measure length. 3-5 A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot.
- Energy and Matter: Flows, Cycles, and Conservation 3-5 Matter flows and cycles can be tracked in terms of the weight of the substances before and after a process occurs. The total weight of the substances does not change. This is what is meant by conservation of matter. Matter is transported into, out of, and within systems. 3-5 Energy can be transferred in various ways and between objects.
- Structure & Function 3-5 Substructures have shapes and parts that serve functions.
- Stability and Change 3-5 Change is measured in terms of differences over time and may occur at different rates. Some systems appear stable, but over long periods of time will eventually change.

SCIENCE TRENDS show: Students have a working knowledge of the relationship and core ideas of life, physical and earth science.

However, trends consistently show, students inability to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. In addition, challenges in reading impact comprehension and student achievement in Science when students struggle with the following:

- Analyzing and critiquing qualitative and quantitative text
- Extrapolating information from text to support thoughts, ideas, and claims
- Strategically decipher question answer relationships and text dependent questioning
- Engaging with the complexity of grade level text

Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students

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- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

SOCIAL STUDY STRENGTHS show that students have a working knowledge of Social Study's national standards, themes and eras.

CHALLENGES in SOCIAL STUDIES also correlate to that of Reading. Students have difficulty with:

- Interpreting the National Standards for Historical Thinking
- Analyzing and critiquing qualitative and quantitative text
- Extrapolating information to support thoughts, ideas, and claims
- Strategically decipher question answer relationships
- Engaging with the complexity of grade level text

SOCIAL STUDY TRENDS show that students have a working knowledge of the relationship and core ideas of social studies. However, trends consistently show, students inability to demonstrate grade-appropriate proficiency in reading, analyzing and critiquing texts, engaging in argument from evidence, and obtaining, evaluating, and communicating information impacts comprehension. In addition to working with the complexity of grade level text.

Social Study Challenges will be addressed in accordance with the Transformation Redesign Diagnostic in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle
- Integrate Job Embedded Professional Development

### Perception Data

Student Perception Data: The area(s) indicate the overall highest level of satisfaction among students are:

- I am proud to go to this school
- I have good friends at school
- I feel safe at school
- My teachers believe that I can do well in school
- I try to do my best at school
- I like being at this school
- My Principal believes in me

The actions that will be taken to improve student satisfaction in the lowest areas are:

- Celebrate milestones no matter how big or small
- Incorporate more high interest learning opportunities to increase student engagement
- Foster a culture where students understand the value of education and the importance of school work by acknowledging short wins and big payoffs.

### Parent/Guardian Perception Data

The areas that indicate the overall highest level of satisfaction among parents/guardians are:

- Parents think of teachers as partners in education children:
- Parents believes the school is safe and clean

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- Staff at this school work hard to build trusting relationships with parents
- Parents feel the Principal genuinely cares about the welfare of their children
- Parents/guardians are involved in the development of programs aimed at improving students' academic outcomes.

The area(s) indicate the overall lowest level of satisfaction among parents/guardians are:

- Develops formal networks to link all families with each other (for example: sharing parent/guardian directories, providing a website for parents/guardians to connect with one another, etc).
- Contacted me about their child's performance.
- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.).

The actions will be taken to improve parent/guardian satisfaction in the lowest area(s) are: Increase parent involvement opportunities to network with each other and volunteer in school-wide improvement initiatives. In addition, provide timely responses to parents regarding their child's performance(s).

### Teacher/Staff Perception Data

The area(s) indicate the overall highest level of satisfaction among teachers/staff are:

- Teachers feel responsible that all students learn and develop has leaders
- Teachers in this school trust each other and feel it's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement effort and respect those colleagues who are experts at their craft and feel respected by the principal.
- It's OK in this school to discuss feelings, worries, and frustrations with the principal and the principal looks out for the personal welfare of the faculty members.
- The principal places the needs of children ahead of personal and political interests and has confidence in the expertise of the teachers and takes a personal interest in the professional development of teachers.

Teachers report that the school leadership team:

- Knows what's going on in my classroom
- Participates in instructional planning with teams of teachers
- Provides me with useful feedback to improve my teaching
- Has provided me with the support I need to improve my teaching
- Communicates a clear vision for our school

The area(s) indicate the overall lowest level of satisfaction among teacher/staff are:

- Many special programs come and go at this school:
- We have so many different programs in this school that I can't keep track of them all
- Teachers have little influence with determining the content of in-service programs; books and other instructional materials used in classrooms; and establishing the curriculum and instructional program.

The actions that will be taken to improve teacher/staff satisfaction in the lowest area(s) are:

- Establish clear expectations and timelines for implementation to ensure pacing of programs as well as instruction.
- Value staff feedback as to job-embedded professional development, instruction, and curriculum.

### Stakeholder/Community Perception Data

The area(s) that indicate the overall highest level of satisfaction among stakeholders/community are:

- The school works collaboratively with the community to feed the needy on a monthly basis, maintain landscapes, respond to blight and

areas of need on local and state levels.

**3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

School goals are completely aligned to the priority need as indicated in the Transformation Redesign Diagnostic in the following:

**CULTURE OF COLLABORATION GOAL**

Establish a Culture of Collaboration and Differentiation of Instruction. Culture of Collaboration is building capacity through professional learning communities (PLC). At its core, the concept of a PLC rests on the premise of improving student learning by improving teaching practice (<http://www.sciencedirect.com/science/article/pii/S0742051X07000066>).

Winans Academy recognizes to transform our school community with sustainable results, we must shift from traditional teacher-isolated instruction to a community that works collaboratively around (1) a shared understanding and commitment to high goals; (2) possess an assumption that all of our students can learn; (3) open communication openly and transparent problem solving through ongoing communication; (4) continuous assessment of teaching and learning; (5) timely intervention and acceleration for students; (5) shared professional commitment to reflecting on our own practices, new learning and rethink our approaches; (6) teaching and assessment practices based on teacher-directed action performing teams as opposed to pointing the finger at children for minimum gains and short comings.

When researchers examine the connection between the quality of classroom pedagogy and the existence of the core characteristics of cultures of collaboration Louis and Marks (1998), they documented that the presence of professional community in a school contributes to higher levels of social support for achievement and higher levels of authentic pedagogy. Effective collaboration is about maximizing time, talent and tools to create value. All stakeholders come together simultaneously to work and make decisions regardless of our function, level or role. Making this happen requires tools and processes plus the Culture of Collaboration. Without the culture, collaboration progress tends to stall and the best tools, processes, systems and leadership strategies fall flat.

Bringing staff, teachers and parents together to do the work of the school is not easy. Rather, school leaders must help all members of the school community feel a sense of pride and ownership in their work. "Outcomes for both staff and students schools where there is a culture of collaboration have resulted in: reduction of isolation of teachers; increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission; shared responsibility for the total development of students and collective responsibility for students' success; powerful learning that defines good teaching and classroom practice, that creates new knowledge and beliefs about teaching and learners; increased meaning and understanding of the content that teachers teach and the roles that they play in helping all students achieve expectations; higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students; more satisfaction and higher morale, and lower rates of absenteeism; significant advances into making teaching adaptations for students, and changes for learners made more quickly than in traditional schools; commitment to making significant and lasting changes; higher likelihood of undertaking fundamental, systemic change. For students, the results include: decreased dropout rate and fewer classes 'cut'; lower rates of absenteeism; increased learning that is distributed more equitably in the smaller high schools; larger academic gains in math, science, history, and reading than in traditional schools; smaller achievement gaps between students from different backgrounds." (Hord, 1997).

**DIFFERENTIATED INSTRUCTION GOAL**

Our second big idea, Differentiated Instruction is personalized individual and small group instruction; custom tailored to meet varied ability and tiered leveled learners with consideration to their different learning styles and modals. No two students enter a classroom with identical

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abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills. Helping all students succeed in their learning is an enormous challenge that requires innovative thinking and use of differentiated instruction is our vehicle. In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K-12 classrooms in Alberta and found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

Differentiation is a way of teaching that provides each student with experiences and tasks that will improve learning. According to Thompson (2009), differentiation in teaching helps students by giving "options for processing and internalizing the content." Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Lawrence-Brown (2004) confirms that "differentiated instruction can enable students with a wide range of abilities--from gifted students to those with mild or even severe disabilities--to receive an appropriate education in inclusive classrooms. Building on Vaughn, Bos, and Schumm's (2000) basic, three-level planning pyramid and Tomlinson and Kalbfleisch's (1998) work on differentiated classrooms, Lawrence Brown explains how a teacher might address some students' individualized education plan goals by adapting the classroom curriculum to include manipulatives, visual aids, charts, audiotapes, and explicit expectations, while also offering an enriched curriculum to gifted students.

### JOB-EMBEDDED PROFESSIONAL DEVELOPMENT GOAL

Staff will receive ongoing, high quality, job-embedded professional development in areas of critical need (reading, math, science, social studies and writing) as noted in the data by way of the big ideas of Culture of Collaboration and Differentiated Instruction. Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). All of these best practices are embedded in our big ideas.

Staff will receive ongoing, high quality, job-embedded professional development in areas of critical need (reading, math, science, social studies and writing) as noted in the data by way of the big ideas of Culture of Collaboration and Differentiated Instruction. Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). All of these best practices are embedded in our big ideas.

To effectively turn the school around, teachers must become the "leadership team responsible for implementing these actions under a new or newly empowered principal, and the magnitude of turnaround success will hinge in part on their effectiveness in this task. Teachers are essentially the turnaround leaders of their classrooms, with the additional responsibility of collaborating to implement successful tactics and reduce failed ones across the entire school" ("School Turnaround Teachers: Competencies for Success" ©2008 Public Impact for The Chicago Education Fund). For this cause, the following opportunities for professional collaboration are: - Two-week Summer Institute of Professional Learning and Collaboration - Saturday Professional Development and Implementation planning - Monthly Professional Learning Community team meetings (2 per/month), school improvement team meeting (1 per/month), data team meetings (2 per/month), and job embedded bi-weekly professional development. - Grade level and vertical curriculum alignment team meetings (weekly).

### CURRICULUM & INSTRUCTIONAL GOALS

Our school has chosen Instructional Programs to address the achievement gaps displayed in our data. Each program will focus on the Big

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ideas of Differentiated Instruction and Culture and Collaboration across subject areas. Through collaboration, teachers will begin to address low areas of achievement through professional discussions and evaluation of differentiated instructional strategies.

### READING:

Balanced literacy is an instructional approach that allows teachers to provide all of the important ingredients that go into creating thoughtful, avid readers, and writers (Cunningham & Allington, 2011). The characteristics of a balanced literacy approach are exemplified in an instructional program that includes the research-based components of comprehension, composition, literary analysis, and language conventions. In *Teaching for Meaning in High-poverty Classrooms* Michael S. Knapp (1995) finds four significant factors in high quality literacy instruction: (1)Maximizing students' time reading, (2)Blending reading and writing into every subject area, (3) Explicitly teaching how to make meaning of texts, and (4)Giving students lots of opportunities to discuss what they read.

More importantly, Balanced Literacy required a shift in the delivery of instruction to small groups, shared and independent practice, targeted learning goals based on each student's reading levels as well as meeting the needs of different learning styles via listening, visual, tactile and technological engagement. It brought teachers together in conversations as to what students were being taught, at what rate were they growing, and tools to monitor progress in time for intervention. These efforts in the use of differentiated best practices and collegial dialogue resulted in a 30.84% increase in reading from 2011-2012 46.22% to 2013-2014 77.06% - the largest increase in any content at the Academy in the last eight(8) years.

### WRITING:

When 6+1 Writing Traits are added to the Balanced Literacy Block a perfect marriage is made. Writing is also important for the development of reading skills (Graham & Hebert, 2010) and can improve learning in other academic content areas (Bangert-Drowns, Hurley, & Wilkinson, 2004).

The 6 + 1 Trait Writing Model of Instruction & Assessment reflects these research findings and facilitates the implementation of the recommended practices.

### MATH:

"My Math" curriculum resources by McGraw Hill will be implemented school wide. McGraw-Hill My Math was developed after the completion of the Common Core State Standards and follows the intended scope and conceptual development as prescribed by the state and national academic standards. By identifying the key benchmarks and developing specific lessons to meet those expectations, McGraw-Hill My Math can ensure content coverage and student success. At each grade level the content is organized around the CCSSM domains and in every chapter, the content is built around an Essential Question. The Standards for Mathematical Practices and differentiated instruction are embedded throughout McGraw-Hill My Math. These are clearly labeled for easy teacher access and are especially evident in the hands-on modeling approach, the strong problem-solving emphasis in every lesson and in the higher-order thinking exercises found throughout the student pages. The goal of the program is to make math make sense using differentiated instructional opportunities including technology by providing continuous conceptual understanding developed both within one grade and across multiple grades.

### SCIENCE:

Delta Sciences bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of science. Each module comes with a complete comprehensive science kits K-5. Students investigate key science topics through powerful combination of hands-on activities and reading. The modular series design allows you to select content to tailor your science program to meet students' needs and state standards. During the summer, teachers began training in science and writing unit plans. The work will be closely monitored and professional opportunities and job embedded professional development will continue. Over the past summer, we chose partner with D.S.M. (Delta Science Modules) to help us in turning around our science program. Not only did their activities engage students in inquiry-based learning, common core and next generation aligned, but their economical "refill kits" are readily available to replenish consumable items.

With a focus on differentiation, we expect to implement the instructional programs with fidelity using the Common Core and Next Generation Standards, all of which are accompanied with common assessments and frequent progress monitoring to transform our school to a vibrant community where students learn. As the collaboration process grows, teachers will begin to address low areas of achievement through professional discussions and evaluation of instructional strategies. K-5 classrooms will reflect the differentiated instruction with an emphasis

on ability grouping, center-based instruction, data analysis, use of technology.

### CONTINUOUS USE OF STUDENT DATA Goal

We will promote the continuous use of student data to inform and differentiate instruction to meet academic needs of individual students via data dialogues as learned by Michigan State University our continuous process for evaluating student work. Staff will collect individual student data from state assessments, quarterly assessments, instructional resources, reading running records, and data-digs with teachers. During our professional learning community and grade level meetings, teams will evaluate, assess, and adjust practice to ensure student needs are met and timely additional support is given.

### EXTENDED LEARNING Goal

Increased time for enrichment activities will consist of redesigning the use of the current schedule. Recapturing one-hour of the school day for four days a week will be dedicated to student Learning Labs that will consist of performing arts clubs, homework help, tutoring, flip learning labs, math wars, science labs, and champion reading classes for all levels of readers. Teachers will work collaboratively to specialize instruction custom-tailored for individual needs of learners. The rationale for this comes from the Input from data, based on need, student/community interest, and desired learning strategies. These changes will allow enrichment to be specific, timely and intentional for every learner. Enrichment will work in concert with the research-based learning practices being implemented by the school/district. In addition, the enrichment a.k.a. learning labs will boost morale among parents, teachers, students and community leaders as valued partners in which their feedback is considered.

K-5th Before school enrichment K-5th Individual and small group instruction 1st-5th After school instructional support K-5th Response to Intervention. All students are eligible for extended learning opportunities because we value accelerated opportunities for students just as much as those in need of intervention. Based on the data students are divided into three groups: those below grade level, approaching grade level and above grade level. Parents are notified through notes sent home and phone calls.

#### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

Each goal focuses on the areas of greatest needs. Special recognition is paid to meeting the needs of children who are disadvantaged by incorporating planning & preparation time in collaborative groups with teachers and parents, professional development to ensure implementation and the use of resources that make monitoring for early intervention and adjustments to be made immediately. In addition timely additional services are incorporated in the goals, strategies and activities for the sole purpose of meeting the needs of all students especially those furthest away from achievement levels.

We ensure that the students with disabilities have their needs addressed in our inclusive environment. We have a district Special Education Coordinator who makes sure that all staff are knowledgeable of multi-tiered systems, Response to Intervention, and special education compliance. Further, paraprofessionals, interventionists, special education teacher and a district title 1 coordinator also supports the allocations of resources that support students, teachers and parents. Lastly, students with disabilities have access to after school, push-in and pull-out, small group, timely intervention and summer school.

The Extended Learning Opportunities that are available for students and in what grades are: K-5th Before school enrichment K-5th Individual and small group instruction 1st-5th After school instructional support K-5th Response to Intervention. All students are eligible for extended learning opportunities because we value accelerated opportunities for students just as much as those in need of intervention. Based on the

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data students are divided into three groups: those below grade level, approaching grade level and above grade level. Parents are notified through notes sent home and phone calls.

## **Component 2: Schoolwide Reform Strategies**

### **1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.**

Marvin L. Winans Academy of Performing Arts understands that if we are going to improve the quality of education with tangible outcomes for ALL students we must take drastic measures school wide to obtain maximum achievement to the students we have been entrusted with. Marvin L. Winans is committed. All strategies in the schoolwide plan focus on helping ALL students reach the State's standards.

The overarching, comprehensive, research-based concept Winans Academy is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of ALL students is the Global Design for Teaching and Learning (GDTL). Developed for Marvin L. Winans Academy of Performing Arts by district personnel is the districts schoolwide reform model to provide opportunities for ALL students to meet the states proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D) The GDTL insists on implementing the Common Core Standards that will allow students to compete on global platforms. The GDTL alignment to the State of Michigan Instructional Learning Cycle by incorporates the context for supporting the continuous delivery and evaluation of effective processes for implementing curriculum, instruction and assessments. The GDTL Framework monitors compliance with local, state and national regulatory laws which aligns with the Academy's targeted educational goals GDTL provides a comprehensive guide for establishing a district-wide model for academic accountability and achievement through providing educators, working in grades K-12, with the norms and standards for establishing a vertically aligned academic accountability model developed to close the achievement gap, create critical thinkers and to prepare students for collegiate and career readiness in a competitive global society.

To ensure student needs are met, GDTL evaluation process encompasses several areas, including student understanding of main concepts, mastery of established academic goals and objectives, summative and formative assessments as well as district-wide survey results from academy stakeholders. Teachers will engage in school and district Curriculum planning and developing of Curriculum Maps, District Units of Study, Instructional Strategy Plans/Lesson Plans, Instructional Methodology, Authentic Assessments, Common Formative Assessments, Testing Formats: Essay/Open Response/Multiple Choice, Standard Rubrics, Local Summative Assessments, Performance Series. Parents will also participate in rigorous empowerment workshops to increase their capacity to drive student achievement. These data results drive decisions for determining effective instructional methods and assesses the effectiveness of implementing best practices for student success.

State and district content standards, will empower stakeholders (students, parents, teachers, support staff) in the education system determine with accuracy what students are expected to know and be able to do at each grade level. Educators are then expected to instruct the students using curricula that follow the national and state standards.

### **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

Winans Academy entire curriculum is aligned to the Common Core State Standards. Core academic curriculum for grades K-5 is English language Arts (Reading & Writing), Math, Science and Social Studies. Weekly instruction in the area of Physical Education, Health, Music, Art, and Technology is also aligned with Michigan Curriculum Framework and National Standards.

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Grade Level Leaders, Vertical Alignment Content Teams and the Professional Learning Community (PLC) will work collaboratively on lesson planning, curriculum mapping, analyzing student achievement, constructing common assessments, and using data to impact instructional outcomes. Professional talk with students, parents, teachers, curriculum coaches, and school leaders will ALL funnel through the Instructional Learning Cycle to ensure school wide improvement takes precedence:

1. Collect and analyze data
2. Evidence-based research/use best practices
3. Set measurable goals
4. Determine the common language usage
5. Facilitate professional learning
6. District-wide adoption
7. Observe, evaluate, monitor effectiveness
8. Modify and revise

This continuum model will allow Winans Academy to ensure ongoing alignment to standards with immediate opportunities to review and revise the curriculum thereby remedying the need to establish early indicators that inform practice. Furthermore, this process will ensure the curriculum is aligned with state standards and school academic goals are being met.

The timeline for curriculum review begins August and continues throughout the entire school year. Teachers and Paraprofessionals will attend two-week Teacher Institute power-packed with professional development, curriculum workshops, research based best practice(s) seminars, lesson planning around the state standards and instructional strategies, content & grade level planning meetings. Grade level teams, PLC, Professional development and data sessions will be held at least once a week. The Curriculum Instruction and Assessment (CIA) department reviews the output as a precaution to make sure alignment is evident.

Students who are furthest away from proficiency or in targeted subgroups will be given special receive push-in and pull-out (when conducive) by highly qualified paraprofessionals via NCLB. They have too have participated in the Teacher Training Institute and will receive ongoing professional development throughout the year. Their priority is to work, plan, and monitor student achievement of Individuals and small groups for the sole purpose of accelerating learning for those furthest away.

### **3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.**

The research based reform strategies in the plan align with the findings of the CNA based on its research and best practices. They provide an assurance and history of meeting the needs of schools with similarities as ours.

The research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment in accordance with the Transformation Redesign Diagnostic. All strategies are supported by data, research, and meet the needs of all students regardless of student's learning curves.

The research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs and Transformation Redesign Diagnostic will be addressed in the following manner:

- By Differentiated Instruction based on the schedule of assessed standards, planning tools and assessments that will support Common Core instruction
- Establish a Culture of Collaboration using Professional Learning Communities to assess & adapt Instruction for our students
- Progress monitoring using the Instructional Learning Cycle

- Integrate Job Embedded Professional Development

**4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Differentiated instruction will meet the needs of students with different learning styles, abilities and special needs. All subgroups will benefit from strategies in the SIP with their acceleration, adaption and remediation opportunities. By affording timely intervention, guided and tiered opportunities for learners to work at their ability level and then accelerate teachers are able to respond to feedback quickly. Interventionists, Deans, and Paraprofessionals will provide push in and pull out support for individual and small groups to all at-risk, disable and/or special education students.

**5. Describe how the school determines if these needs of students are being met.**

The school determines if these needs of students are being met through ongoing monitoring of data and trends, data digs in professional learning communities, teacher evaluations and walk through.

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals meet NCLB requirements by receiving a passing score on Work Keys and/or having earned sufficient credit hours.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet NCLB requirements. They are all certified having passed teacher certification examinations.	

## Component 4: Strategies to Attract Highly Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

Teacher turnover rate of 17% which is 19% lower than the previous year. Our sustainability efforts as outlined in our Priority Redesign plan is contributed to our ability to retain staff over the last 3 years.

17% New Position (3 teacher)

### 2. What is the experience level of key teaching and learning personnel?

The experience level of key teaching and learning personnel are as follow:

0 - 3 year teaching at Winans = 45%

4 - 6 year teaching at Winans = 36%

7 - 10 year teaching at Winans = 5%

11 + year teaching at Winans = 14%

### 3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

High-quality qualified teachers are attracted by sending a group of administrators and school leaders to recruit at teacher fairs in the city and around the state. Partnering with Teach for America, Preschools, Universities and Colleges to recruit teachers has been an effective in attaining qualified teachers.

The following initiatives are used as the school level to decrease turnover and to retain high quality staff: providing mentors for new teachers, providing merit pay for exceptional evaluation ratings, offering service incentives based on number of years at school, use curriculum coaches to support with instructional needs, 50% off tuition costs with Authorizing University and providing sustainable professional development activities and opportunities for professional development.

School and district will continue to respond to the Perception data that assures the campus remain a safe friendly climate where levels of collegiate respect and value are evident among peers and leadership.

More importantly, the school and district will continue to rely on direct teacher feedback via perception data to provide more extensive initiative to retain and attract Highly Qualified teachers. With this in mind, a more in-depth polling will occur annually to provide employee satisfaction and commitment.

### 4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

around the state. Partnering with Teach for America, Preschools, Universities and Colleges to recruit teachers has been an effective in attaining qualified teachers.

The following initiatives are used as the school level to decrease turnover and to retain high quality staff: providing mentors for new teachers, providing merit pay for exceptional evaluation ratings, offering service incentives based on number of years at school, use curriculum coaches to support with instructional needs, 50% off tuition costs with Authorizing University and providing sustainable professional development activities and opportunities for professional development. School and district will continue to respond to the Perception data that assures the campus remain a safe friendly climate where levels of collegiate respect and value are evident among peers and leadership. More importantly, the school and district will continue to rely on direct teacher feedback via perception data to provide more extensive initiative to retain and attract Highly Qualified teachers. With this in mind, a more in-depth polling will occur annually to provide employee satisfaction and commitment.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

Teacher turnover rate has decrease by 19% this year and 12% in the previous year. The District contributes its decline in teacher turnover to its formalized process of retaining teachers and establishing a supportive environment where teachers are supported and provided job embedded opportunities to grow. In addition, teachers are afforded opportunities for upward mobility as positions arise, and key support for teachers in cultural diversity and efficacy to strengthen their work in our high needs school community is given.

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional Learning at Winans Academy is based on data outcomes and are aligned with state and local standards. Professional learning will be centered around all content areas with the Common Core Standards as benchmarks for mastery: Reading, Writing, Math, Science and Social Studies. Teachers will engage in two week summer institute to be trained in the common core standards, state/national expectations; building relational capacity with parents/community and technology. Differentiation, center-based instruction, tiered learning, Professional Learning Communities, Skillful Teacher and Teacher evaluation processes.

### 2. Describe how this professional learning is "sustained and ongoing."

Professional learning is sustained and ongoing through weekly and monthly collaborative sessions; district quarterly training and summer institute. The outcomes of teacher training should be evident in student achievement, classroom observations, teacher evaluations, stronger parent/community relationships and communication. When the expectation is inspected and supported, results are obtained in a timely manner.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	The Schools Professional Learning plan is currently being aligned to the Unpacking Tool for Priority Schools to ensure drastic and immediate gains in student achievement.	

## Component 6: Strategies to Increase Parental Involvement

### 1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are involved in the design of the school wide plan via 1118 (c) Parents are given an explanation of what the overall school-wide plan consists of and its purpose. Parents are then asked for their input during the annual Title 1 meeting, PTO meetings, at the Open House and parent workshops. During PTO meetings and a paper survey, parents are surveyed on what their needs are and suggested workshop topics. School Improvement Team uses data to determine workshop topics that will aid in improving student achievement. Parents participate in budget planning which is part of the School Improvement Plan. Parent designee are invited to attend the monthly School improvement meetings in addition to being members of the School Advisory Board.

### 2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parent involvement in the implementation of the school wide plan is in accordance with 1118 (c) Staff seek out Best Practices that will assist parents in helping their students reach higher achievement levels. Parents are given a parent/student compact, parental involvement policy, yearly/monthly calendars are provided that outline all events that are outlined in the plan. The principal has access to Blackboard Connect which is used to notify staff and parents by phone, email, or text message of upcoming events, etc. Parents participate in discussions during PTO meetings and workshops as to how the plan is put into action.

### 3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are involved in the evaluation of the school wide plan in accordance but not limited to 1118 (c) Parents participate in the evaluation of the plan during PTO meetings, parent conferences, school to home communications and conversations with parents. Evaluations are provided to participants at the end of the activity. Evaluations are reviewed to make the necessary adjustments to the programs as necessary.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes the school has a Title 1 Parent Involvement policy that addresses how the school carries out the required activities of ESEA section of 118 (c) through (f).	Parent Involvement Policy

### 5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Winans Academy Parents, School Improvement Team and staff have worked diligently to form meaningful relationships and clear ways to make compliance to NCLB 1118(e)(1-5) and (14) and (f) not just a requirement but as opportunities to increase relational capacity with our parents as our partners.

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Section 1118 (e)(1-5), (14) and (f)

1. Provide assistance to parents to understand content standards, assessments, Title 1 programming, monitoring child's progress and how to work with educators: Winans Elementary School staff assist parents to understand content standards and assessments during parental workshops, Open House, parent conferences, PTO meetings, Literacy/Math Nights, and during individual conversations and meetings. The language is broken down so that parents are clear on the meaning of the content and assessments. Parents are asked if they have any questions regarding what has been shared with them.

Parents receive information regarding Title 1 programming at required Title 1 Parent Meetings and PTO meetings. Quarterly progress reports are prepared for parents, parent conferences and conversations with parents are means of keeping parents informed of their child's progress. Parents are encouraged to visit their child's classroom, conversations are held with parents before and after school, field trip volunteers, school programs and during workshops as means of avenues for parents to work with educators.

2. Provide materials and training for parents: Parents are provided materials and training during Literacy and Math Nights where they receive new books, manipulative, academic games, problem solving techniques, and strategies on how to make learning practical at home (i.e. recipes, measurements, calculations, words on a go, etc). Family Math & Science Nights give parents hands on strategies to assist their children using common household materials. How to Make a Science Fair Project Workshop assist parents in creating a science fair project, step by step and provides them with science fair boards and labels to complete their science fair project. Parents and Technology assist parents in becoming comfortable with the navigation of the keyboard, logging onto the internet and surfing the web for information.

3. Training for school staff: School staff are trained to interact with parents during professional development workshops entitled Efficacy. The school was trained by Jawanca Kunjufu in How to Teach Math to Black Students; Cultural Awareness; and "200+ Educational Strategies To Teach Children of Color."

4. Coordinate with parent involvement in other programs: Students and parents in grades Kindergarten through fifth grade are given the opportunity for involvement at Winans Elementary through school-wide field trip volunteers, Grandparent's Day and All Dad's Club, Math & Literacy Night, Family Movie Night, National Elementary Honors Society, Recitals, Honors Assembly, Awards Ceremonies, Performance, lunch aide volunteers, parent escorts, annual school program involvement, e.g. Black History Programs, Christmas Program, all involve all grades at Winans Elementary School.

5. Provide information in a format that is understandable to parents: During parent conferences, Open House, Literacy Night, Math Night, Title 1 Parent Meetings where parents are provided with information and the information is stated in a manner in which parents can understand the information. Parents are also provided with monthly parent newsletters to keep them informed about what is occurring in their school. Flyers, phone blasts, teacher-made notes and person-to-person communication is ongoing.

14. Provide other reasonable support as requested: Parents are allowed use of the school's Technology Lab to assist them with employment searches, and obtaining information on educational programs for themselves. The school Newsletter informs parents of community resources, employment opportunities, and family outreach. North East Guidance Center case manages parents and families weekly. The school's social worker meets with parents when needs occur, e.g. burnout. Transportation and Latch Key services are provided for families. Winan's Academy's homeless liaison will offer assistance in case of homelessness.

Instructional staff meet with parents when needed to offer assistance in the education of their child(ren).

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children: Winans Elementary offers assistance to parents with disability by having staff who are located on the second or lower level to meet with parents on the first floor. Wide doors are able to allow parents in wheelchairs to enter the building, there is a wheelchair ramp. There is a teacher on staff who is reads sign language and can communicate with hearing impaired through audio devises. We have a full K-1 immersion program. Qualified bilingual staff will assist

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with LEP parents when students arrive. Winans Elementary has experienced no migratory children at this time. Specialists will be provided to ensure migratory children receives additional support and rigor, timely additional services, tutorial and any other services appropriate to accelerate and support learners and their families.

### 1118 (c) Policy Involvement

Annual Meetings: Parents attend annual Title I meetings along with monthly PTO meetings. Flexible Meetings: Meetings are held both in the afternoon and evening to reach all parents. Planning, Review & Program improvement: Planning, review and program improvement are addressed at PTO monthly meetings, at the end of programs and at parent workshops. Providing timely information on programs, curriculum, assessment and proficiency levels: Parents are provided all information in a timely manner. Monthly parent newsletters are sent home, through the Blackboard Connection messages and updates are sent to parents, the school's outside marquee is updated weekly to reflect current events within the school, quarterly progress reports are sent home five to six weeks before the quarterly report card is sent, weekly assessment results, i.e. spelling test, and other assessments are sent home. Providing a forum for parent comments: Administration has an open door policy that allows parents to address their concerns, parents present concerns at PTO meetings, main office and a parent comment box located in the school's lobby.

### **6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.**

The parent involvement components will be evaluated during PTO monthly meetings, and at the end of School programs/workshops. 1118 (c) Parents participate in the evaluation of the plan during PTO meetings, parent conferences, school to home communications and conversations with parents. Evaluations are provided to participants at the end of the activity. Evaluations are reviewed to make the necessary adjustments to the programs as necessary

### **7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.**

The results of the evaluation indicate that parents believe that the staff at Winans Elementary School are effective in educating their child(ren) and that they are pleased with the many programs/events that the school offers for them and their child(ren). An increase in Technology support and training is offered to parents as per survey results. The SIT organizes and records the results from the survey with the results being used at monthly SIT meetings to update school-wide programs.

### **8. Describe how the school-parent compact is developed.**

Parents assist in the development of the School-Parent Compact through discussions in PTO meetings, workshops and parent surveys. At the beginning of each school year, a Title I meeting is held for all parents. There is a sign-in sheet and agenda to document parent attendance and content. School-Parent Compacts are given to parents at the Parent Orientation and Open House, parent conferences and PTO meetings for parents to read and parents are asked to sign.

As an elementary school we assure the compact is discussed at least twice a year at Parent Orientation and/or Open House and revisited midyear during a parent teacher conference

### **9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.**

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As an Elementary school we ensure the compact is discussed at parent-teacher conferences and signed by stakeholders. The goal is of the compact is to remind teachers and families that our commitment to education is shared. "It clarifies what families and schools can do to help children reach high academic standards by serving as a clear reminder of everybody's responsibility to take action at school and at home so that children can learn what is required of them. It is a written commitment indicating how all members of a school community -- parents, teachers, principals, student and concerned community members -- agree to share responsibility for student learning.

([http://www.ncpie.org/nclbaction/schoolparent\\_compact.pdf](http://www.ncpie.org/nclbaction/schoolparent_compact.pdf)).

### 10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

As an Elementary school we ensure the compact is discussed at parent-teacher conferences and signed by stakeholders. As our students feed into our Middle School shared expectations and goals outlined in the compact continue to be aligned as parents and he school modify the document annually.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The School's School-Parent Compact is attached.	Parent Student Teacher Compact

### 11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Winans Elementary School provides individual student academic assessment results to parents through quarterly report cards that include an explanation of grades and comments. Standardized test scores are sent home and time is set aside at PTO meetings and parent conferences to explain the test results in a language that parents can understand. There is a staff member who is proficient in sign language and a device to assist hearing impaired. Teachers send biweekly (when requested or necessary), and quarterly progress reports home(progress reports proceed the report card by five to six weeks). School wide data is available on the website and in the classroom and through the AER on the web. Teachers contact parents through notes, phone calls and in person. Translation of information is also accessible for non-English speaking families should they join our community.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

Pre-school transition strategies include but are not limited to:

1. Head start programs scheduled tours for both students and parents to view the school, meet teachers, and observe classrooms.
2. Develop partnerships with Preschool in the area to offer opportunities to be "Kindergarten for the Day"
3. Invite preschoolers and parents to join school field day and Moving Up Ceremony
4. Invite Preschoolers to school-wide events i.e. Math Night, Literacy Night, Family Night, special programs/events.
5. Continue with a Summer Enrichment Camp to acclimate parents and students to school culture, climate and protocol.
6. Poll primary population as to effective strategies
7. Distribute information flyers to day-care-centers in the vicinity with follow up visits and calls
8. Encourage a Kindergarten teacher to visit Pre-k programs in the area to share information about school's kindergarten program, resource materials are available to Pre-K parents during kindergarten orientation to use with their children over the summer.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

The school trains in time management; understanding the developmental years; being patient with the learning process by applying appropriate rigor.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Winans Academy assures that All teachers have input in decision-making regarding school-based assessments by assisting in developing curriculum and assessments in partnership with MSU, Wayne RESA ISD, Saginaw Valley State University Authorizer, district and school level collaboration. Teachers determine focus of instruction by test results provided by teachers and administration, test data are discussed in grade level meetings to discuss instructional strategies and resources to purchase, and teachers suggest and recommend the use of various assessments.

### **2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Winans Academy assures that ALL teachers are involved in student achievement data analysis to improve the academic achievement of all students. Data is analyzed, disaggregated and used to inform instruction during data meetings with grade Level and content-based horizontal and vertical teams, district professional talk groups, PLC, School Improvement Planning Teams, and school-wide teacher and parent meetings Grade level and cross-grade level meetings are held to discuss and analyze student test data to determine instructional focus, resources to purchase, staff development needs, and homework focus.

## Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

### 1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The process to identify students experiencing difficulty mastering the State's academic achievement standards is to examine and analyze M-Step scores, Classroom Mathematics Diagnostic Test results, and Reading Benchmark assessments and Performance Series. Teachers will use the instructional learning cycle for early indicators and to eliminate poor test-taking as a factor for ineffectiveness.

### 2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Timely additional instruction for students with difficulty mastering State academic achievement standards includes attending after-school tutoring and Extended Day during the school year; Summer school; push-in/pull-out services during the school day and ongoing progress monitoring.

In addition, student's individual needs will be met within the classroom by receiving additional assistance from Paraprofessionals, Student Intervention, reading interventionist, and Dean of Student with but not limited to the following:

1. Individual and small group instructional support
2. Differentiated instruction using the principals of Gardner's Multiple Intelligence and Blooms Taxonomy.
3. Push-in and Pull-Out for immediate responses to accelerate learning on task
4. Progress monitoring and evaluation to ensure sustainability
5. Response to Intervention for academics and behavior modification
6. Parent meetings, seminars and workshops

Winans Academy recognizes the shift to Common Core Content Standards has require us to take a closer look at integrating Social Studies with English Language Arts as well as Science with Math. The benefits is the overlapping of skills, theory, concepts and skills provide enriched connectivity for students and helps to close the divide when the shift is carefully done to create meaningful learning communities for students. For this cause Winans has incorporated nonfiction/Social Studies text in Reading directly in the classroom to meet the needs of those students the needs of those students experiencing difficulty mastering State assessments.

Reading & Writing for 1st -5th Graders are identified using M-Step where applicable; Benchmark Assessments; and Quarterly Assessments. Activities and differentiated instruction provided consist of guided reading groups, tutoring, push in/out, interactive use of smart boards, listening centers, independent practice, custom-tailored instruction, language acquisition, building of phonemic awareness, progress monitoring, understanding of various genres with emphasis on nonfiction. In additional, writing in the context of reading using 6+1 Traits. Social Studies for 1st -5th Graders are identified using local and state assessments where applicable; Benchmark Assessments; and Quarterly Assessments. Activities and differentiated instruction provided consist of Social Studies alive interactive learning communities, multimedia aides, Gardner's Multiple Intelligence, guided reading groups, interactive use of smart boards, listening centers, independent practice, language acquisition, building of phonemic awareness, progress monitoring, understanding of various genres with emphasis on nonfiction.

Math for 1st-5th Grader are identified using local and state assessments where applicable; Benchmark Assessments. Activities and differentiated instruction provided consist of guided math groups, tutoring, push in/out, interactive use of smart boards, manipulative,

independent practice, and progress monitoring, and tiered instruction.

Science for 4th-5th Graders are identified using local and state assessments. The school is working closely with Curriculum department, and grade level teams to develop common assessments to identify and monitor progress in Science. Activities and differentiated instruction provided consist of learning models, inquiry based learning communities, small groups, interactive use of smart boards, listening centers, independent practice.

**3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

When differentiated instruction is used, students needs are met through tiered instruction where students of all ability levels work without inferiority; students work in high interest groups and are celebrated for their milestones which increases their love for learning; students with different learning types according to Gardner have chances to engage using visuals, tactile, movement, or which ever way they learn best. Also, our students are becoming risk takers because differentiation encourages questioning and critical thinking despite learning disadvantages.

See Transformation Redesign Diagnostic, Comprehensive Needs Assessment, and Reform Strategies for a more in debt rationale.

## Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

General Fund  
IDEA Grant  
Title I  
Title I Part A  
Title II Part A  
Section 31a

**2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The school will use coordination of federal, state and local programs to meet the needs and achieve the goals outlined in the School Improvement Plan. Title I, Part A and additional funding (General Fund, Title IIA, 31A) will be used for added needs by providing After School Program, Extended Day Program, Summer Enrichment, and hiring paraprofessionals, Interventionists, Dean of Students; to improve literacy, providing an after-school ELA and math program, supplies for reading, mathematics, science and social studies, as well as, providing those teachers with professional development, providing school leaders with professional development, and involving parents. Lastly, Innovation in technology and school-wide STEM and robotics learning workshops.

**3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

The school is a school-wide Title I school. Coordinated and integration of Federal, State and Local programs and services according to grade level:

IDEA - Contracted services for Special education K-5

Title I: After School, Extended Day, Summer Enrichment, Paraprofessionals, Interventionists, Robotics

Title IIA Professional Development, Parent Involvement

Title

Nutrition Program

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

Using the states new evaluation tool, School Improvement Team, Unpacking Tool, School Advisory Council (parents), & teachers will evaluate achievement based on data accumulated throughout the year. After which, goals and needs will be evaluation, conclusions drawn, modification & adjustments and plan updated.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

The School Improvement Team will determine the effectiveness of Winans Academy schoolwide program using the Program Evaluation tool to analyze the goals, strategies and reform model using ALL four types of data and its impact on student achievement.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards using the instructional learning cycle, quarterly data digs, common assessments and the Program Evaluation tool for timely progress monitoring.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The process followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program is the instructional learning cycle, quarterly data digs, professional learning community feedback and program evaluation tool.