



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.

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	"See Goals and Plans in ASSIST"	

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 school staff & parents. Stakeholders (principal, teachers, interventionists, and parents) gathered monthly on campus to examine data, determine root causes and finalize 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. The SIT team facilitated different aspects of the SIP throughout the school community by conducting school and community wide surveys, professional talk groups, formal and informal meetings.

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 results of the comprehensive needs assessment process

PERCEPTION DATA

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

- 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.

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

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

- 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.

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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).

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

- 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:

- 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 sharp vision for our school

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

- 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.

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.

STUDENT ACHIEVEMENT DATA

The school has at least 95% participation rate on all required state assessments.

- 95% participation rate on assessments
- 80% attendance rate
- 95% evaluation

School ranks above the bottom 5% percentile

WE HAVE CONCLUDED THAT WE MUST CONTINUE TO:

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1. Close the Achievement Gap by ensuring our lower 30% of students experience a minimum of 25% growth on MSTEP
2. Meet Michigan Department of Education Proficiency Targets as a grade level
3. Maintain 95% Daily Attendance Rate as a school

II. HOW WILL WE DO IT:

1. Target our instruction by focusing on specific Common Core Standards and teach the depth of knowledge at each grade level
2. Implement Study Island within the daily instruction of the day (computers in classrooms)
3. Use the Standards of Assessed Standards (SAS) to pace and guide the major work of the grade
4. Track and assign intervention and acceleration in weekly Professional Learning Communities
5. Target Professional Learning Workshops that builds teacher capacity in specific areas of need

III. HOW WILL WE KNOW WE HAVE IT (measuring progress)

1. Bi-Weekly professional learning community meetings about specific standards mastered by targeted population of students
2. Use NWEA and Interventionists to teach, monitor and provide timely progress for individual students especially the lower 30%.
4. Use the Professional Learning Communities to monitor progress and tier instruction (remediation, accelerate)
5. Present data reports on individual students, class and grade level progress

IV. WHAT WILL WE DO ABOUT THOSE WHO GET IT

- Instruction will be tiered across the grade level
- Learners will engage in accelerated prescriptions
- Learners may also be homogeneously grouped by class/grade to ensure rigor at their ability level

V. WHAT WILL WE DO ABOUT THOSE WHO DON'T

- Instruction will be tiered across the grade level allowing students to work on the same standards but at a different level of rigor
- Learner will engage in remediation based on their prescriptions
- Learner will engage in mandatory after school program Tuesday and Thursday 3:45-4:45
- Learner may also be homogeneously grouped by class/grade to ensure intervention at their ability level
- Learners will receive a monthly strategy packet to strengthen Math, Reading and Science approaches to learning

PROCESS DATA

SY 2018-2019

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Marvin L. Winans Academy School Systems Review indicates strengths with full implementation of the following indicators:

Standard 2 Instructional: (1) Instructional Designer

Standard 3 Assessments: (2) Assessment System (2) Data Analysis and decision making

Standard 4 Instructional Leadership: (1) Vision for Learning (2) Guidance and Support for Teaching and Learning

Standard 5 A Culture for Learning: (1) Shared Leadership for Learning

Standard 7 Professional Learning Culture: (1) Collaborative Teams;

Standard 9 Communication: (1) Cultural Responsiveness

Standard 10 Engagement: (1) Learning opportunities; (2) Partnerships

Marvin L. Winans Academy identified challenges in School Systems' Review is noted in its partial implementation of the following indicators:

Standard 1 Curriculum Indicator: (1) Alignment; (2) Coherence

Standard 2 Instruction: (1) Effective Instructional Practice; (2) Learning Environment; (3) Reflection

Standard 3 Assessment: (1) Shared Understanding; (2) Student Involvement in the Assessment Process

Standard 4 Instructional Leadership: (1) Results-Focused

Standard 5 A Culture of Learning: (1) Safe and Supportive Environment

Standard 6 Organizational Management: (1) Communication Systems; (2) Intentional Practices

Standard 7 Professional Learning Culture: (1) Collective Responsibility

Standard 8 Professional Learning System: (1) Purposeful Planning; (2) Impact of Professional Learning

Standard 9 Communication: (1) Approaches and Tools

Title I Schoolwide Diagnostic Marvin L. Winans Academy - Elementary

DEMOGRAPHIC DATA

Twenty-two years (22) in existence, Marvin L. Winans Academy of Performing Arts continues to be a catalyst in the city of Detroit.

Six years ago the school was challenged with a growing number of charter schools in the neighborhood. The number of schools that seek to replicate the arts, have grown, however, 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 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.

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.

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

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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 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

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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 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

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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%.

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, evaluation of instructional strategies, and data analysis. 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 individuals 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 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.

The strategies in the school-wide plan which focus on helping ALL students reach the State's standards are:

Increased instructional time for Math and English Language Arts

Focus on the depth of knowledge in the Common Core Standards

Utilize the Benchmark Literacy series to support our Balanced Literacy Classroom

Allow the pacing guide and Common Core Standards to guide mathematical practices

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, and local assessments,

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

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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, 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, walk through, and discussions with families.

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).

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.

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

School Improvement Plan

Marvin L. Winans Academy - Elementary

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.

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, 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, walk through, and discussions with families.

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, 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	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	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 is 80%. 8 teachers resigned.

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 = 70%

7 - 10 year teaching at Winans = 30%

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 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.

School Improvement Plan

Marvin L. Winans Academy - Elementary

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 Preschools, Universities and Colleges to recruit teachers has been an effective in attaining qualified teachers.

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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?

The data from referrals showed that there was a need for stronger classroom management support. The district has contracted and initiated the restorative practices model to focus on the need to build relationships, identifying how offenses occurred and correcting them through the restorative and not punitive practices. Providing support systems to teachers through "lead peer teacher" interactions. Also building a PLC through the use of current best practices in order to build capacity of teachers, along with shared decision making to create a culture where all stakeholders have a voice.

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	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		Winans Parent Involvement Policy

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Marvin L. Winans Academy - Elementary

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 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 Marvin L. Winans Academy of Performing Arts Title 1 Parent Involvement policy that addresses how the school carries out the required activities of ESEA section of 1118 (c) through (f). Parent Involvement Policy 2018-19 parents as our partners.

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

School Improvement Plan

Marvin L. Winans Academy - Elementary

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 reads sign language and can communicate with hearing impaired through audio devices. We have a full K-1 immersion program. Qualified bilingual staff will assist 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.

Marvin L. Winans Academy of Performing Arts has implemented a Parent University to increase awareness and confidence in our parents in the areas of academics and rigor.

Parent feedback indicates 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

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Marvin L. Winans Academy - Elementary

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.

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).

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		Winans 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 through their Professional Learning Communities, assisting in developing curriculum and assessments in partnership with Achievement Network, Wayne RESA ISD, Saginaw Valley State University Authorizer, and Winans Academy school district and school level collaboration.

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.

Students experiencing difficulty mastering the State's academic achievement standards are identified using M-STEP, NWEA, scores and Study Island. Progress is monitored monthly using Study Island and quarterly with NWEA. Teachers also recommend students for intervention based on observations, in class assessments and/or parental concerns.

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 Behavioral Interventionist 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,

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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.

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.

2018-2019 Goals

Overview

Plan Name

2018-2019 Goals

Plan Description

School Improvement goals for 2018-2019

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Winans Academy Elementary School will be proficient in Science and technology	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$40000
2	All students at Winans Academy Elementary School will be proficient in mathematics	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$29590
3	All students will be proficient in English Language Arts	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$148533

Goal 1: All students at Winans Academy Elementary School will be proficient in Science and technology

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency in Science in Science by 06/21/2019 as measured by MEAP, Common Assessments, project based learning.

Strategy 1:

Acquisition of Science Materials - Teachers will improve the teaching of science through the use of updated STEM teaching and student resources.

The content of the curriculum is directly aligned and consistent with the district's curriculum

framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

Category: Science

Research Cited: Research includes educational journals from National Science Teachers Association, information from Saginaw Valley State University curriculum meetings, leadership meetings, curriculum coordinator meetings, and from knowledge gained from teachers attending the National Science Conference.

Tier: Tier 3

Activity - Acquisition of Science Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will have access to STEM resources, science manipulatives and lab equipment that align with science common core and state standards.	Curriculum Development	Tier 3	Implement	09/10/2018	06/14/2019	\$20000	Title I Part A	School Leaders, Director of Curriculum, Instruction and Assessment, Curriculum Coach, Teachers and Lead teachers.
Activity - Science and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to additional software and technology to enhance the teaching of science	Technology	Tier 3	Implement	09/10/2018	06/14/2019	\$20000	Title I Part A	School Leaders, Curriculum Department, Lead and teachers

Strategy 2:

Professional Development - Teachers will participate in professional development activities to improve the teaching of science.

The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

Category: Science

Research Cited: Research included educational journals from National Science Teaching Association, curriculum meetings held at Saginaw Valley State University(SVSU), SVSU leadership meetings in which science curriculum and studies were discussed, and knowledge Teachers obtained from national science convention.

Tier: Tier 2

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development activities focusing on best practices for teaching science.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$0	Other	School Leaders, Curriculum Coach, Lead Teachers, Teachers

Goal 2: All students at Winans Academy Elementary School will be proficient in mathematics

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency annually on local and state assessments in Mathematics by 06/14/2019 as measured by MEAP and Performance Series data.

Strategy 1:

Differentiated Instructional Best Practices - The school has identified specific differentiated instructional strategies detailed within the curriculum, instruction and assessment framework that will improve instructional delivery and create more student centered lessons designed to close the school-wide achievement gap in Mathematics. The use of Gardner's Multiple Intelligence, Blooms Taxonomy and Meta-Analysis Strategies will align teacher practice with student achievement by placing student needs, abilities, skills and learning styles as the driving force behind quality instruction. Using an Effective Continuum Model that fosters ongoing reflection of best practices will allow students, teachers, Curriculum Coordinator and School leaders to respond to early indicators for ALL students.

The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge. The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas. There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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Category: Mathematics

Research Cited: Research includes articles from National Council of Teachers of Mathematics, information gathered from teachers attending national conference, and information gathered from Saginaw Valley State University curriculum meetings.

Additional research on the use of specific strategies:

1. Bloom's Taxonomy : Rigor and Relevance Framework: Dr. Williard R. Daggert
2. Multiple Intelligence: Howard Gardner
3. Meta-Analysis Strategies: Robert Marzano

Tier: Tier 2

Activity - Best Practices Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services.</p> <ol style="list-style-type: none"> 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels. 	Curriculum Development	Tier 2	Implement	09/10/2018	06/14/2019	\$14590	Title I Part A, Title I Part A, Title I Part A, Title I Part A	School Leaders, Curriculum Instruction and Assessment department , Content Lead Teachers, Grade Level Facilitators and Teachers

Strategy 2:

Math Professional Learning - Provide professional development that focuses on teaching research based differentiated best practices; Understanding Common Core Standards; Implementing Mathematical Skills: computational skills, connectivity, and problem solving.

The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Category: Mathematics

Research Cited: Research includes articles from National Council of Teachers of Mathematics, studies on mathematics achievement, and NAESP reports.

Tier: Tier 2

Activity - Math Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams will learn My Math Instructional Program and how to monitor progress through the use of its differentiated learning components such as technology, online manipulatives, checks for readiness and mastery, reading math across the disciplines and more. level meetings.	Professional Learning	Tier 3	Monitor	09/10/2018	06/14/2019	\$15000	Title I Part A	School Leader, Curriculum, Instruction & Assessment, and teachers

Goal 3: All students will be proficient in English Language Arts

Measurable Objective 1:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/14/2019 as measured by MEAP and otherwise noted by state/national assessments..

Strategy 1:

Implementing of Reading Programs - K-5 teachers will implement Benchmark Literacy reading programs to address reading literacy skills.

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and

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changing needs.

The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Category: English/Language Arts

Research Cited: Research includes SRA studies, National Reading Association articles, and literature on best practices for reading achievement.

Tier: Tier 3

Activity - Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$79533	Title I Part A, Title I Part A, Section 31a, General Fund	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals

Strategy 2:

Improve Reading Instructional Practices - Teachers will research and implement best practices, as well as, participate in professional development activities that focus on improving reading instruction.

The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for

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ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, bench marking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams

Category: English/Language Arts

Research Cited: The research used to support the use of this strategy of Improving Reading Instructional Practices include reports from National Reading Panel for the U.S. Department of Education, Science Research Association studies, NAESP studies, University of Oregon studies, articles of National Reading Association journals.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share and discuss and implement best practices focusing on comprehension skills, oral reading fluency, and reading literacy skills at grade level meetings. Teachers will focus on phonics skills, responding to intervention, tiered instruction and ability grouping to maximize performance. In additional, teachers will be trained in teaching more nonfictional text and questioning at the top of Bloom's Taxonomy.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$18000	General Fund	School Leaders, Curriculum & Assessment, Lead Teacher, Reading Interventionist, Grade level facilitators, and teachers.

Strategy 3:

Professional Development - Teachers will participate in professional development that focuses on improving reading instruction.

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences. There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

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Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

Category: English/Language Arts

Research Cited: Research included National Reading Panel, SRA studies, National Reading Association journals

Tier: Tier 2

Activity - Professional Development for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Guided Reading and Balanced Literacy Approach. Teachers will be trained in Reading Benchmark Literacy Kindergarten - 5th grades which includes components for responding to intervention. In addition, how to integrate tiered libraries to support low-level readers K-5 but especially at 4th & 5th to maximize ability grouping will also be taught.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$33000	Title I Part A, Other	School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers.

Measurable Objective 2:

40% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American and Economically Disadvantaged students will demonstrate a proficiency in writing in English Language Arts by 06/14/2019 as measured by MEAP and Common Assessments.

Strategy 1:

Professional Development in writing - Teachers will participate in professional development for teaching writing that focuses on the writing process, writing genres and writing for different audiences and purposes. Teachers will participate in writing professional development workshops to improve instructional skills in rigorous writing

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experiences.

The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process. The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Category: English/Language Arts

Research Cited: Research includes studies and articles on best methods to teach writing found in National Teachers of English educational journals, and Saginaw Valley State University workshop information and research.

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss and plan to implement best practices for teaching writing.	Curriculum Development	Tier 2	Getting Ready	09/10/2018	06/14/2019	\$18000	General Fund	School Leaders, Curriculum, Instruction & Assessment; and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Balanced Literacy	All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$22995	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Balanced Literacy	All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$34338	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals
Professional Development	Teachers will share and discuss and implement best practices focusing on comprehension skills, oral reading fluency, and reading literacy skills at grade level meetings. Teachers will focus on phonics skills, responding to intervention, tiered instruction and ability grouping to maximize performance. In addition, teachers will be trained in teaching more nonfictional text and questioning at the top of Bloom's Taxonomy.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$18000	School Leaders, Curriculum, Instruction & Assessment, Lead Teacher, Reading Interventionist, Grade level facilitators, and teachers.
Professional Development	Teachers will discuss and plan to implement best practices for teaching writing.	Curriculum Development	Tier 2	Getting Ready	09/10/2018	06/14/2019	\$18000	School Leaders, Curriculum, Instruction & Assessment; and teachers

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development for Reading	Teachers will be trained in Guided Reading and Balanced Literacy Approach. Teachers will be trained in Reading Benchmark Literacy Kindergarten - 5th grades which includes components for responding to intervention. In addition, how to integrate tiered libraries to support low-level readers K-5 but especially at 4th & 5th to maximize ability grouping will also be taught.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$18000	School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers.
Professional Development	Teachers will participate in professional development activities focusing on best practices for teaching science.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$0	School Leaders, Curriculum Coach, Lead Teachers, Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Balanced Literacy	All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$7200	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals

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Best Practices Review	<p>Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services.</p> <ol style="list-style-type: none"> 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels. 	Curriculum Development	Tier 2	Implement	09/10/2018	06/14/2019	\$1650	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers
Best Practices Review	<p>Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services.</p> <ol style="list-style-type: none"> 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels. 	Curriculum Development	Tier 2	Implement	09/10/2018	06/14/2019	\$2740	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers

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Science and Technology	Teachers will have access to additional software and technology to enhance the teaching of science	Technology	Tier 3	Implement	09/10/2018	06/14/2019	\$20000	School Leaders, Curriculum Department, Lead and teachers
Professional Development for Reading	Teachers will be trained in Guided Reading and Balanced Literacy Approach. Teachers will be trained in Reading Benchmark Literacy Kindergarten - 5th grades which includes components for responding to intervention. In addition, how to integrate tiered libraries to support low-level readers K-5 but especially at 4th & 5th to maximize ability grouping will also be taught.	Professional Learning	Tier 2	Implement	09/10/2018	06/14/2019	\$15000	School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers.
Best Practices Review	Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services. 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels.	Curriculum Development	Tier 2	Implement	09/10/2018	06/14/2019	\$7200	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers

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Best Practices Review	<p>Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services.</p> <ol style="list-style-type: none"> 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels. 	Curriculum Development	Tier 2	Implement	09/10/2018	06/14/2019	\$3000	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers
Balanced Literacy	<p>All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.</p>	Academic Support Program	Tier 2	Implement	09/10/2018	06/14/2019	\$15000	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals
Math Professional Learning	<p>Grade Level Teams will learn My Math Instructional Program and how to monitor progress through the use of its differentiated learning components such as technology, online manipulatives, checks for readiness and mastery, reading math across the disciplines and more. level meetings.</p>	Professional Learning	Tier 3	Monitor	09/10/2018	06/14/2019	\$15000	School Leader, Curriculum, Instruction & Assessment, and teachers

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Acquisition of Science Materials	Teachers will have access to STEM resources, science manipulatives and lab equipment that align with science common core and state standards.	Curriculum Development	Tier 3	Implement	09/10/2018	06/14/2019	\$20000	School Leaders, Director of Curriculum, Instruction and Assessment, Curriculum Coach, Teachers and Lead teachers.
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