



District Improvement Plan

Marvin L. Winans Academy of Performing Arts

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Marvin L. Winans Academy of Performing Arts is located in the urban community of Detroit, Michigan. Where a large number of families are low income, receive food stamps and have wide ranges of crime. The school has a student population of 1200 and approximately 200 district staff. All district teachers and para professionals are highly qualified. There are curriculum coaches in each building who assist in supporting and increasing the skill levels of teachers. Teachers are constantly in pursuit of higher standards and many have obtained a Masters Degree.

Challenges that the district is faced with are students arriving to school below grade level and a decrease in enrollment due to economic decline (families leaving the city) as well as, the large number of charter schools that are opened. The neighborhoods have a overwhelming number of abandoned and vacant homes and buildings.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

The vision of the Marvin L. Winans Academy of Performing Arts district is to open the door to rigorous academics and expose the students to the world through the arts.

The mission of Marvin L. Winans Academy of Performing Arts is to prepare students for academic and performing arts excellence and responsible citizenship.

Winans Academy believes that all students should be provided an educational environment that is conducive to learning and teaching which enhances the progress of students. In addition, Winans Academy believes that a well-rounded curriculum in mathematics, language arts, science, social studies and the performing arts will provide students with the opportunity for entering college or the professional world. The curriculum must also encourage students to persevere and resolve cognitive dissonance. Winans Academy also believe that a school environment should promote courtesy, respect, and concern for others. Lastly, Winans Academy believes that a partnership with community organizations, staff, students and parents will help students reach academic and civic goal.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Areas of improvement in the last three years are in: Reading for grades third, fifth, sixth and eighth. Ninth and eleventh grade social studies; eleventh grade math and writing.

Areas that the district has identified for improvement are the core academic areas of mathematics, science, writing, social studies and reading.

The DCIA Team (District Curriculum Instruction and Assessment) has created a strategic growth goals plan. This plan is underway to ensure that students meet the targeted increases as identified by the state. Students in the Marvin L. Winans district will progress towards academic proficiency.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional information from the district is the outstanding performances of the performing arts department. Students excel through dance, song, learning to read musical notes and acting.

Students performed to a crowd at the Music Hall during the Christmas season. High school students travelled to New York to view, "A Raisin in the Sun," starring Denzel Washington. The drama department also enacted this play to the enjoyment of family and staff. Other noteworthy areas of exposure are, students who travelled to the Bahamas and Washington, D.C.

Students have received numerous awards in the performing arts.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders meet to provide input in the district improvement plan. These meetings are used to plan, design and create methods of monitoring and evaluations for the improvement plan. Stakeholder's are selected on a volunteer basis and roles are discussed and voted on. Meetings are scheduled at various times to accomodate varying schedules.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representation is derived from district administrators, staff and PTA members. Their responsibilities consisted of studying trends and desegregating data to evaluate program effectiveness for student achievement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan was communicated through meetings, at Parent conference and board meetings. Updates are given at school level SIT meetings.

District Additional Requirements Diagnostic

Introduction

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

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	Stakeholders meet to provide input in the district improvement plan. These meetings are used to plan, design and create methods of monitoring and evaluations for the improvement plan. During this time the CIMS is desegregated.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	The District Director of Curriculum Instruction and Assessment explains the data to all stakeholders in a language that they understand.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Technology technicians provide monitoring of system performances on a regular basis to ensure that sites are blocked.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	Sites that are deemed inappropriate are blocked, as well as adult staff monitoring student usage.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	The plan is included in the technology plan.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The state Technology Plan is submitted to the states for requirement goals.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Tech Meetings are held within the district, quarterly.	

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Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	There is the need for additional wiring and internet connections.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Professional development trainings are provided to staff on the integration of technology in the curriculum Software has been purchased to integrate into curriculum	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	The district employs technology staff as part of the academic program.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Technology staff are in place to educate children. Various technology, netbooks, laptops, desktops, have been purchased to expose and educate children.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Nneka Rideout Administrative Assistant 313-873-7625 3031 W. Grand Blvd Suite 524 Detroit, MI 48202	

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Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		Winans Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

Goals & Plans 2014-2015

Overview

Plan Name

Goals & Plans 2014-2015

Plan Description

Reading Goals

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 will be proficient in Reading and Writing (ELA)	Objectives: 1 Strategies: 10 Activities: 25	Academic	\$803408
2	All students will be proficient in Math.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$450020
3	All students will become proficient in science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$30800
4	All students will be proficient in social studies	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$96000

Goal 1: All students will be proficient in Reading and Writing (ELA)

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in ELA. in English Language Arts by 06/19/2015 as measured by Improved performance on MEAP, MME, ACT and weekly common assessments. .

Strategy 1:

ELA Professional Development - Professional Development will be provided to improve instructional strategies in reading. Monitoring will be preformed by the DCIA office and principals.

Research Cited: Phi Delta Kappan, Vol. 84 2003, Professional development that Works. What Makes Professional Development Effective? by Thomas R. Gaskey.

Tier:

Activity - ELA Strategies to Improve Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Strategies to improve student achievement. Schools: All Schools	Professional Learning		Implement	08/18/2014	06/19/2015	\$8271	Title I Part A	Director of Curriculum Instruction and Assessment & Principals

Activity - Expand Knowledge Base of Administrators to Improve Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators attendance at conference (National Alliance of Black School Educators) to expand knowledge base of best practices to improve Reading for at-risk and diverse students. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$3200	Title I Part A	Superintendent, Principals & Director of Curriculum

Activity - MEAP and MME Professional Development to Improve ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development workshops, specifically in MEAP and MME, are held to improve Reading achievement. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$8330	Title I Part A	District Curriculum Director & Principals

Activity - Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Workshop will be held on 6+1 to improve ELA achievement. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$5500	Title I Part A	District Curriculum Department
Activity - Utilize Title I Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Coordinator will be utilized to provide oversight for the Title I programs, expenditures, and evaluate programs for effectiveness. Schools: All Schools	Other			08/11/2014	07/03/2015	\$60000	Title I Part A	Superintendent
Activity - Bonus Pay, Teacher Recruitment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bonus pay for the top 20% of teachers demonstrating the greatest improvement in student achievement who are below grade level, MEAP in classes meeting AYP. As measured by Michigan's benchmark. Schools: All Schools	Recruitment and Retention			08/18/2014	06/19/2015	\$10000	Title II Part A	Superintendent, Principals, Curriculum Director
Activity - Teacher Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seven Mentor Teachers who will provide mentoring and coaching for teachers with less than three years in the profession. This program does not include the required mentoring of new teachers. The required mentoring will happen during the hour set aside daily for mentoring. Schools: All Schools	Policy and Process			08/18/2014	06/19/2015	\$20500	Title II Part A	Principals, Instructional Staff
Activity - Teacher Recruitment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will advertise and attend job fairs to recruit staff. Schools: All Schools	Recruitment and Retention			08/18/2014	06/19/2015	\$5550	Title II Part A	Superintendent and Principals
Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Support for students in response to intervention in core academic areas. Students identified as needing intervention will be pulled out to receive services. Schools: All Schools	Academic Support Program			09/08/2014	06/19/2015	\$20000	Title I Part A	Principals
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Activity - Monitor Implementation of professional developments and lesson plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor Implementation of Reading and Writing Strategies through walk throughs and program fidelity checks. Schools: All Schools	Walkthrough		Implement	10/06/2014	05/29/2015	\$0	General Fund	Administration, SIT and Superintendent

Strategy 2:

Extended Day - Students who score at 3 and 4 proficiency on MEAP, MME, and other common assessments (for grades K-2) will be invited to attend the tutoring to improve their reading skills.

Research Cited: Research shows that extending the right kind of time to the students who need it most can improve student learning and effectively close the achievement gap between poor and minority students and their more efficient peers. Economic Northwest/The Chalkboard Project. A Review of Research on Extended Learning Time in K-12 schools, August 2008.

Tier: Tier 3

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide extra time and assistance to students not achieving state standards. Schools: All Schools	Direct Instruction		Implement	09/08/2014	06/05/2015	\$15000	Title I Part A	Principals & teaching staff and para professionals

Activity - MME and MEAP Extended Day Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be trained in MME and MEAP to improve ELA Skills Schools: All Schools	Professional Learning	Tier 3	Implement	09/15/2014	05/29/2015	\$7500	Title I Part A	Administrators, teachers and paraprofessionals.

Activity - Saturday Program for Literacy Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Saturday program will be held to teach literacy comprehension to students who scored a 3 or 4 proficiency on MEAP reading to assist them in improving reading achievement. Schools: All Schools	Academic Support Program	Tier 3	Implement	09/15/2014	05/29/2015	\$7500	Title I Part A	Administrators, teachers and paraprofessionals.
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Strategy 3:

Summer School - Students indentified with a 3 or 4 profiency on assessments will attend summer school.

Research Cited: Research shows that extending the right kind of time to the students who need it most can improve student learning and effectively close the achievement gap between poor and minority students and their more efficient peers. Economic Northwest/The Chalkboard Project. A Review of Research on Extended Learning Time in K-12 Schools, August 2008.

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will provide extra time and assistance to students not achieving state standards. Schools: All Schools	Academic Support Program	Tier 2		06/15/2015	07/31/2015	\$25774	Title I Part A	Principals, DCIA & Teaching Staff

Activity - Administrative and Clerical Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will facilitate summer school programs with support of clerical staff. Compensation for administrators is supplemental. Schools: All Schools	Academic Support Program	Tier 2		06/15/2015	07/31/2015	\$20600	Title I Part A	Principals

Strategy 4:

Tutorial Services - Students will receive tutorial services from paraprofessionals and student interventionist in reading.

Research Cited: The highest performing public schools in the country all show that added time is a significant contributor to the success of their students. Education Commission of States (ECS)-, 2010 National Forum.

Journal of Education for Students at Risk, July 2003. "Partners-in-Reading: Using Classroom Assistants to Provide Tutorial Assistance to Struggling First Grade Readers." Findings indicated that at the end of both first and second grade, students tutored by aides and assistants had scores comparable to those of students tutored by Reading REcovery TEachers, and significantly better than those in the control group.

Paper presented at the American Educational Research Association, 1990, and later published in Peabody Journal of Research. "Do Teacher-Aides Improve Student performance? Lesson from Project STAR." by John Folger and Carolyn Breda. The authors found that dedicated aides was associated with higher academic Achievement.

Tier: Tier 2

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Activity - Utilize Paraprofessionals for Tutoring in Raising Student Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified paraprofessionals will provide small group tutoring and push in and pull out services; extra time and assistance to students not achieving state standards. Schools: All Schools	Academic Support Program	Tier 3	Implement	09/08/2014	06/19/2015	\$349420	Title I Part A	Principals & Title I Coordinator
Activity - Utilize Student Coach to Increase ELA Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student coach will tutor students in core content areas that have received a 3 or 4 on MEAP or other common assessments and who have shown a deficit in school assessments. Schools: Marvin L. Winans Academy of Performing Arts Elem.	Academic Support Program	Tier 3	Implement	09/08/2014	06/19/2015	\$78937	Title I Part A	Student Coach, Interventionist
Activity - Utilize Student Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will tutor students in core content areas that have received a 3 or 4 on MEAP and who have shown a deficit in school assessments. Schools: All Schools	Academic Support Program			08/26/2013	06/20/2014	\$55000	Title I Part A	Interventionist, Title 1 Coordinator

Strategy 5:

Technology & Software - Software licenses will be purchased and utilized to increase student achievement in core academic subjects and allow students to master the navigation of technology (laptops, computers).

Research Cited: Sivin, Kachala J. (1998) Report on the effectiveness of Technology of Schools, 1990-1997. Software

Publication's Association. Findings indicate that students in technology rich environments experience positive effects on achievement in all major subject areas; also that students in technology rich environments showed increased achievement in pre-school through higher education for both regular and special needs children; and students' attitudes toward learning and their own self-concept improved consistently when computers were used for instruction.

Tier: Tier 2

Activity - Study Island, IXL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of software programs to improve student achievement in the core content areas. Schools: All Schools	Technology	Tier 3	Implement	09/08/2014	06/19/2015	\$4900	Title I Part A	Administrators and instructional staff.

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Strategy 6:

Parental Involvement - Provide parent workshops to help parents assist students in improving achievement in ELA.

Research Cited: Journal of Education for Students at Risk, July 2003. "Partners-in-Reading: Using Classroom Assistants to Provide Tutorial Assistance to Struggling First Grade Readers." Findings indicated that at the end of both first and second grade, students tutored by aides and assistants had scores comparable to those of students tutored by Reading REcovery TEachers, and significantly better than those in the control group.

Tier:

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/student workshops will assist parents in helping students with ELA skills through reading games supplies; Triple Play Antonyms, 10 Words on My Mind, Tri-Words, and Vocab Building Starswords. Supplies will be provided, Merriam Webster Elementary Dictionary, Merriam Thesaurus. Schools: All Schools	Parent Involvement		Implement	09/22/2014	06/05/2015	\$12359	Title I Part A	Administrators, Parent Teacher Organization

Strategy 7:

Use of Supplemental Materials - Supplemental materials will be used to increase student achievement in ELA.

Research Cited: Scholastic Professional Paper. 2006. Response to Intervention. Zip Zoom English. The use of supplemental instructional materials, where appropriate, strengthen the efficacy of the comprehensive core curriculum because of its role in the achievement of the curricular objectives and goals. and supports student learning.

National Center for Research. Berkeley, CA. The availability of educational resources is very important

Tier: Tier 2

Activity - Provide Student Training on MEAP and MME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice using supplemental MEAP and MME supplies. Schools: All Schools	Academic Support Program		Implement	09/02/2014	06/19/2015	\$9067	Other, Title I Part A	Administrators and teaching staff.

Strategy 8:

Use of Technology - Use technology to improve instruction for ELA.

Research Cited: Journal of Research on Technology in Education, Winter 2001-2002. "Using a Technology-Enriched Environment to Improve Higher-Order Thinking Skills by Michael H. Hopson et al. Findings indicated that a technology-enriched classroom environment appears to have had a positive effect on student acquisition of higher-order thinking skills.

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Sivin, Kachala J. (1998) Report on the effectiveness of Technology of Schools, 1990-1997. Software Publication's Association. Findings indicate that students in technology rich environments experience positive effects on achievement in all major subject areas; also that students in technology rich environments showed increased achievement in pre-school through higher education for both regular and special needs children; and students' attitudes toward learning and their own self-concept improved consistently when computers were used for instruction.

Tier:

Activity - Purchase LCD Projectors, Laptops, Promethean Boards, Netbooks, desk top computers, iPads, Kindles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase laptops, LCD projectors, promethean boards, netbooks, desk tops, iPads, Kindles, carts and software for classroom computer literacy centers to improve ELA achievement. Schools: All Schools	Technology			09/08/2014	06/19/2015	\$30000	Title I Part A	Administrators and SIT

Strategy 9:

Behavior Intervention Program - An important goal in education is for all students to be successful in school and in life. Behavioral interventions are essential for providing behavioral support to those students who display challenging behaviors. Interventions lead students to improved behavior so they can achieve success.

Research Cited: A behavioral intervention plan can be thought of as a plan to support the student in order to help him or her change behavior. Effective support plans consist of multiple interventions or support strategies and are not punishment. Positive behavioral intervention plans increase the acquisition and use of new alternative skills, decrease the problem behavior and facilitate general improvements in the quality of life of the individual, and academic achievement in the classroom.

A summary of suggestions for defining evidence-based practices from Quantitative (Gersten et al., 2005), Correlational (Thompson et al., 2005) and Single Subject (Horner et al., 2005) research methods was reviewed for educational literature in special section of Exceptional Children (Odom et al., 2005).

Tier:

Activity - Behavior Intervention/Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support programs will model, mentor and monitor students who are identified as those in need of intervention in order that behavior is modified and achievement will increase. Schools: All Schools	Behavioral Support Program		Implement	08/11/2014	06/19/2015	\$20000	Title I Part A	Administrators

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Activity - Mentoring Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take part in gender related mentoring programs to address areas of self-esteem; goal setting; positive and correct communication strategies. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	09/08/2014	06/05/2015	\$20000	Title I Part A	Administration and Counselor

Strategy 10:

Professional Development for Administration - Administrators will attend professional trainings that will assist them in turning around the overall operation of their building that includes, culture & climate, core academic areas and behavioral initiatives.

Research Cited: Phi Delta Kappan, Vol. 84 2003, Professional development that Works: What Makes Professional Development effective? by Thomas R. Gaskey.

Research finds that the most consistent characteristics of effect Professional Development on student achievement are (1) enhancement of administrators' role in the school and pedagogical knowledge helps. Student Achievement through Staff Development by Bruce R. Joyce and Beverly Shower.

Tier: Tier 3

Activity - Harvard Leadership Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the premise that school leaders significantly influence best practice, The Principals' Center offers a variety of professional development programs designed to strengthen administration leadership skills for greater impact. Schools: All Schools	Professional Learning		Implement	06/01/2015	08/01/2015	\$6000	Title I Part A	Administration

Goal 2: All students will be proficient in Math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

60% of All Students will demonstrate a proficiency mathematics in Mathematics by 06/19/2015 as measured by Increased proficiency on MEAP, MME and weekly common assessments..

Strategy 1:

Math Professional Development - Teachers will have professional development in best practices for mathematics to improve student achievement.

Research Cited: Phi Delta Kappan, Vol. 84 2003, Professional development that Works: What Makes Professional

Development effective? by Thomas R. Gaskey. Research finds that the most consistent characteristics of the effect of Professional Development on student achievement are (1) enhancement of teachers' content and pedagogical knowledge helps teachers to understand more deeply the content they teach and the ways students learn, and (2) promotion of collegiality and collaborate exchange. ASCD 2002. Student Achievement through Staff Development by Bruce R. Joyce and

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Beverly Shower. School faculties learning to engage in schoolwide action research indicate that nearly all schools need facilitation and technical assistance if they are to progress to unified action that affects instruction and student learning. Research further finds that school districts that can build a staff development program that enhance professionalism and supports curricular and instructional change will accelerate student learning in the personal, social, and academic domains.

Tier: Tier 2

Activity - Training in Math Skills to Affect Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development in best practices in order to close the gap and increase mathematics achievement. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/05/2015	\$5700	Title I Part A	District Curriculum Director and Administrators.

Activity - Monitor Implementation of Math Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Curriculum, Instruction and Assessment team, along with administration will monitor the implementation of the instructional strategies through walk throughs; lesson plans and program fidelity checks. Schools: All Schools	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	General Fund	DCIA and administration

Activity - Robotics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in Robotics will be provided in order to excite students about the use of math and problem solving in a hands on experience. Schools: All Schools	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/05/2015	\$5000	Title I Part A	Administration

Strategy 2:

Parental Involvement - Parents will be involved in raising mathematics achievement by participating in workshops focused on how to assist children in mathematics homework using Best Practices.

Research Cited: The Family School Relation and the Child's School Performance (1987) by David L. Stevenson (Stanford University) and David P. Blake (The Catholic University of America). Findings indicate that the educational status of the mother is related to the degree of parental involvement in schooling, so that parents with more education are more involved in the schooling of their children and parental involvement is related to the child's school performance.

Educational Psychology Review (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis by Xitao Fan and Michael Chen. Parental Involvement and students' academic achievement are positively related. It is believed that general school achievement, such as that represented by school GPA is a better indicator for student overall academic achievement.

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Tier:

Activity - Parental Involvement in Mathematics Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics Night Workshops will be designed for parents to help their children in mathematics homework to improve these skills. Schools: All Schools	Parent Involvement	Tier 2	Implement	09/15/2014	06/05/2015	\$10000	Title I Part A	Administrators, Instructional Staff and SIT

Strategy 3:

Math Tutorial Services - Tutorial services will be provided by teachers and paraprofessionals to improve student achievement in mathematics.

Research Cited: Journal of Education for Students at Risk, July 2003. "Partners-in-Reading: Using Classroom Assistants to Provide Tutorial Assistance to Struggling First Grade Readers." Findings indicated that at the end of both John Folger and Carolyn Breda. The authors found that dedicated aides was associated with higher first and second grade, students tutored by aides and assistants had scores comparable to those of students tutored by Reading Recovery Teachers, and significantly better than those in the control group.

Paper presented at the American Educational Research Association, 1990, and later published in Peabody Journal of Research. "Do Teacher-Aides Improve Student performance? Lesson from Project STAR." by academic achievement

Tier: Tier 2

Activity - Tutorial Support for Mathematics Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics student specialist will work with students to close mathematical gaps and foundational gaps. Specialist will work with small groups offering push in and pull out services. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/19/2015	\$45000	Title I Part A	Administration, Math Specialist

Activity - Utilize Paraprofessionals Support for Mathematics Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified paraprofessionals will provide small group tutoring and push in and pull out services for improve mathematics achievement. Schools: All Schools	Academic Support Program	Tier 3	Implement	09/08/2014	06/12/2015	\$349420	Title I Part A	Paraprofessionals, administration, Title I Coordinator

Strategy 4:

Technology Software - Software, Ex. Study Island, IXL, Plato will be used to improve the mathematics achievement of students.

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Research Cited: Journal of Research on Technology in Education, Winter 2001-2002. "Using a Technology-Enriched Environment to Improve Higher-Order Thinking Skills by Michael H. Hopson et al. Findings indicated that a technology-enriched classroom environment appears to have had a positive effect on student acquisition of higher-order thinking skills.

Sivin, Kachala J. (1998) Report on the effectiveness of Technology of Schools, 1990-1997. Software Publication's Association. Findings indicate that students in technology rich environments experience positive effects on achievement in all major subject areas; also that students in technology rich environments showed increased achievement in pre-school through higher education for both regular and special needs children; and students' attitudes toward learning and their own self-concept improved consistently when computers were used for instruction.

Tier:

Activity - Utilize Study Island for Mathematics Achievement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Study Island, IXL, Plato and other software programs to assist students in all core academic areas, including mathematics Study Island internet based tutorial. Schools: All Schools	Technology		Implement	09/08/2014	06/12/2015	\$4900	Title I Part A	Administrators and Instructional Staff

Strategy 5:

Use of Technology - Technology will be used to improve mathematics achievement.

Research Cited: Journal of Research on Technology in Education, Winter 2001-2002. "Using a Technology-Enriched Environment to Improve Higher-Order Thinking Skills by Michael H. Hopson et al. Findings indicated that a technology-enriched classroom environment appears to have had a positive effect on student acquisition of higher-order thinking skills.

Sivin, Kachala J. (1998) Report on the effectiveness of Technology of Schools, 1990-1997. Software Publication's Association. Findings indicate that students in technology rich environments experience positive effects on achievement in all major subject areas; also that students in technology rich environments showed increased achievement in pre-school through higher education for both regular and special needs children; and students' attitudes toward learning and their own self-concept improved consistently when computers were used for instruction

Tier:

Activity - Purchase LCD Projectors, Laptops, Promethean Boards, Netbooks and carts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase laptops, netbooks, LCD Projectors, Promethean Boards and software for classroom computer literacy centers to improve mathematic skills in meeting state standards. Schools: All Schools	Technology		Implement	09/08/2014	06/12/2015	\$30000	Title I Part A	Administrators, SIT

Goal 3: All students will become proficient in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 40% increase of All Students will demonstrate a proficiency in science. in Science by 06/12/2015 as measured by MEAP/MME scores, quarterly progress reports, summative and formative assessments given by classroom teacher..

Strategy 1:

Parental Involvement - To provide parents with resources and strategies in assisting their children in Science inquiry and the effective use of the scientific method. Research Cited: The Family School Relation and the Child's School Performance (1987) by David L. Stevenson (Stanford University) and David P. Blake (The Catholic University of America). Findings indicate that the educational status of the mother is related to the degree of parental involvement in schooling, so that parents with more education are more involved in the schooling of there children and parental involvement is related to the child's school performance. Educational Psychology Review (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis by Xitao Fan and Michael Chen. Parental Involvement and students' academic achievement are positively related. It is believed that general school achievement, such as that represented by school GPA is a better indicator for student overall academic achievement.

Tier:

Activity - Parent Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science nights will be provided for parents to assist students in science. Schools: All Schools	Parent Involvement	Tier 2	Implement	10/06/2014	05/29/2015	\$6000	Title I Part A	Administration, SIT and Instructional Staff

Strategy 2:

Professional Development - District professional development and training at Wayne RESA will be used to train teachers in improvng instructional delivery in order to increase science achievement. Research Cited: Phi Delta Kappan, Vol. 84 2003, Professional development that Works: What Makes Professional Development effective? by Thomas R. Gaskey. Research finds that the most consistent characteristics of the effect of Professional Development on student achievement are (1) enhancement of teachers' content and pedagogical knowledge helps teachers to understand more deeply the content they teach and the ways students learn, and (2) promotion of collegiality and collaborate exchange. ASCD 2002. Student Achievement through Staff Development by Bruce R. Joyce and Beverly Shower. School faculties learning to engage in schoolwide action research indicate that nearly all schools need favilitation and technical assistance if they are to progress to uified action that affects instruction and student learning. Research further finds that school districts that can build a staff development program that enhance professionalism and supports curricular and instructional change will accelerate student learning in the personal, social, and academic domains.

Tier:

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Activity - MEAP Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saturday staff trainings will be used to provide teachers with best practices in science inquiry and student engagement to increase student achievement. Schools: All Schools	Professional Learning		Implement	08/18/2014	06/05/2015	\$5000	Title I Part A	District Curriculum Director, Administration
Activity - STEM Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in STEM to increase science knowledge and thus increase student achievement. Schools: All Schools	Professional Learning		Getting Ready	09/08/2014	06/05/2015	\$7000	Title I Part A	Office of Curriculum Instruction and Assessment
Activity - Monitor Implementation of Science Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Curriculum, Instruction and Assessment team, along with administration, will monitor the implementation of science program standards. Schools: All Schools	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	General Fund	DCIA & Administration

Strategy 3:

Science Tutorial - Use of software programs, Study Island, IXL to improve student achievement in science.

Research Cited: Kulik, J.A. (1994). Meta-analytic Studies of Findings on Computer-based Instruction: Lawrence Erlbaum. The research indicated that on average, students who used computer-based instruction scored at the 64th percentile on tests of achievement compared to students in the control conditions without computers who scored at the 50th percentile; also students learn more in less time when they receive computer-based instruction; and students like their classes more and develop more positive attitudes when these classes include computer-based instruction.

Tier:

Activity - Study Island, IXL, software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer programs will assist students in science during and after school hours. The self tutorial program will allow students to advance at their own pace. Schools: All Schools	Technology			09/09/2013	07/18/2014	\$4800	Title I Part A	Administration, paraprofessionals, Instructional Staff

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Strategy 4:

Technology Training - Professional development in technology will provide teachers with knowledge in enhancing lessons by using software and websites to increase student inquiry in science.

Research Cited: Journal of Research on Technology in Education, Winter 2001-2002. "Using a Technology-Enriched Environment to Improve Higher-Order Thinking Skills by Michael H. Hopson et al. Findings indicated that a technology-enriched classroom environment appears to have had a positive effect on student acquisition of higher-order thinking skills.

Tier:

Activity - Technology Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in technology will provide teachers with knowledge in enhancing lessons by using software and websites to increase student inquiry in science. Teachers will develop skills to effectively produce interactive lessons that will increase student engagement in the classroom. Schools: All Schools	Professional Learning		Getting Ready	08/18/2014	06/05/2015	\$8000	Title I Part A	Director of Curriculum, Administration, Instructional Staff

Goal 4: All students will be proficient in social studies

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in standards in Social Studies by 06/12/2015 as measured by The MEAP, NWEA and common assessments..

Strategy 1:

Differentiated Instruction - Instructional staff will effectively implement differentiated instruction in order to meet the needs of students who are not proficient in social studies.

Research Cited: A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They 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).

Tier:

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on differentiated instruction in order to effectively increase student achievement. Schools: All Schools	Professional Learning		Getting Ready	09/08/2014	05/29/2015	\$6000	Title I Part A	Office of Curriculum Instruction and Assessment
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on social studies common core standards. Schools: All Schools	Professional Learning		Getting Ready	09/15/2014	05/29/2015	\$4000	General Fund	Office of Curriculum Instruction and Assessment
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on RtI and Best Practices that will assist in increasing student achievement. Schools: All Schools	Professional Learning		Getting Ready	09/08/2014	05/29/2015	\$6000	General Fund	Administration, Office of Curriculum Instruction and Assessment
Activity - Technology and Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology, iPads, laptops, netbooks will be purchased, along with software that will assist in increasing student achievement in social studies. Schools: All Schools	Academic Support Program		Getting Ready	09/08/2014	06/12/2015	\$80000	Title I Part A	Administration
Activity - Monitor Implementation of Social Studies Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The District Curriculum, Instruction and Assessment team, along with administration, will monitor and evaluate the fidelity of the social studies standards through lesson plans and walk throughs.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	General Fund	DCIA and administration
Schools: All Schools								

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island, IXL, software	Computer programs will assist students in science during and after school hours. The self tutorial program will allow students to advance at their own pace.	Technology			09/09/2013	07/18/2014	\$4800	Administration, paraprofessionals, Instructional Staff
Robotics	Professional Development in Robotics will be provided in order to excite students about the use of math and problem solving in a hands on experience.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/05/2015	\$5000	Administration
Utilize Title I Coordinator	The Title I Coordinator will be utilized to provide oversight for the Title I programs, expenditures, and evaluate programs for effectiveness.	Other			08/11/2014	07/03/2015	\$60000	Superintendent
Behavior Intervention/Programs	Support programs will model, mentor and monitor students who are identified as those in need of intervention in order that behavior is modified and achievement will increase.	Behavioral Support Program		Implement	08/11/2014	06/19/2015	\$20000	Administrators
Technology Workshops	Professional development in technology will provide teachers with knowledge in enhancing lessons by using software and websites to increase student inquiry in science. Teachers will develop skills to effectively produce interactive lessons that will increase student engagement in the classroom.	Professional Learning		Getting Ready	08/18/2014	06/05/2015	\$8000	Director of Curriculum, Administration, Instructional Staff
Utilize Student Coach to Increase ELA Achievement	Student coach will tutor students in core content areas that have received a 3 or 4 on MEAP or other common assessments and who have shown a deficit in school assessments.	Academic Support Program	Tier 3	Implement	09/08/2014	06/19/2015	\$78937	Student Coach, Interventionist
Summer School	Teaching staff will provide extra time and assistance to students not achieving state standards.	Academic Support Program	Tier 2		06/15/2015	07/31/2015	\$25774	Principals, DCIA & Teaching Staff

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MME and MEAP Extended Day Training	Students will be trained in MME and MEAP to improve ELA Skills	Professional Learning	Tier 3	Implement	09/15/2014	05/29/2015	\$7500	Administrators, teachers and paraprofessionals.
Administrative and Clerical Support	Administrators will facilitate summer school programs with support of clerical staff. Compensation for administrators is supplemental.	Academic Support Program	Tier 2		06/15/2015	07/31/2015	\$20600	Principals
Expand Knowledge Base of Administrators to Improve Reading	Administrators attendance at conference (National Alliance of Black School Educators) to expand knowledge base of best practices to improve Reading for at-risk and diverse students.	Professional Learning			08/18/2014	06/19/2015	\$3200	Superintendent, Principals & Director of Curriculum
MEAP and MME Professional Development to Improve ELA	Professional development workshops, specifically in MEAP and MME, are held to improve Reading achievement.	Professional Learning			08/18/2014	06/19/2015	\$8330	District Curriculum Director & Principals
Saturday Program for Literacy Comprehension	Saturday program will be held to teach literacy comprehension to students who scored a 3 or 4 proficiency on MEAP reading to assist them in improving reading achievement.	Academic Support Program	Tier 3	Implement	09/15/2014	05/29/2015	\$7500	Administrators, teachers and paraprofessionals.
Purchase LCD Projectors, Laptops, Promethean Boards, Netbooks and carts	Purchase laptops, netbooks, LCD Projectors, Promethean Boards and software for classroom computer literacy centers to improve mathematic skills in meeting state standards.	Technology		Implement	09/08/2014	06/12/2015	\$30000	Administrators, SIT
STEM Professional Development	Teachers will receive training in STEM to increase science knowledge and thus increase student achievement.	Professional Learning		Getting Ready	09/08/2014	06/05/2015	\$7000	Office of Curriculum Instruction and Assessment
Parent Workshops	Parent/student workshops will assist parents in helping students with ELA skills through reading games supplies; Triple Play Antonyms, 10 Words on My Mind, Tri-Words, and Vocab Building Starswords. Supplies will be provided, Merriam Webster Elementary Dictionary, Merriam Thesaurus.	Parent Involvement		Implement	09/22/2014	06/05/2015	\$12359	Administrators, Parent Teacher Organization
Purchase LCD Projectors, Laptops, Promethean Boards, Netbooks, desk top computers, I Pads, Kindles	Purchase laptops, LCD projectors, promethean boards, netbooks, desk tops, iPads, Kindles, carts and software for classroom computer literacy centers to improve ELA achievement.	Technology			09/08/2014	06/19/2015	\$30000	Administrators and SIT

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Extended Day	Teachers will provide extra time and assistance to students not achieving state standards.	Direct Instruction		Implement	09/08/2014	06/05/2015	\$15000	Principals & teaching staff and para professionals
Utilize Study Island for Mathematics Achievement	Purchase Study Island, IXL, Plato and other software programs to assist students in all core academic areas, including mathematics Study Island internet based tutorial.	Technology		Implement	09/08/2014	06/12/2015	\$4900	Administrators and Instructional Staff
Provide Student Training on MEAP and MME	Students will practice using supplemental MEAP and MME supplies.	Academic Support Program		Implement	09/02/2014	06/19/2015	\$5000	Administrators and teaching staff.
Parent Workshop	Science nights will be provided for parents to assist students in science.	Parent Involvement	Tier 2	Implement	10/06/2014	05/29/2015	\$6000	Administration, SIT and Instructional Staff
Tutorial Support for Mathematics Achievement	Mathematics student specialist will work with students to close mathematical gaps and foundational gaps. Specialist will work with small groups offering push in and pull out services.	Academic Support Program	Tier 2	Implement	08/18/2014	06/19/2015	\$45000	Administration, Math Specialist
Technology and Software	Technology, iPads, laptops, netbooks will be purchased, along with software that will assist in increasing student achievement in social studies.	Academic Support Program		Getting Ready	09/08/2014	06/12/2015	\$80000	Administration
Training in Math Skills to Affect Achievement	Provide professional development in best practices in order to close the gap and increase mathematics achievement.	Academic Support Program	Tier 2	Implement	08/18/2014	06/05/2015	\$5700	District Curriculum Director and Administrators.
Study Island, IXL	Use of software programs to improve student achievement in the core content areas.	Technology	Tier 3	Implement	09/08/2014	06/19/2015	\$4900	Administrators and instructional staff.
Writing	Workshop will be held on 6+1 to improve ELA achievement.	Professional Learning			08/18/2014	06/19/2015	\$5500	District Curriculum Department
ELA Strategies to Improve Student Achievement	Reading Strategies to improve student achievement.	Professional Learning		Implement	08/18/2014	06/19/2015	\$8271	Director of Curriculum Instruction and Assessment & Principals
Utilize Student Interventionist	Will tutor students in core content areas that have received a 3 or 4 on MEAP and who have shown a deficit in school assessments.	Academic Support Program			08/26/2013	06/20/2014	\$55000	Interventionist, Title 1 Coordinator

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MEAP Workshop	Saturday staff trainings will be used to provide teachers with best practices in science inquiry and student engagement to increase student achievement.	Professional Learning		Implement	08/18/2014	06/05/2015	\$5000	District Curriculum Director, Administration
Utilize Paraprofessionals for Tutoring in Raising Student Achievement	Highly qualified paraprofessionals will provide small group tutoring and push in and pull out services; extra time and assistance to students not achieving state standards.	Academic Support Program	Tier 3	Implement	09/08/2014	06/19/2015	\$349420	Principals & Title I Coordinator
RTI	Support for students in response to intervention in core academic areas. Students identified as needing intervention will be pulled out to receive services.	Academic Support Program			09/08/2014	06/19/2015	\$20000	Principals
Utilize Paraprofessionals Support for Mathematics Achievement	Highly Qualified paraprofessionals will provide small group tutoring and push in and pull out services for improve mathematics achievement.	Academic Support Program	Tier 3	Implement	09/08/2014	06/12/2015	\$349420	Paraprofessionals, administration, Title I Coordinator
Parental Involvement in Mathematics Achievement	Mathematics Night Workshops will be designed for parents to help their children in mathematics homework to improve these skills.	Parent Involvement	Tier 2	Implement	09/15/2014	06/05/2015	\$10000	Administrators, Instructional Staff and SIT
Harvard Leadership Institute	Based on the premise that school leaders significantly influence best practice, The Principals' Center offers a variety of professional development programs designed to strengthen administration leadership skills for greater impact.	Professional Learning		Implement	06/01/2015	08/01/2015	\$6000	Administration
Mentoring Programs	Students will take part in gender related mentoring programs to address areas of self-esteem; goal setting; positive and correct communication strategies.	Behavioral Support Program	Tier 2	Implement	09/08/2014	06/05/2015	\$20000	Administration and Counselor
Professional Development	Teachers will receive training on differentiated instruction in order to effectively increase student achievement.	Professional Learning		Getting Ready	09/08/2014	05/29/2015	\$6000	Office of Curriculum Instruction and Assessment

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Student Training on MEAP and MME	Students will practice using supplemental MEAP and MME supplies.	Academic Support Program		Implement	09/02/2014	06/19/2015	\$4067	Administrators and teaching staff.

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of professional developments and lesson plans	Monitor Implementation of Reading and Writing Strategies through walk throughs and program fidelity checks.	Walkthrough		Implement	10/06/2014	05/29/2015	\$0	Administration, SIT and Superintendent
Monitor Implementation of Math Strategies	The District Curriculum, Instruction and Assessment team, along with administration will monitor the implementation of the instructional strategies through walk throughs; lesson plans and program fidelity checks.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	DCIA and administration
Professional Development	Teachers will receive training on RtI and Best Practices that will assist in increasing student achievement.	Professional Learning		Getting Ready	09/08/2014	05/29/2015	\$6000	Administration, Office of Curriculum Instruction and Assessment
Monitor Implementation of Social Studies Strategies	The District Curriculum, Instruction and Assessment team, along with administration, will monitor and evaluate the fidelity of the social studies standards through lesson plans and walk throughs.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	DCIA and administration
Professional Development	Teachers will receive training on social studies common core standards.	Professional Learning		Getting Ready	09/15/2014	05/29/2015	\$4000	Office of Curriculum Instruction and Assessment
Monitor Implementation of Science Strategies	District Curriculum, Instruction and Assessment team, along with administration, will monitor the implementation of science program standards.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	DCIA & administration

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Mentoring	Seven Mentor Teachers who will provide mentoring and coaching for teachers with less than three years in the profession. This program does not include the required mentoring of new teachers. The required mentoring will happen during the hour set aside daily for mentoring.	Policy and Process			08/18/2014	06/19/2015	\$20500	Principals, Instructional Staff

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Teacher Recruitment	Administrators will advertise and attend job fairs to recruit staff.	Recruitment and Retention			08/18/2014	06/19/2015	\$5550	Superintendent and Principals
Bonus Pay, Teacher Recruitment	Bonus pay for the top 20% of teachers demonstrating the greatest improvement in student achievement who are below grade level, MEAP in classes meeting AYP. As measured by Michigan's benchmark.	Recruitment and Retention			08/18/2014	06/19/2015	\$10000	Superintendent, Principals, Curriculum Director

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Strategies to Improve Student Achievement	Reading Strategies to improve student achievement.	Professional Learning		Implement	08/18/2014	06/19/2015	\$8271	Director of Curriculum Instruction and Assessment & Principals
Extended Day	Teachers will provide extra time and assistance to students not achieving state standards.	Direct Instruction		Implement	09/08/2014	06/05/2015	\$15000	Principals & teaching staff and para professionals
Summer School	Teaching staff will provide extra time and assistance to students not achieving state standards.	Academic Support Program	Tier 2		06/15/2015	07/31/2015	\$25774	Principals, DCIA & Teaching Staff
Utilize Paraprofessionals for Tutoring in Raising Student Achievement	Highly qualified paraprofessionals will provide small group tutoring and push in and pull out services; extra time and assistance to students not achieving state standards.	Academic Support Program	Tier 3	Implement	09/08/2014	06/19/2015	\$349420	Principals & Title I Coordinator
Expand Knowledge Base of Administrators to Improve Reading	Administrators attendance at conference (National Alliance of Black School Educators) to expand knowledge base of best practices to improve Reading for at-risk and diverse students.	Professional Learning			08/18/2014	06/19/2015	\$3200	Superintendent, Principals & Director of Curriculum
MEAP and MME Professional Development to Improve ELA	Professional development workshops, specifically in MEAP and MME, are held to improve Reading achievement.	Professional Learning			08/18/2014	06/19/2015	\$8330	District Curriculum Director & Principals
Administrative and Clerical Support	Administrators will facilitate summer school programs with support of clerical staff. Compensation for administrators is supplemental.	Academic Support Program	Tier 2		06/15/2015	07/31/2015	\$20600	Principals
Writing	Workshop will be held on 6+1 to improve ELA achievement.	Professional Learning			08/18/2014	06/19/2015	\$5500	District Curriculum Department

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MME and MEAP Extended Day Training	Students will be trained in MME and MEAP to improve ELA Skills	Professional Learning	Tier 3	Implement	09/15/2014	05/29/2015	\$7500	Administrators, teachers and paraprofessionals.
Saturday Program for Literacy Comprehension	Saturday program will be held to teach literacy comprehension to students who scored a 3 or 4 proficiency on MEAP reading to assist them in improving reading achievement.	Academic Support Program	Tier 3	Implement	09/15/2014	05/29/2015	\$7500	Administrators, teachers and paraprofessionals.
Parent Workshops	Parent/student workshops will assist parents in helping students with ELA skills through reading games supplies; Triple Play Antonyms, 10 Words on My Mind, Tri-Words, and Vocab Building Starswords. Supplies will be provided, Merriam Webster Elementary Dictionary, Merriam Thesaurus.	Parent Involvement		Implement	09/22/2014	06/05/2015	\$12359	Administrators, Parent Teacher Organization
Utilize Student Interventionist	Will tutor students in core content areas that have received a 3 or 4 on MEAP and who have shown a deficit in school assessments.	Academic Support Program			08/26/2013	06/20/2014	\$55000	Interventionist, Title 1 Coordinator
Study Island, IXL	Use of software programs to improve student achievement in the core content areas.	Technology	Tier 3	Implement	09/08/2014	06/19/2015	\$4900	Administrators and instructional staff.
Provide Student Training on MEAP and MME	Students will practice using supplemental MEAP and MME supplies.	Academic Support Program		Implement	09/02/2014	06/19/2015	\$9067	Administrators and teaching staff.
Purchase LCD Projectors, Laptops, Promethean Boards, Netbooks, desk top computers, iPads, Kindles	Purchase laptops, LCD projectors, promethean boards, netbooks, desk tops, iPads, Kindles, carts and software for classroom computer literacy centers to improve ELA achievement.	Technology			09/08/2014	06/19/2015	\$30000	Administrators and SIT
Training in Math Skills to Affect Achievement	Provide professional development in best practices in order to close the gap and increase mathematics achievement.	Academic Support Program	Tier 2	Implement	08/18/2014	06/05/2015	\$5700	District Curriculum Director and Administrators.
Parental Involvement in Mathematics Achievement	Mathematics Night Workshops will be designed for parents to help their children in mathematics homework to improve these skills.	Parent Involvement	Tier 2	Implement	09/15/2014	06/05/2015	\$10000	Administrators, Instructional Staff and SIT

District Improvement Plan

Marvin L. Winans Academy of Performing Arts

Tutorial Support for Mathematics Achievement	Mathematics student specialist will work with students to close mathematical gaps and foundational gaps. Specialist will work with small groups offering push in and pull out services.	Academic Support Program	Tier 2	Implement	08/18/2014	06/19/2015	\$45000	Administration, Math Specialist
Utilize Paraprofessionals Support for Mathematics Achievement	Highly Qualified paraprofessionals will provide small group tutoring and push in and pull out services for improve mathematics achievement.	Academic Support Program	Tier 3	Implement	09/08/2014	06/12/2015	\$349420	Paraprofessionals, administration, Title I Coordinator
Utilize Study Island for Mathematics Achievement	Purchase Study Island, IXL, Plato and other software programs to assist students in all core academic areas, including mathematics Study Island internet based tutorial.	Technology		Implement	09/08/2014	06/12/2015	\$4900	Administrators and Instructional Staff
Purchase LCD Projectors, Laptops, Promethean Boards, Netbooks and carts	Purchase laptops, netbooks, LCD Projectors, Promethean Boards and software for classroom computer literacy centers to improve mathematic skills in meeting state standards.	Technology		Implement	09/08/2014	06/12/2015	\$30000	Administrators, SIT
Utilize Title I Coordinator	The Title I Coordinator will be utilized to provide oversight for the Title I programs, expenditures, and evaluate programs for effectiveness.	Other			08/11/2014	07/03/2015	\$60000	Superintendent
Parent Workshop	Science nights will be provided for parents to assist students in science.	Parent Involvement	Tier 2	Implement	10/06/2014	05/29/2015	\$6000	Administration, SIT and Instructional Staff
MEAP Workshop	Saturday staff trainings will be used to provide teachers with best practices in science inquiry and student engagement to increase student achievement.	Professional Learning		Implement	08/18/2014	06/05/2015	\$5000	District Curriculum Director, Administration
Study Island, IXL, software	Computer programs will assist students in science during and after school hours. The self tutorial program will allow students to advance at their own pace.	Technology			09/09/2013	07/18/2014	\$4800	Administration, paraprofessionals, Instructional Staff
Technology Workshops	Professional development in technology will provide teachers with knowledge in enhancing lessons by using software and websites to increase student inquiry in science. Teachers will develop skills to effectively produce interactive lessons that will increase student engagement in the classroom.	Professional Learning		Getting Ready	08/18/2014	06/05/2015	\$8000	Director of Curriculum, Administration, Instructional Staff
Behavior Intervention/Programs	Support programs will model, mentor and monitor students who are identified as those in need of intervention in order that behavior is modified and achievement will increase.	Behavioral Support Program		Implement	08/11/2014	06/19/2015	\$20000	Administrators

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Bonus Pay, Teacher Recruitment	Bonus pay for the top 20% of teachers demonstrating the greatest improvement in student achievement who are below grade level, MEAP in classes meeting AYP. As measured by Michigan's benchmark.	Recruitment and Retention			08/18/2014	06/19/2015	\$10000	Superintendent, Principals, Curriculum Director
Teacher Mentoring	Seven Mentor Teachers who will provide mentoring and coaching for teachers with less than three years in the profession. This program does not include the required mentoring of new teachers. The required mentoring will happen during the hour set aside daily for mentoring.	Policy and Process			08/18/2014	06/19/2015	\$20500	Principals, Instructional Staff
Teacher Recruitment	Administrators will advertise and attend job fairs to recruit staff.	Recruitment and Retention			08/18/2014	06/19/2015	\$5550	Superintendent and Principals
RTI	Support for students in response to intervention in core academic areas. Students identified as needing intervention will be pulled out to receive services.	Academic Support Program			09/08/2014	06/19/2015	\$20000	Principals
STEM Professional Development	Teachers will receive training in STEM to increase science knowledge and thus increase student achievement.	Professional Learning		Getting Ready	09/08/2014	06/05/2015	\$7000	Office of Curriculum Instruction and Assessment
Professional Development	Teachers will receive training on differentiated instruction in order to effectively increase student achievement.	Professional Learning		Getting Ready	09/08/2014	05/29/2015	\$6000	Office of Curriculum Instruction and Assessment
Professional Development	Teachers will receive training on social studies common core standards.	Professional Learning		Getting Ready	09/15/2014	05/29/2015	\$4000	Office of Curriculum Instruction and Assessment
Professional Development	Teachers will receive training on RtI and Best Practices that will assist in increasing student achievement.	Professional Learning		Getting Ready	09/08/2014	05/29/2015	\$6000	Administration, Office of Curriculum Instruction and Assessment
Technology and Software	Technology, iPads, laptops, netbooks will be purchased, along with software that will assist in increasing student achievement in social studies.	Academic Support Program		Getting Ready	09/08/2014	06/12/2015	\$80000	Administration

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Mentoring Programs	Students will take part in gender related mentoring programs to address areas of self-esteem; goal setting; positive and correct communication strategies.	Behavioral Support Program	Tier 2	Implement	09/08/2014	06/05/2015	\$20000	Administrati on and Counselor
Monitor Implementation of professional developments and lesson plans	Monitor Implementation of Reading and Writing Strategies through walk throughs and program fidelity checks.	Walkthrough		Implement	10/06/2014	05/29/2015	\$0	Administrati on, SIT and Superintendent
Monitor Implementation of Math Strategies	The District Curriculum, Instruction and Assesment team, along with administration will monitor the implementation of the instructional strategies through walk throughs; lesson plans and program fidelity checks.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	DCIA and administrati on
Monitor Implementation of Science Strategies	District Curriculum, Instruction and Assessment team, along with administration, will monitor the implementation of science program standards.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	DCIA & administrati on
Monitor Implementation of Social Studies Strategies	The District Curriculum, Instruction and Assessment team, along with administration, will monitor and evaluate the fidelity of the social studies standards through lesson plans and walk throughs.	Walkthrough		Monitor	10/06/2014	05/29/2015	\$0	DCIA and administrati on
Harvard Leadership Institute	Based on the premise that school leaders significantly influence best practice, The Principals' Center offers a variety of professional development programs designed to strengthen administration leadership skills for greater impact.	Professiona l Learning		Implement	06/01/2015	08/01/2015	\$6000	Administrati on
Robotics	Professional Development in Robotics will be provided in order to excite students about the use of math and problem solving in a hands on experience.	Academic Support Program	Tier 2	Getting Ready	09/08/2014	06/05/2015	\$5000	Administrati on

Marvin L. Winans Academy of Performing Arts Elem.

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize Student Coach to Increase ELA Achievement	Student coach will tutor students in core content areas that have received a 3 or 4 on MEAP or other common assessments and who have shown a deficit in school assessments.	Academic Support Program	Tier 3	Implement	09/08/2014	06/19/2015	\$78937	Student Coach, Intervention ist