



School Improvement Plan

**Marvin L. Winans Academy of Performing Arts
Elem.**

Marvin L. Winans Academy of Performing Arts

**Ms. Tomi Ingram
9740 MCKINNEY ST
DETROIT, MI 48224-2503**

TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 1 |
| Executive Summary | |
| Introduction..... | 3 |
| Description of the School..... | 4 |
| School's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 6 |
| Additional Information | 7 |
| Improvement Plan Stakeholder Involvement | |
| Introduction..... | 9 |
| Improvement Planning Process..... | 10 |
| School Data Analysis | |
| Introduction..... | 12 |
| Student Enrollment Data..... | 13 |
| Student Achievement Data for All Students..... | 15 |
| Subgroup Student Achievement..... | 17 |
| Perception Data - Students..... | 22 |
| Perception Data – Parents/Guardians..... | 23 |
| Perception Data – Teachers/Staff..... | 25 |

Other..... 26

School Additional Requirements Diagnostic

Introduction..... 28
School Additional Requirements Diagnostic..... 29

Title I Schoolwide Diagnostic

Introduction..... 32
Component 1: Comprehensive Needs Assessment..... 33
Component 2: Schoolwide Reform Strategies 40
Component 3: Instruction by Highly Qualified Staff..... 43
Component 4: Strategies to Attract Highly Qualified Teachers..... 44
Component 5: High Quality and Ongoing Professional Development..... 46
Component 6: Strategies to Increase Parental Involvement..... 47
Component 7: Preschool Transition Strategies..... 51
Component 8: Teacher Participation in Making Assessment Decisions..... 52
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 53
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 55
Evaluation:..... 56

Plan for School Improvement Plan

Overview..... 58

Goals Summary 59

- Goal 1: All students at Winans Academy Elementary School will be proficient in mathematics..... 60
- Goal 2: All students will be proficient in English Language Arts 62
- Goal 3: All students, staff and parents will build relational capacity within the school 66
- Goal 4: All students at Winans Academy Elementary School will be proficient in Science and technology..... 68

Activity Summary by Funding Source 71

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

The Marvin L. Winans Academy of the Performing Arts began in 1997 by Marvin L. Winans, the Grammy-winning artist of the famed 'Winans' gospel group. The school started with grades K-5 and 248 students and one grade was added every year until the school reached 12th grade. The school emphasizes a commitment to excellence and Chancellor Winans is motivated to have each student achieve their highest goals.

There are now over 1,100 students attending Winans Academy. The Academy is a Michigan public charter school serving grades K-12. The district consists of 3 schools on two campuses. The elementary school, on the Dominican campus, can house 750 students. The middle and high schools, on the Nevada campus, can house 450 students and is set for expansion in the near future. Both campuses provide a safe and positive environment in which students can learn.

The Academy offers both an academics and a performing arts curriculum. The award winning performing arts department allows students to express themselves creatively while giving them exposure to the fine arts. Classes include dance, orchestra, art, vocal, music and drama, all of which have been recognized in competitions and exhibitions locally and nationally.

School's Purpose

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

Vision Statement

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

Mission Statement

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

1. Confident students challenged to be educational risk-takers, problems solvers and active leaders of the 21st century.
2. Exemplary instruction that is student centered.
3. Our commitment to build capacity by - empowering every instructional leader and all personnel toward excellence.
4. Meaningful partnerships with families, communities and world-wide leaders & constituents.
5. Celebrations of the power of Performing Arts and real world engagements.

Beliefs Statement

1. A vibrant community understands its past and determines its future.
2. Excellence is a habit which we will relentlessly pursue, and we will never settle for mediocrity from students or staff.
3. Regardless of race, gender, disability or economic status, children can succeed if they have access to a quality education and exposure to college and career readiness opportunities.
4. All students should be provided an educational environment that is conducive to learning and teaching which enhances the progress of students.
5. 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.
6. Partnership with community organization, staff, students and parents will help students reach academic and civic goals.
7. Without excuse, we will prepare this generation of leaders in our communities to be assets with access to a competitive world of diverse opportunities.

Notable Achievements and Areas of Improvement

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

Marvin L. Winans Academy of Performing Arts believes that every student deserves our very best. Defying the odds is not a cliché, rather our commitment. We are moving forward over the next three years urgently and tirelessly to make sure each student becomes a scholar and leader of their generation.

Winans Academy seeks to prepare our students for lives of highest quality and productivity. Our students will have the skills to become middle school scholars' then high school trend setters and ultimately, college and career-ready leaders for today's innovative market.

Framework for Success

1. Students learning and leading their community
2. Highly Qualified Teachers & Staff
3. Effective School Leadership
4. Engaged Families
5. Supportive Environment

Additional Information

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

DYNAMIC TEACHING & LEARNING

- Creative classrooms
- Rigorous Instruction
- Highly Qualified Teams
- Hands on Experiences
- Relevant life lessons
- College exposure
- Career readiness

PREMIER PERFORMING ARTS

- Over \$80,000 of FREE LESSONS from K-5th
 - *Orchestra
 - *Violin
 - *Drama
 - *Dance
 - *Vocal
 - *Spanish
 - *Visual Arts

LEARNING CENTER

- Timely and additional support for students with:
 - unique/special needs & disabilities
 - Push In & Pull Out services

Individualized & small group services

RESPONSE TO INTERVENTION (RTI)

- Timely and additional support services for students
 - RTI classes during school day
 - Interventionists support in/out of class

After School Academic Program

Extended Day Program

- Timely and additional support for students furthest away from proficiency goals:

- Interventionists
- Paraprofessionals
- Push In, Pull aside and pull out
- Individual & small group support

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 are involved in the following ways:

- Participating in SIP meetings
- Offering concrete action steps
- Serving as liasons from the SIP to the Parent Teacher Organization
- Participating in conference calls
- Pairing up with teachers in completing assigned SIP tasks
- Evaluating last school improvement plan
- Will be involved in monitoring and evaluation as school year proceeds in periodic meetings

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

All of our stakeholders have equitable opportunities to participate in te development of the improvement plan. Through the use of surveys, verbal feedback, progress monitoring, SIP team meetings, PTO and family/teacher engagement our stakeholders (parents, students, community, teachers, administrators and district all work collaboratively to develop and improve plan.

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

Information will be shared in Parent Teacher Organization meetings, in the school's mandatory Parent Orientation, mandatory Title I Parent Meeting, in faculty meetings, Board of Directors' meeting, principals' meeting, and weekly newsletters from principal to teacher and newsletters school-wide to parents.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment trends affect the number of staff we can retain and the compensation offered.

How do student enrollment trends affect staff recruitment?

Student enrollment trends affects the number of staff we are able to recruit and maintain.

How do student enrollment trends affect budget?

Student enrollment poses budgetary restraints such as: minimizes opportunities to offer competitive salaries to neighboring schools; reduces opportunities to work with smaller groups and personalize instruction; and impacts resources needed to support school improvement initiatives

How do student enrollment trends affect resource allocations?

Student enrollment trends limits the school's ability to offer as many resources and/or implement research based resources that can aid student growth.

How do student enrollment trends affect facility planning and maintenance?

In cases where infrastructure and repairs are an issue, facility planning and maintenance find themselves having to abandon eye sores for up keeping a clean and safe facility.

How do student enrollment trends affect parent/guardian involvement?

Enrollment trends have not affected parent/guardian involvement in our school. Our parents continue to volunteer and take active roles in the affairs of the school.

How do student enrollment trends affect professional learning and/or public relations?

Student enrollment trends provide feedback on strengths, weakness and areas in need of professional development and capacity building among all stake holders.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

What are the challenges you noticed based on the student enrollment data?

Our greatest challenges: (1) We serve a transient population of families. (2) Several more schools have opened up within miles of our campus and we all share the same students. These students typically go back and forth as they relocate.

What action(s) will be taken to address these challenges?

Increase professional development that builds instructional capacity of teachers.

Increase our efforts to evaluate and strategically respond to data in order to drive student achievement.

Implementing creative recruitment efforts.

Monitoring progress using parent, student and teacher feedback.

Increase public relation opportunities.

Increase student achievement.

What are the challenges you noticed based on student attendance?

Attendance becomes a challenge in the winter months when weather is unfavorable and day light savings time changes as many of our families are located around the city, commute using public transportation as oppose to living in our immediate community.

What action(s) will be taken to address these challenges?

We have modified our entire attendance policy over the summer to address the very issues. Parents engage in year round strategy planning meetings that allow them to establish car pooling schedules, emergency support systems for one another; early morning program begins at 7:10; perfect attendance awards emailed to parents; and support of prosecutor's office also help to prevent tardies and absentees. At the same time, we tracked attendance monthly and seized every opportunity possible to celebrate students, parents and classes on perfect attendance and early arrivals. As a result of our efforts, our campus has achieved 94% attendance rate (MI School Data).

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Though we improved in all areas, Reading and Science indicates the highest levels of student achievement.

Which content area(s) show a positive trend in performance?

Reading and Science shows a positive trend in performance.

In which content area(s) is student achievement above the state targets of performance?

None at this time.

What trends do you notice among the top 30% percent of students in each content area?

A four year analysis of scores reveals a 3rd grade trend in that students leaving 2nd grade taking the MEAP for the first time are performing approximately 70% below proficiency. Clusters of greatest weakness (computational, connections, and geometry) remain a challenge as students progress from 3rd to 5th. Black males tend to have a challenging time catching up as opposed to females.

What factors or causes contributed to improved student achievement?

Making data public as a community whereby students and parents were invited in daily discussions, goal setting and progress monitoring along with teachers and administrators. When students were able to articulate their learning goals and track their progress, learning became contagious and everyone began to work harder to achieve success. In addition, clear expectations, increased professional learning, curriculum resources and support of school leaders and partners contributed to improved student achievement.

How do you know the factors made a positive impact on student achievement?

Data, observational feedback, increase in student achievement in targeted areas and progress monitoring.

Which content area(s) indicate the lowest levels of student achievement?

Mathematics and Writing indicate the lowest levels of student achievement

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Which content area(s) show a negative trend in achievement?

Scores were stagnated in writing and a negative trend in Math

In which content area(s) is student achievement below the state targets of performance?

Reading, Mathematics and Science

What trends do you notice among the bottom 30% of students in each content area?

The trend among the bottom 30% of students in each content area is:

Growth rate is not substantial enough

Students who struggle in 2nd & 3rd continue to decline in 4th-8th

Students who complete extended day and after school and/or receive timely additional support during the school day show more growth than those who do not attend

What factors or causes contributed to the decline in student achievement?

Teacher turnover, lack of teacher preparedness coming out of universities and ineffective implementation of curriculum resources.

How do you know the factors made a negative impact on student achievement?

Progress monitoring and feedback

What action(s) could be taken to address achievement challenges?

Increase teacher retention so resources and sweat equity does not continue to leave the institution, rather have a chance to be cultivated into quality instruction.

Professional learning for instructional staff to increase their knowledge of best practices

Build relational capacity among all stake holders

Continue to utilize timely additional services to assist students furthest away and/or progressing

Subgroup Student Achievement

Statement or Question:Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

Statement or Question:For which subgroup(s) is the achievement gap closing?*

Response:

- African American or Black
- Male
- Female
- Economically Disadvantaged
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Reading and Science

How do you know the achievement gap is closing?*

Data reflects growth

What other data support the findings?

MEAP, Benchmark Assessments and Performance Series

What factors or causes contributed to the gap closing? (Internal and External)*

Maintaining a sense of urgency

Timely additional services

Professional learning

Curriculum resources

Professional learning communities

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Support of school leaders

Use of data to make decisions and track progress

How do you know the factors made a positive impact on student achievement?

Results in areas targeted for improvement

What actions could be taken to continue this positive trend?

Consistency in best practices, teacher retention, continuous monitoring of student achievement that afford opportunities to adjust.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- African American or Black
- Male

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- African American or Black
- Male

In what content areas is the achievement gap greater for these subgroups?*

Reading, Writing and Math

How do you know the achievement gap is becoming greater?*

Data analysis

What other data support the findings?*

MEAP and Performance Series

What factors or causes contributed to the gap increasing? (Internal and External)*

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Disciplinary infractions and inefficiencies in reading prior to grade 3.

How do you know the factors lead to the gap increasing?*

Data

What actions could be taken to close the achievement gap for these students?*

Strengthen skills in grade K-2

Improve transition for students moving from 2nd - 3rd grade

Provide extensive mentoring support for Black male subgroups

Maximize timely additional services to continue to close the gap

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have any ELL students currently enrolled

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students, regardless of race, gender, disability or economic status, have access to a quality education and exposure to all intervention programs.

How are students designated 'at risk of failing' identified for support services?

Students who score a 3 or a 4 on MEAP in Reading & Math; receive failing grades over 2 card markings; or Atypical behavior; family history of school failure, incarceration, abuse; free and reduced lunch and etc...

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We will implement reading labs at all grade levels to remediate and accelerate the bottom 30% of our students. In addition, we offer after school and extended day support for 1st-5th grade; academically talented and gifted support for K-5 graders and mentoring for all students.

| Label | Question | Value |
|-------|--|-------|
| | What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge? | 30.0 |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

What is the school doing to inform students and parents of Extended Learning Opportunities?

All learning opportunities are noted in our Parent/Student handbook, newsletters, shared at Title 1, PTO, and through classrooms.

| Label | Question | Value |
|-------|---|-------|
| | What is the total FTE count of teachers in your school? | 20.0 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching 0-3 years? | 55.0 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching 4-8 years? | 25.0 |

| Label | Question | Value |
|-------|--|-------|
| | How many teachers have been teaching 9-15 years? | 20.0 |

| Label | Question | Value |
|-------|---|-------|
| | How many teachers have been teaching >15 years? | 1.0 |

What impact might this data have on student achievement?

Teacher experience levels impact student achievement because it forces a school to keep starting over with training and equipping teachers. At the same time, the energy level of new teachers is pliable for great results.

| Label | Question | Value |
|-------|---|-------|
| | Indicate the total number of days for teacher absences due to professional learning or professional meetings. | 30.0 |

| Label | Question | Value |
|-------|--|-------|
| | Indicate the total number of days for teacher absences due to illness. | 60.0 |

What impact might this data have on student achievement?

When teachers are not in school students are impacted. Having permanent building substitutes who train with our instructional teams provide value to the school because they are able to step in to ensure little or no loss of instruction occurs.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Perception Data - Students

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

Teachers that show they care

Clean building

A great deal of support academically

Participation in Performing Arts Program

Which area(s) show a positive trend toward increasing student satisfaction?

Creating a safe nurturing environment

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

Communication was the lowest level of satisfaction and conflict resolution among students

Which area(s) show a trend toward decreasing student satisfaction?

Conflict resolution and communication

What are possible causes for the patterns you have identified in student perception data?

Transient population of students who take longer to adjust to school culture and peers.

What actions will be taken to improve student satisfaction in the lowest areas?

Building relational capacity, professional development for teachers and parents; mentoring and improved communication with all stake holders.

Perception Data – Parents/Guardians

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

Parent survey revealed that over 80% of our parents find the school's newsletters to be a great source of information; Open House Parent Teacher conferences and Classroom Orientations are resourceful and effective ways to improve communication. Parents consider Winans Academy to be a safe friendly environment. Over 80% of parents feel they are able to meet and talk openly with teachers & administrators. 88% of parents are comfortable assisting their students with homework and are interested in attending workshops that help their students learn.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

School's commitment to (1) student growth and achievement; (2) more vibrant culture and climate; (3) safety and cleanliness; (4) excellence in performing arts K-5; and innovator school leader.

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

The overall lowest level of satisfaction among parents/guardians is teacher turn over and timeliness in communicating about behavior infractions.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

The area that shows a trend toward decreasing parent satisfaction is student achievement and rate of growth. Our families believe in what we are doing and are witnessing the love of learning in the hard work students and teachers are investing to make sure students become life long learners.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Possible causes are: including parents in data discussions and together finding strategic ways to work with students; evidence of teacher capacity in the content area improving as evidence in the progress students are making; strengthening parent involvement by communicating on a consistent basis, increasing the number of parent workshops that are offered at the school and being open and transparent.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

The school will work diligently to take intentional steps to communicate in a timely manner and provide assurance to parents that every effort is made to avoid a breach of instruction or loss of learning due to teacher turn over.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Perception Data – Teachers/Staff

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

The area that indicates the overall highest level of satisfaction is leadership, and the culture and climate.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The area that shows a trend toward increasing teacher/staff satisfaction is teamwork, confidence in their school leader and opportunities to grow in their content through professional development.

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

The area that indicated the lowest overall level of satisfaction among teachers/staff is management of their time and discipline.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The area that show a trend toward decreasing teacher/staff satisfaction is management of time.

What are possible causes for the patterns you have identified in staff perception data?

The possible cause for the patterns identified in staff perception data are high teacher turnover.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The decisions about curriculum, instruction and assessment are made with our CIA team, superintendent, principals, teachers and parents

What evidence do you have to indicate the extent to which the standards are being implemented?

All of our curriculum, pacing guides and assessments are aligned to the Common Core State Standards

School Additional Requirements Diagnostic

Introduction

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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | Literacy and math are tested annually in grades 1-5. | Yes | 3rd - 5th graders are tested annually using state and local assessments 1st-2nd graders are tested annually using local assessments | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | http://winansacademy.org/winansdocs/Annual%20Education%20Report%20-%20Elem.pdf | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | N/A We are a Kindergarten-fifth grade building | |

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

| 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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | 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 comment field. | Yes | Mr Shannon Rochon, Site Manager 7640 McKinney Street *Detroit, Michigan 48224 313-640-2132 | |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-----------------------------------|
| | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | | Parent Involvement Policy SY14-15 |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-------------------------------|
| | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | | School-Parent Compact SY14-15 |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|--|
| | The School has additional information necessary to support your improvement plan (optional). | Yes | MEAP Comparative Data Analysis Performance Series Fall-Spring Benchmark Reading Data | MEAP Data Performance Series Gains Reading Benchmark Growth |

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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 conducted?

The Comprehensive Needs Assessment was conducted by a School Improvement Planning Team consisting of teachers, parents, School Advisory Council (SAC) and the administrator.

SIP began in August 2013 prior to the school year beginning with the Principal and SAC. Parents, PTO, and SAC were supported by the Principal, School Volunteer Coordinator, and SAC officers. After careful planning and support, parent teams took active roles in fostering parental involvement in the school, 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.

From August 2013- August 2014 SAC, SIP team, Teachers, and parents facilitated different aspects of the SIP throughout the school community by conducting school and community wide surveys, professional talk groups; formal and informal meetings.

Information for the SIP was gathered and analyzed from Student Achievement Data (MEAP, Performance Series and Benchmark Reading Assessments); Perception data (parent & teacher surveys); Demographic data and Program Assessments (parent & teacher survey).

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

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

Demographic Data (MI School Data), Student Achievement Data (MEAP, Performance Series and Benchmark Assessments); Perception data (parent & teacher surveys); and Program/Process (Ed Yes Report/40 Indicators). The results are as follow:

Demographic Data:

Marvin L. Winans Academy of Performing Arts (WAPA) Elementary Campus is a Michigan charter school located on the east side of Detroit on the border line of Harper Woods. It opened in 1997 with grades Kindergarten-fifth and added a grade level each subsequent year through 12th grade. Currently, Winans Academy has two separate locations: the Dominican Campus (K-5) and Nevada Campus (6-12). Saginaw Valley State University is the authorizing body and the school is governed by community members, parents, educators and students.

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

Its ethnic make-up consists of African American students from the inner and surrounding cities of Detroit, some with talent but most with no prior experience at all and by the completion of their K-12 studies, students would have received over \$250,000 in Performing Arts lessons. As early as kindergarten, students are introduced to the language and technique of dance; how to read, write, compose and play strings instruments; vocal training, fine arts, drama, and technology. Under the direction of dedicated teachers, non-instructional support teams, administration, parents and management, students are mentored towards mastery not only of academic disciplines, but also performing arts.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

WAPA Elementary population size began fluctuating over the last 5yrs from record breaking 900 plus enrolled with waiting lists to anywhere from 600-700 student enrollment K-5. With more children from in the school's catchment and/or experiencing transient living arrangements, impacts attendance, academics, and enrollment. Currently, the ethnic make-up of 99 % -African Americans compared to the statewide 27% minority population; 32.5% breakfast participation of total lunch percentage; 77.5% free and reduced lunch participation by eligible students; and 88% economically disadvantaged compared to compared to an average of 49% economically disadvantaged in non-priority schools. Despite a 38.59% chronically absent rate, the overall 93.50% rate of attendance exceeds the ISD of 83.7% and statewide average of 93.30% rate of attendance.

Based on the demographic data we conclude that despite the growing number of charter schools in the neighborhood and the number of schools that seek to replicate the arts, Winans Academy elementary continues to attract a committed population of parents who believe and support WAPA because of their longevity and commitment to the community; consistency as a Premier Performing Arts School that exposes students to the world through the arts; transparent in decision making by including parents and teachers as partners; and for providing a safe environment for students.

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

Achievement Data:

Growth was obtained in Reading, Writing, and in some areas of Science whereas, Math scores improved in some respects but overall was sustained. Efforts in closing the achievement gap between our top-to-bottom performing students must be addressed with urgency and strategically so achievement results are guaranteed and not happen stance.

According to MI School Data Accountability Score Card, Marvin L. Winans Academy Elementary has received Title 1 Status as a Priority School for the next four (4) years and an overall status in the red.

The ratings were as follow:

| | |
|--|----------------------------------|
| Reading status in the green (2) | Writing status in the green (2) |
| Math Status in the green (2) | Science status in the yellow (1) |
| Social Studies status in the green (2) | |

MEAP data revealed Winans Academy has demonstrated growth in reading, writing and in some areas of science.

3rd grade Reading increased by 9% with 39% proficient and 2% advanced proficiency. Students proficient increased from 30% to 39%; and the number of students that were not proficient (32%) was reduced to 13% resulting a 19% significant improvement in the bottom 30%.

3rd grade math increased by 1% with 1% advanced proficiency and 88% below proficiency.

4th grade Fall 2012-2013 Performance Level Change Counts in Reading showed: 8% of all students significantly improving; 28% of all students improving; 28% of all students maintaining; 35% of all students declining and 3% of all students significantly declining.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

4th grade Writing increased by 6% with 23% proficient and 2% advanced proficiency with 74% of students below proficiency.

4th grade Fall 2012-2013 Performance level Change Counts in Mathematics showed: 9% of all students improving; 33% of all students maintaining; 49% of all students declining; and 9% of all students significantly declining.

5th grade Fall 2012-2013 Performance level Change Counts in Reading showed: 11% significant improvement of all students with 8% of those students not previously proficient before; 36% improvement of all students with 40% of those students not previously proficient before; 30% of all students maintaining with 39% previously Proficient and 25% not previously proficient; and 26% decline of all students; and 2% significantly declining.

5th grade Fall 2012-2013 Performance level Change Counts in Mathematics showed: 5% significant improvement of all students; 49% improvement of all students with 53% of those students not previously proficient; 34% of all students maintaining with 33% of those students previously proficient and 34% not previously proficient; 11% of all students decline with 50% of those student previously proficient and 8% not previously proficient; and 1% of all students significantly declining and that 1% was previously proficient.

There was a 3% decline in science Levels 1 & 2. Students demonstrated a 25% understanding of Physical Science and Earth Science; 30% understanding of Science Processes; and 57% level of understanding for Life Science, a slight increase from previous year.

After looking at the MEAP data, we realize that it doesn't correlate to the level of growth students demonstrate on weekly and/or quarterly basis. It is not our desire to teach to a test, however, we must integrate more standardized prototypes either for home or class work in order to give students more opportunities to engage with the format of standardized testing as opposed to once a year. Increasing student's stamina to endure testing times will reduce fatigue and stressors that cause students to devalue the significance of the assessment and give up when overwhelmed. Also, increasing progress monitoring along with instructional strategies that will help encourage and meet the needs of those furthest away from proficiency standards.

Should future tests be administered in the beginning of the year, we must consider extending our school year and/or restructuring our summer school program so more students can attend. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer." The numbers surrounding summer learning loss may be especially dire for low-income students. A Johns Hopkins study of Baltimore Public Schools notes that low-income youths "lose more than two months in reading achievement" over summer vacation, while their middle-class counterparts make small gains in reading achievement. Regardless of income level, most students lose "two months of grade-level equivalency" in math skills every summer.

Our greatest area of strength was Balanced Literacy as a reform strategy and our area in need of focus is analyzing and critiquing narrative and informational text. The more emphasis we placed on Reading and Writing across the discipline, the more growth we saw. Also, by shifting the instructional focus from grammar and isolated lessons to a more integrated approach to reading and writing students experienced gains.

Gaps in Mathematics and Science are contributed to (1) An absence and/or inefficient use of common assessments that monitor and assess effective instruction. (2) Lack of training in instructional delivery and the use of Gardner's multiple intelligence and differentiation when teaching Math and Science caused a continuous gap in student achievement and (3) Obtaining adequate curriculum resources geared for the 21st century learning teaching and learning is paramount.

Performance Series provides computer-adaptive testing used as a benchmark to identify student attainment of standards for the cognitive

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

levels that can be measured effectively by an assessment, independent of each student's grade level abilities. Administered over time, these tests provide a longitudinal view of student growth in core curriculum areas (English Language Arts, Mathematics, and Science). The fall to spring data shows the Scaled Score measures of a student's ability against the content of a single subject. This score is based on student ability level, independent of his/her enrolled grade level.

2nd-5th graders showed improvement in Reading, Math and Science from the fall to spring. While the growth is significant, the school continues to fall below average across the disciplines.

Overall the school had a 6.4% percentage increase in Performance Series though we continue to fall short of proficiency levels. 2nd grade had a 9.9% percentage increase in reading; 3rd grade 8% percentage increase in reading; 4th grade 4.5% increase; 5th grade 3.7% increase.

Overall the school had a 5.2% increase in math scores. 8.2% percentage increase in 2nd grade math; 5.6% percentage increase in 3rd grade math; 2.8% percentage increase in 4th grade math; and 4.3% increase in 5th grade math.

Overall the school had a 4.7% increase in Science. 9.4% percentage increase in 2nd grade science; 5.5% percentage increase in 3rd grade science; 1.6% percentage increase in 4th grade science; and 2.5% increase in 5th grade science.

Performance Series showed gains in all content areas from the fall to the spring. This technologically adapted tests showed us: the more experience in technology a student had, the better they performed on Performance Series. The more stamina they had, the more they were able to sit as the test continued to progress. 2nd and 3rd graders had significant challenges navigating through the computer resulting in lengthier testing blocks and spoiled assessments. If we continue to use Performance Series we must increase student/teacher capacity for technology usage on a daily basis. Create an infrastructure that will support our 2nd and 3rd graders ability to navigate through systems technology while staying engaged in instruction.

The achievement gap, specifically pertaining to school, points to a difference between low SES and higher SES students. Interventions systems, interventionists, and tutoring occur to facilitate growth in student achievement. However, we must be more intentional and strategic with reaching our bottom 30%. Areas of deficiencies are Marvin L. Winans Academy of Performing Arts Elementary acquired through data for the purpose of delivery of effective instruction to address these areas.

Further, student achievement data informed us of the priority to obtain curriculum resources that support diverse learning styles, incorporate intervention for tiered instruction, offer differentiated instructional opportunities including technology, manipulative, reading & writing across the curriculum and tools to progress monitor for timely responses to meeting student needs. In addition, it is imperative that we build teacher capacity in their content area as well as their ability to identify when "LEARNING" is acquired as opposed to lessons simply being taught or assignments given.

Perception Data:

Parent survey revealed that over 80% of our parents find the school's newsletters to be a great source of information; Open House Parent Teacher conferences and Classroom Orientations are resourceful and effective ways to improve communication. Parents consider Winans Academy to be a safe friendly environment. Over 80% of parents feel they are able to meet and talk openly with teachers & administrators. 88% of parents are comfortable assisting their students with homework and are interested in attending workshops that help their students learn.

Summary: 81% of parents would attend workshops on helping their students learn. None of our parents indicated that they access the school or district website which houses Ed-line, lunch applications, staff emails, school calendars, & etc. 41% of parents do not find PTO to

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

be an effective means of communication & 56% are not interested in volunteering and/or would provide. Work with parents as to the creating and developing workshops that will help them drive student achievement.

Teacher perception data revealed 90% of teachers felt core academics were aligned to curriculum, multiple strategies are used to implement high quality curriculum, and student assessments were aligned with academic courses. 86% agree that Professional Development meets the instructional needs of each student.

Close to 70% of teachers that colleagues are respectful, help and work together.

Summary: Based on Teacher Perception findings we conclude: Lack of knowledge and reflective processes on best practices hinder student achievement. Perceived performance does contradict student performances. Teacher's perception is not evidenced in the performance. Preparation, professional development, techniques and strategies for educators to increase student performance in all content areas is critical to school-wide reform. Teachers must ensure alignment and student achievement.

Program and Process data revealed that students benefited greatly from additional services offered during the school day (push-in and pull-out from paraprofessionals, and Interventionist. Also, the school's awards program held twice a year celebrating the growth of those students academically disadvantaged (failing or at-risk of failure); students not proficient on MEAP; or performing below grade level confidence soared a when their growth was acknowledged and praised.

Summary: The use of common assessments that monitor and assess effective instruction would profit our programs for more timely responses to intervention. Teaching students and parents how to track their data, set and monitor their own individual learning goals caused stakeholders to own their accomplishment and work hard to meet benchmarks. We will continue to make our data public among stakeholders as it proved to be a success on all levels of accountability.

Process Data

The program/process report assesses the level of implementation in our system process and protocols of practices as indicated in our School Process Rubric (40).

In the area of Curriculum (I - Teaching for Learning) Our school has a plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. In order to provide cohesion of curriculum within and across grade levels and content areas, staff are given frequent opportunities using varied support teams (grade level, content based, vertical alignment, SIP, data teams, new teacher...) to examine their own curricula, and dialog about curriculum above and below their assigned grade level or program of study. Alignment of the standards includes cross-referenced models so that teachers of all subjects areas and grade levels can review the curriculum of the entire school.

We are currently in the stages of implementing: (1)the common core state standards upon which all areas of English Language Arts, Mathematics, Science and Social Studies are aligned; (2)Documenting the Performing Arts and ensuring alignment; (3) A process for all teachers to preview and develop the goals and objectives of the units of study with students /caregivers; (4) A system that provides all teachers with a developmentally appropriate way of articulating the curriculum to their students.

In the area of Instruction (I - Teaching for Learning): As part of the school's restructuring plan, the following is at the beginning stages of implementation:

- Curriculum adoption custom-tailored for the school that is developmentally appropriate in instruction with attention being given to cultural differences, learning styles and individual learner abilities.
- School improvement is based on school-wide collaborative teams which meets for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes in instructional practices. Profession development decision are based upon input from the collaborative school improvement teams
- A system is in place that allow for teams to dialogue about instructional practices based upon school's or program's curriculum framework in order to improve student success in meeting the standards, all teacher employ a variety of instructional strategies and/or differentiated curriculum geared to meet the varied needs of the student population.,

In the area of Assessment (I - Teaching for Learning): The majority of the assessments that are used are designed to match the

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

measurement method to the appropriate type of learning target. The school leader demonstrates knowledge of and is actively involved in providing information in current research to inform decisions regarding curriculum, instruction, and/or assessment.

In the area of Instructional and Shared Leadership (II - Leadership): The school leader is not only demonstrates knowledge but is actively involved in providing:

- Information in current research to inform decisions regarding curriculum, instruction, and assessment.
- Research based material resources, and appropriate professional development activities based upon the school's improvement goals
- Opportunities for adult teams to grow in a professional learning community of shared dialogue, professional talk, shared experiences and professional development initiatives.
- Frequent time progress monitoring common area expectations, teaching and learning and engaging in community affairs that expand the school-wide program.
- Communicates the message of high expectations for learning in words and deeds among all stakeholders resulting in an improved culture and climate.

In the area of Operational and Resource Management (II - Leadership): Our school leader bases all decisions on the allocation of instructional time on data gathered from the SIP. We will continue implementing systems that accelerate training for novice and/or teachers new to the school so competency is acquired and demonstrated with little or no loss of instructional time.

In the area of Personnel Qualifications (III - Personnel and Professional Learning): veteran and more seasoned teachers demonstrated competency in the content area and take advantage of professional development. All professional development is aligned to local, state and national standards, and school's SIP. It is tied directly to the enhancement of curriculum and teaching practices. However, reducing teacher turnover will remedy competency in that, the amount of professional development implemented by the school district can expand and grow as opposed to leaving the school every year or two.

In the area of Parent/Family/Community Involvement (IV- School and Community Relations) our school staff maintains purposeful, active relationships with the families of our community. We will continue to implement strategies and techniques based upon the diversity of our population that will improve communications and relationships with our families. Also, we will continue to implement parent /family involvement activities at the school or neighborhoods to strengthen partnerships and contribute to diversity at our school. Lastly, school provides families chances to learn how to improve their own skills and support their children's learning through workshops, seminars, printed materials, engagement with teachers, school advisory, and with school leader.

As it relates to Data Management & Information (V - Data and Information Management): the school has policies, and procedures that allow for the collection, storage and retrieval of data to inform decisions for continuous school improvement. Maintaining consistency in how data is gathered, analyzed, evaluated and used by collaborative teams, parents, and students will prove viable as we reach our learning goals.

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

Each goal was selected based on priority as noted in the Comprehensive Needs Assessment. With a mandate to meet the needs of our students and improve the quality of teaching and learning for students and staff we allowed the need to drive measurable goals, with attainable outcomes and strategies.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Selecting Reading, Math, and Science as goals was based on the CNA. Parents are also supported by improving communication with timely responses and communication. The more students engage with text, the more cognitive strategies are strengthened across disciplines. Even more obvious, when teacher capacity is built, more meaningful learning experiences occur.

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.

Component 2: Schoolwide Reform Strategies

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

Marvin L. Winans Academy of Performing Arts understands that if we are going to improve the quality of education with tangible outcomes for ALL students we must take drastic measures school wide to obtain maximum achievement to the students we have been entrusted with.

Marvin L. Winans is committed.

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 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.

The GDTL 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. The Global Design for Teaching and Learning GDTL creates not just a school but district-wide vertical alignment model supported by data, international studies, national and state standards, professional literature and research, and scanning of trends and forecasts guides and established district-wide standards and performance expectations.

GDTL provides enriched and accelerated curriculum and strategies for ALL students, select students, accelerated learners with plans in place to move toward ALL students achieving at or above proficient. The framework addresses three modules identified as curriculum, Instruction and Assessment which outline three levels of differentiation: remediation, instructional and advanced. GDTL includes teacher preparation, professional development, techniques and strategies for educators to progress students beyond average academic grade levels. The GTDL uses a plan backward approach and design format influenced by the research and work of such experts as Nancy Frey, Doug Fisher, Bill Daggett, Charlotte Danielson, Grant Wiggins, Jay McTight, Robert Marzano, and John Dewey. To ensure student needs are met, GDTL evaluation process encompasses several areas, including student understanding of main concepts, mastery of established academic goals and objectives, summative and formative assessments as well as district-wide survey results from academy stakeholders. Teachers will engage in school and district Curriculum planning and developing of Curriculum Maps, District Units of Study, Instructional Strategy Plans/Lesson Plans, Instructional Methodology, Authentic Assessments, Common Formative Assessments, Testing Formats: Essay/Open Response/Multiple Choice, Standard Rubrics, Local Summative Assessments, Performance Series. Parents will also participate in rigorous empowerment workshops to increase their capacity to drive student achievement. These data results drive decisions for determining effective instructional methods and assesses the effectiveness of implementing best practices for student success. The GDTL comprehensively shapes best processes in curriculum, instruction and assessment in a user friendly guide.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

educational goals (PA 25S.C. 380.12777). National Standards, Common Core Standards State Standards, and Grade Level Content Expectations (GLCES) will ensure the implementation of the school improvement plan and GDTL is aligned to the state of Michigan. The framework creates a vertical alignment between curriculum, instruction and assessment which is used to measure the effectiveness of instructional methodologies and student mastery.

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 Michigan Grade level Content Expectations, Common Core State Standards, and Saginaw Valley State Pacing Guides. 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.

Groups of teachers attend curriculum planning workshops held by Saginaw Valley State University, the school's authorizer. Included are pacing guides and on-line resources that assist the school in aligning curriculum. In addition, grade level and cross grade level meetings are held.

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 Effective Curriculum Instruction and Assessment Continuum Model 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.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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.

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

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

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate 42%

12% percent unable to rehire due to decline in enrollment

6% released due to teacher ineffectiveness to demonstrate student growth

24% of teachers obtained more competitive offers and/or moved closer to their home to balance economic constraints and family obligations.

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 = 54%

4 - 6 year teaching at Winans = 25%

7 - 10 year teaching at Winans =13%

11 + year teaching at Winans = 8%

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

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

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

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

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

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

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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

attaining qualified teachers.

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

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

The District and school has increased their efforts with teachers to meet re-certification deadlines, Increase salary through bonuses and incentives, Allow for upward mobility as positions arise, and give key support for teachers in cultural diversity and efficacy to strengthen their work in our high needs school community.

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 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 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 with timely response time.

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|---|---|
| | 3. The school's Professional Learning Plan is complete. | Yes | Professional Learning Plan is attached. | Winans Academy Professional Learning Plan |

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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

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

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

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

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

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

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

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

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

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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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

1118 (c) Policy Involvement

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

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

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

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

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

8. Describe how the School-Parent Compact was 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.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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 and High 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 Parent Student 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 the 2-week Summer enrichment camp to acclimate parents and students to school culture, climate and protocol.
6. Poll primary population as to effective strategies
7. Distribute information flyers to day-care-centers in the vicinity with follow up visits and calls
8. Encourage a Kindergarten teacher to visit Pre-k programs in the area to share information about school's kindergarten program, resource materials are available to Pre-K parents during kindergarten orientation to use with their children over the summer.

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

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

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

The process to identify students experiencing difficulty mastering the State's academic achievement standards is to examine and analyze MEAP scores, Classroom Mathematics Diagnostic Test results, and Reading Benchmark assessments.

The following provides a more specific breakdown:

Reading & Writing for Kindergarten -5th Graders are identified using MEAP Scores (3 or 4) where applicable; Benchmark Assessments; and Quarterly Assessments.

Social Studies for Kindergarten -5th Graders are identified using MEAP Scores (3 or 4) where applicable; Common Assessments; and Quarterly Assessments.

Math for Kindergarten-5th Grader are identified using MEAP Scores (3 or 4) where applicable; Benchmark Assessments.

Science for Kindergarten-5th Graders are identified using MEAP where applicable and Common Assessments.

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 (Levels 3 and 4 proficiency on the MEAP) with difficulty mastering State academic achievement standards includes attending after-school tutoring and Extended Day during the school year; MEAP Camp in the summer; MEAP Focus work at the beginning of the school year; push-in/pull-out services during the school day and ongoing progress monitoring.

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

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

Winans Academy recognizes the shift to Common Core Content Standards has require us to take a closer look at integrating Social Studies with English Language Arts as well as Science with Math. The benefits is the overlapping of skills, theory, concepts and skills provide enriched connectivity for students and helps to close the divide when the shift is carefully done to create meaningful learning communities for students. For

this cause Winans has incorporated nonfiction/Social Studies text in Reading directly in the classroom to meet the needs of those students the needs of those students experiencing difficulty mastering State assessments.

Reading & Writing for 1st -5th Graders are identified using MEAP Scores (3 or 4) where applicable; Benchmark Assessments; and Quarterly Assessments.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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 addition, writing in the context of reading using 6+1 Traits. Social Studies for 1st -5th Graders are identified using MEAP Scores (3 or 4) where applicable; Benchmark Assessments; and Quarterly Assessments. Activities and differentiated instruction provided consist of Social Studies alive interactive learning communities, multimedia aides, Gardner's Multiple Intelligences, 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 MEAP Scores (3 or 4) 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 MEAP. 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 MEAP Camp for students receiving a 3 or 4 on MEAP; 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.

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-%

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

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, 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 by analyzing 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.

An evaluation process is needed; however, the team reviews the SIP and makes necessary adjustments.

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?

An evaluation process is needed; however, the team reviews the SIP and makes necessary adjustments.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

Goals, Objectives & Strategies

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 mathematics | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$29590 |
| 2 | All students will be proficient in English Language Arts | Objectives: 2 Strategies: 4 Activities: 4 | Academic | \$148533 |
| 3 | All students, staff and parents will build relational capacity within the school | Objectives: 1 Strategies: 3 Activities: 3 | Organizational | \$19500 |
| 4 | All students at Winans Academy Elementary School will be proficient in Science and technology | Objectives: 1 Strategies: 2 Activities: 3 | Academic | \$40000 |

Goal 1: All students at Winans Academy Elementary School will be proficient in mathematics

Measurable Objective 1:

50% of All Students will demonstrate a proficiency annually on local and state assessments in Mathematics by 09/19/2013 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.

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:

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| 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, Brain Pop, Study Island 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. | Other | | | 09/06/2013 | 09/30/2014 | \$14590 | Title I Part A, Title I Part A, Title I Part A, Title I Part A | School Leadersl, Director of Curriculum Instruction and Assessment, Curriculum Coach, 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.

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.

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

Tier:

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| Activity - Math Professional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Grade Level Teams will learn Every Day Math and the use of manipulatives to increase understanding of Math skills. level meetings. | Professional Learning | | | 09/03/2013 | 09/30/2014 | \$15000 | Title I Part A | School Leader, District Director of Curriculum, Instruction & Assessment, and Coach. |

Goal 2: All students will be proficient in English Language Arts

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 09/30/2014 as measured by MEAP, Performance Series data and Benchmark 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 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.

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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Tier:

| 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. The interventionist will provide instruction to low achieving students to close the achievement gap. | Other | | | 09/03/2013 | 06/20/2014 | \$79533 | Title I Part A, General Fund, Section 31a, Title I Part A | Principal, Assistant Principal, District Curriculum Coordinator, Interventionist, Lead Teacher, Grade Level Facilitator, Reading Specialist, Teachers |

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 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, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams

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:

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| 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 | | | 08/19/2013 | 06/20/2014 | \$18000 | General Fund | School Leaders, Director of Curriculum, Instruction & Assessment, Coaches, 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.

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.

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

Tier:

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| 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 | | | 08/19/2013 | 06/20/2014 | \$33000 | Other, Title I Part A | School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers. |

Measurable Objective 2:

10% of All Students will demonstrate a proficiency in composition writing in English Language Arts by 09/19/2013 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 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.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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:

| 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. | Other | | | 10/01/2013 | 09/26/2014 | \$18000 | General Fund | School Leaders, District Curriculum, Instruction & Assessment; curriculum coach and teachers Coach, Grade Level Facilitator |

Goal 3: All students, staff and parents will build relational capacity within the school

Measurable Objective 1:

collaborate to create safe cultures of performance and achievement, strong relationships between students/parents and teachers and increase professionalism among highly qualified staff. by 06/19/2015 as measured by improved enrollment trends, parental satisfaction and teacher retention.

Strategy 1:

Building Relational Capacity - In order to create safe cultures of performance and achievement, students and teachers must have strong relationships between themselves. Nationally recognized Leader in Me will be used as a mentoring program designed to be integrated into a school's core curriculum, develops students who have the skills and self-confidence to succeed as leaders in the 21st century; decreases discipline; improves academic achievement; and raises levels of accountability and engagement among both parents and staff.

Research Cited: John Hopkins University

Tier:

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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|--|-------|--|--|------------|------------|---------|----------------|---|
| All students, staff and parents will engage in mentoring | Other | | | 11/01/2013 | 06/26/2015 | \$15000 | Title I Part A | School Leaders, Teachers, Staff, Parents and students |
|--|-------|--|--|------------|------------|---------|----------------|---|

Strategy 2:

Creating environment for student success - Faculty and staff will research and implement best practices for creating a positive and supportive environment to promote student success.

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. Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

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.

Research Cited: Research used was from Wayne RESA's workshops, restorative practices research, anti-bullying articles, discipline with dignity methods, and community building in classrooms articles and literature.

Tier:

| Activity - Building Community | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| All classroom teachers will conduct community building activities between 8:00 and 8:30 a.m. School wide mentoring will occur on Fresh Start Monday's following weekly behavioral services for all Tiers, parents, and staff. | Other | | | 11/01/2013 | 06/26/2015 | \$0 | No Funding Required | School Leaders, Interventionists, Mentors, teachers, students, parents |

Strategy 3:

Family Engagement - Providing activities to involve and train parents in literacy skills, mathematics, and positive behaviors appropriate for school and success.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

Research Cited: National Education Association, NCLB, Clark, R.M. (1990). Why Disadvantaged Children Succeed. Public Welfare (Spring): Cotton, K., Wikeland, K., Northwest Regional Educational Laboratory, School Improvement Research Series. In Parent Involvement in Education Tier:

| Activity - Family Engagement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Providing activities to involve and train parents in literacy skills, mathematics, and positive behaviors appropriate for school and success. | Parent Involvement | | | 08/05/2013 | 06/26/2015 | \$4500 | Title I Part A | Reading Interventionist, Grade Level Facilitators, Parent representatives |

Goal 4: All students at Winans Academy Elementary School will be proficient in Science and technology

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in Science in Science by 06/19/2015 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.

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

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:

| Activity - Acquisition of Science Materials | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|-------------------|---|
| Teachers will have access to STEM resources, science manipulatives and lab equipment that align with science common core and state standards. | Other | | | 11/01/2013 | 06/20/2014 | \$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 | | | 11/01/2013 | 06/19/2015 | \$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

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

practice.

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:

| 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 | | | 11/01/2013 | 06/19/2015 | \$0 | Other | School Leaders, Curriculum Coach, Lead Teachers, 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. The interventionist will provide instruction to low achieving students to close the achievement gap. | Other | | | 09/03/2013 | 06/20/2014 | \$22995 | Principal, Assistant Principal, District Curriculum Coordinator, Interventionist, Lead Teacher, Grade Level Facilitator, Reading Specialist, Teachers |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|---|---------------|------|-------|------------|------------|-------------------|--|
| Building Community | All classroom teachers will conduct community building activities between 8:00 and 8:30 a.m. School wide mentoring will occur on Fresh Start Monday's following weekly behavioral services for all Tiers, parents, and staff. | Other | | | 11/01/2013 | 06/26/2015 | \$0 | School Leaders, Interventionists, Mentors, teachers, students, parents |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|--------------------------------------|---|-----------------------|--|--|------------|------------|---------|---|
| 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 | | | 08/19/2013 | 06/20/2014 | \$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 | | | 11/01/2013 | 06/19/2015 | \$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 |
|----------------------------|--|-----------------------|------|-------|------------|------------|-------------------|--|
| Math Professional Learning | Grade Level Teams will learn Every Day Math and the use of manipulatives to increase understanding of Math skills. level meetings. | Professional Learning | | | 09/03/2013 | 09/30/2014 | \$15000 | School Leader, District Director of Curriculum, Instruction & Assessment, and Coach. |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|----------------------------------|---|------------|--|--|------------|------------|---------|--|
| 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. | Other | | | 11/01/2013 | 06/20/2014 | \$20000 | School Leaders, Director of Curriculum, Instruction and Assessment, Curriculum Coach, Teachers and Lead teachers. |
| Best Practices Review | Teachers will review best practices and develop a plan to implement using manipulatives, Brain Pop, Study Island 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. | Other | | | 09/06/2013 | 09/30/2014 | \$7200 | School Leadersl, Director of Curriculum Instruction and Assessment, Curriculum Coach, Lead Teachers, Grade Level Facilitators and Teachers |
| Science and Technology | Teachers will have access to additional software and technology to enhance the teaching of science | Technology | | | 11/01/2013 | 06/19/2015 | \$20000 | School Leaders, Curriculum Department, Lead and teachers |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|--------------------------------------|---|-----------------------|--|--|------------|------------|---------|---|
| 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 | | | 08/19/2013 | 06/20/2014 | \$15000 | School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers. |
| Mentoring | All students, staff and parents will engage in mentoring | Other | | | 11/01/2013 | 06/26/2015 | \$15000 | School Leaders, Teachers, Staff, Parents and students |
| Balanced Literacy | All grade levels (K-5) will implement balanced literacy and tiered Reading resources. The interventionist will provide instruction to low achieving students to close the achievement gap. | Other | | | 09/03/2013 | 06/20/2014 | \$7200 | Principal, Assistant Principal, District Curriculum Coordinator, Interventionist, Lead Teacher, Grade Level Facilitator, Reading Specialist, Teachers |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|-----------------------|---|-------|--|--|------------|------------|---------|---|
| Best Practices Review | <p>Teachers will review best practices and develop a plan to implement using manipulatives, Brain Pop, Study Island 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. | Other | | | 09/06/2013 | 09/30/2014 | \$2740 | School Leadersl, Director of Curriculum Instruction and Assessment, Curriculum Coach, Lead Teachers, Grade Level Facilitators and Teachers |
| Balanced Litercay | <p>All grade levels (K-5) will implement balanced literacy and tiered Reading resources. The interventionist will provide instruction to low achieving students to close the achievement gap.</p> | Other | | | 09/03/2013 | 06/20/2014 | \$15000 | Principal, Assistant Principal, District Curriculum Coordinator, Interventionist, Lead Teacher, Grade Level Facilitator, Reading Specialist, Teachers |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|-----------------------|---|--------------------|--|--|------------|------------|--------|--|
| Best Practices Review | <p>Teachers will review best practices and develop a plan to implement using manipulatives, Brain Pop, Study Island 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. | Other | | | 09/06/2013 | 09/30/2014 | \$3000 | School Leadersl, Director of Curriculum Instruction and Assessment, Curriculum Coach, Lead Teachers, Grade Level Facilitators and Teachers |
| Family Engagement | Providing activities to involve and train parents in literacy skills, mathematics, and positive behaviors appropriate for school and success. | Parent Involvement | | | 08/05/2013 | 06/26/2015 | \$4500 | Reading Interventionist, Grade Level Facilitators, Parent representatives |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|-----------------------|---|-------|--|--|------------|------------|--------|--|
| Best Practices Review | <p>Teachers will review best practices and develop a plan to implement using manipulatives, Brain Pop, Study Island and Timely Additional Services.</p> <ol style="list-style-type: none"> Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. Use technology to engage students with interactive qualitative Math instruction After school and extended day will respond to intervention for select students who are furthest away from achievement levels. | Other | | | 09/06/2013 | 09/30/2014 | \$1650 | School Leadersl, Director of Curriculum Instruction and Assessment, Curriculum Coach, Lead Teachers, Grade Level Facilitators and Teachers |
|-----------------------|---|-------|--|--|------------|------------|--------|--|

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|---------------|------|-------|------------|------------|-------------------|---|
| Professional Development | Teachers will discuss and plan to implement best practices for teaching writing. | Other | | | 10/01/2013 | 09/26/2014 | \$18000 | School Leaders, District Curriculum, Instruction & Assessment; curriculum coach and teachers Coach, Grade Level Facilitator |

School Improvement Plan

Marvin L. Winans Academy of Performing Arts Elem.

| | | | | | | | | |
|--------------------------|--|-----------------------|--|--|------------|------------|---------|---|
| 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 additional, teachers will be trained in teaching more nonfictional text and questioning at the top of Bloom's Taxonomy. | Professional Learning | | | 08/19/2013 | 06/20/2014 | \$18000 | School Leaders, Director of Curriculum, Instruction & Assessment, Coaches, Lead Teacher, Reading Interventionist, Grade level facilitators, and teachers. |
| Balanced Literacy | All grade levels (K-5) will implement balanced literacy and tiered Reading resources. The interventionist will provide instruction to low achieving students to close the achievement gap. | Other | | | 09/03/2013 | 06/20/2014 | \$34338 | Principal, Assistant Principal, District Curriculum Coordinator, Interventionist, Lead Teacher, Grade Level Facilitator, Reading Specialist, Teachers |