



School Improvement Plan

Winans Academy Middle School

Marvin L. Winans Academy of Performing Arts

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Introduction

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

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?

Winans Academy Middle School is located on the northeast side of Detroit, it serves 250 hundred students in grades 6th, 7th and 8th. Our student population is 100% African-American with approximately 85% qualifying for free or reduced lunch. Our teaching staff is diverse with approximately 38% African-American, 38% Caucasian and 25% Other. The staff consists of 70% women and 30% men. We are unique in that our Performing Arts (Orchestra, Band, Vocal, Dance, Drama, and Art) curriculum is embedded into everyday practice, there is no separation in our program core academics is equally important as the Arts. The latter is unique in that locally and nationally Arts programs have been eliminated or cut due to budget constraints. Our current challenge is to ensure our students are meeting mastery in all core subjects.

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.

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

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

Our Beliefs:

Winans Academy Middle School believes "all students can learn and we can teach them." Staff members are dedicated to helping every student achieve challenging state and local standards. All students are engaged in an appropriately ambitious and rigorous course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated. This results in all students being prepared for success in high school and civic responsibilities.

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.

We have received many qualitative and quantitative accomplishments in the past three years. Notably, our students competed in the Michigan School Band and Orchestra Solo ensemble festival, receiving Superior and Excellent ratings; our vocal and orchestra students compete annually in the Music In the Parks competition in Sandusky, OH receiving Excellent ratings; our Robotics team was recognized at the Robo Parade at Macomb Community College, our students raised and donated over \$500 to the Karmanos Institute for breast cancer research. Academically, our students have become more proficient in Reading and Writing (showing significant growth on the MEAP 2013-14, surpassing the state proficiency target of 53.29%; Performance Series Spring 2014 and ACT Explorer exam Spring 2014).

Consequently, the current challenges we face in the middle school are improving our math and science proficiency (to reach the state proficiency target of 27.18% proficient in math and 23.88% proficient in science, we need to focus resources and human capital). To improve in these areas, we have adjusted our academic schedule and purchased a science curriculum. The additional academic essentials course to address students' deficiencies in math, will serve as in school tutoring during the regular school day.

Additional Information

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

We offer several after school programs to enrich our academic curriculum as well as build character and self-esteem, they are:
Project MR. (male mentoring), Daughters of Virtue & Excellence (DOVE/female mentoring), Academic Games, Chess Club, Pre-Engineering, Garden Club, Student Council, National Junior Honor Society, Yearbook Club, Robotics, Dance, Art, Vocal, Orchestra, Band, Basketball, Track and Cheer Team.

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 with the planning and design of the School Improvement Plan in holding, grade level and whole staff meetings; PTO meetings with parents; Open House, Conferences, conducting surveys with students, staff and parents; analyzing data from achievement tests as well as classroom assessments; workshops in examining data, such as item analysis of GLCEs, have allowed the staff and parents to see areas of weakness. Every staff member has a copy of the school improvement plan. Discussions during staff meetings often lead to consensus on areas of learning that need improvement. We agreed that our students needed to be better writers. It was then agreed that writing would be a priority, not only in English, but also across the curriculum. Meetings(PTO, Title I) and workshops are held with parents and community members to address school-wide concerns. Monitoring occurs with walkthroughs, lesson plan evaluation, test scores, classroom assessments and a visible administrative presence throughout the school day. The principal and leadership team orchestrate the decision-making process, but all stakeholders are a part of the process. If staff, students and parents do not have a role, then change does not readily occur. Through a school-wide electronic survey all students voice their thoughts regarding school culture, climate and academics. Parents have a voice through parent meetings, PTO and conferences. When the stakeholders review the plan, changes are made where needed. The evaluation of this plan is conducted through team meetings and analyzing assessment data. From the school board, central office, administrative teams convey the needs of the building in principal meetings. Those persons then report to staff what the expectations of the school are. Parents of students receiving Title I, Part A services are met with during IEPs, phone conferences, scheduled meetings and PTO meetings to lend their voice. Meetings are held during common prep time, before and/or after school according to stakeholders' alignment of schedules for the bi-monthly meeting.

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

Curriculum Coach and/or data team representative provides annual and quarterly data to the group; the principal provides resources that are available as well as a liaison to all external stakeholders (Authorizer, Board of Directors, Management Company, Superintendent and Community partners); several teachers (1 from each discipline including the performing arts) to inform the SIT on practical academic solutions, Dean of Students to address the social and cultural component of our school; PTO President to address parental needs or concerns; and student representative to ensure equity in programs and services delivered to the entire middle school (academic and social)

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

The plan is communicated to stakeholders via email, hard copy kept in the main office for all to view, goals are communicated weekly to

students in homeroom and through data charts. The data team meet bi-weekly to monitor trends and communicate the information to principal and teachers during staff or grade-level meetings. Parents are frequently informed of the SIP progress during Open House, PTO meetings and data graphs posted through-out the school.

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 affects the number of staff members needed to sustain our programs.

How do student enrollment trends affect staff recruitment?

Student enrollment trends is directly related to the recruitment process, it affects the number of staff members needed for the upcoming school year. Teachers or staff are hired according to the number of students we serve.

How do student enrollment trends affect budget?

Student enrollment trends affect the budget by determining if staff will receive salary raises according to performance evaluation and/or bonuses. Also, enrollment trends are directly related to purchasing resources and trainings.

How do student enrollment trends affect resource allocations?

Student enrollment trends determine how resources are allocated; when enrollment is at capacity more funding is available to secure resources.

How do student enrollment trends affect facility planning and maintenance?

Enrollment trends affect the priority in which facility planning and/or repairs are conducted.

How do student enrollment trends affect parent/guardian involvement?

Student enrollment trends does not affect parental involvement; our electronic communication (EdLine) and Parent Teacher Conferences are standard in the general budget. Our Teachers conduct quality parent workshops according to parents' needs as extrapolated from satisfaction surveys.

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

Student enrollment has no affect on professional learning or public relations.

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

The challenges noticed based on student enrollment data is teacher compensation. Teachers' salaries are less compatible compared to other districts.

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

Our Administration Team will actively search for grants in various areas to assist in compensating good teachers (according to student achievement growth data) and offering bonuses for retention.

What are the challenges you noticed based on student attendance?

We noticed student attendance negatively impacted our block schedule. The challenge of raising student achievement was directly linked to attendance.

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

To address this challenge, we changed our academic 2 1/2 block schedule a regular 60 minute bell schedule. We also added an academic essentials class to address math deficits.

Student Achievement Data for All Students

This area includes data questions.

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

There has been significant growth in reading and writing scores. For the past three years these areas continue to improve.

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

Reading and writing has shown a positive trend in performance.

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

Currently, we haven't achieved higher than the state targets in any area.

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

The top 30% of students appear to not have attendance challenges and according to teachers' in all content areas, they appear ask more questions and turn in most homework assignments. The trend appears to be these students are intrinsically motivated to learn.

What factors or causes contributed to improved student achievement?

There were several factors that contributed to students achievement increasing: positive attendance, after school programs, tutoring, positive school climate, increase in parental support and consistent communication between home and school.

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

Quantitatively, the increase in student data as measured by the MEAP (2012-13); Performance Series (Spring 2013) and Explorer (April 2013) results. Qualitatively, there was low student turnover rate and students' were satisfied with the quality of services as measured by satisfaction surveys.

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

Math, Science and Social Studies show the lowest levels of student achievement.

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

Mathematics show a negative trend in student achievement.

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

Math, Science and Social Studies are below the state target performance levels.

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

Foundational skills are evident in students in the bottom 30%; there appears to be a correlation with low reading comprehension and math computation. Attendance also appears to be a trend in the bottom 30%, absenteeism and excessive tardies.

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

Several causes are contributed to the decline in student achievement: teacher turnover, severe deficits in foundational skills, attendance and student work ethics.

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

The reviewing and disaggregation of data (attendance, achievement, perception, and student retention) of the past five years have shown a downward trend in these factors which were relative in student achievement declining.

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

Several actions could be taken to address achievement challenges:

1. Incorporating Math essentials class to close achievement gap.
2. After school tutoring.
3. Implementing PLATO and IXL Math learning tools for enhancing math instruction.
4. Utilize Performance Series data three times a year to track student progress.
5. Utilize D.O.V.E.S and Project M.R. as mentoring tools for students.

Subgroup Student Achievement

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

Response:

- African American or Black
- Female
- Economically Disadvantaged

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

Response:

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

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

Reading and Writing

How do you know the achievement gap is closing?*

Teacher observations and student achievement data.

What other data support the findings?

Performance Series Spring data (as compared to Fall 2012 data) showed an overall achievement gain of 3% in reading as an average of all students (6th, 7th and 8th).

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

Internally, having several assemblies with our students explaining the importance of data and individual achievement growth. Also, assessing (Performance Series) our students three times a year as well as teachers receiving training on how to understand and utilize the data to drive instruction.

Externally, having several strategic parent workshops that incorporated practical strategies to use at home in assisting students with comprehension and homework.

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

Consistently monitoring data and weekly assessments showed that a positive impact on student achievement was emerging from the factors we employed.

What actions could be taken to continue this positive trend?

Establishing a student data team to meet with the staff's data team to monitor and report trends will assist in consistently moving student achievement in a positive direction.

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

Response:

- Economically Disadvantaged
- Students with Disabilities

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

Response:

- Male

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

Mathematics

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

When doing a comparative analysis of the data from 2011 to 2012 (MEAP and Performance Series); it appears males have not achieved at the same rate that females had.

What other data support the findings?*

8th grade Explorer exam, feedback from math teachers from weekly assessments, quarterly Performance Series data.

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

A lack in foundational skills and computation are possible factors in the gap increasing.

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

When students enter middle school, computation should be mastered in order to build more complex functions that are found in the 6th, 7th and 8th grade math curriculum. Over the past three years, students appear less prepared in basic skills the latter is based upon teacher observation as well as PLATO, IXL Math and Performance Series. The aforementioned data sets all provide prescriptive individualized data for students to master concepts in an adaptive manner at individual ability level.

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

The following actions will be done to assist in closing the achievement gap:

1. A secondary math class will be offered based on students' ability.
2. Math Specialist will provide push in/ pull out services for students' who have severe deficits.
3. PLATO and IXL Math training will be provided to Parents so that students can use their prescriptions at home in the evening and/or on the weekends.
4. Tutoring will be offered in math after school.

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

Currently, we don't have any ELLs in our student population.

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 that qualify (according to deficits or achieving below grade level) receive support or intervention services. Students with disabilities participate in all programs with general education students to close achievement gaps.

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

Students who are below grade level or "at risk of failing" are identified by his or her teachers according assessments in the classroom and Performance Series data. The teachers have common prep time where they meet and discuss student progress, from their meetings students are identified and parents are called for a "round table" which consist of all four academic teachers, an administrator, the student and parent. During the meeting, academic and social progress is discussed with action items listed to help student improve in several weeks. The student is monitored and the parent is kept abreast of progress; if more intervention is needed after a semester the special education department is notified for a child study team meeting.

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

After school tutoring, IXL Math, PLATO and our Summer Learning Academy (SLA).

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	45.0

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

Parents and students are informed of extended learning opportunities through our monthly newsletters, verbally during parent teacher conferences or phone conference and letters are attached to quarterly progress reports.

Label	Question	Value
	What is the total FTE count of teachers in your school?	12.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	3.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	5.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	3.0

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

What impact might this data have on student achievement?

This data has a significant impact on student achievement. Novice teachers are developing their pedagogy as well as balancing classroom management while blending into the culture and climate of the building. These factors along with a lack in having a plethora of tools/resources in their artillery has an affect on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	20.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	40.0

What impact might this data have on student achievement?

Teacher absenteeism has a negative affect on student achievement, building substitutes are not trained to teach the curriculum with fidelity which may lead to students' missing quality instruction.

Perception Data - Students

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

According to the student satisfaction survey, students highest overall level of satisfaction was question #9. Makes the class challenging.

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

Students showed an increase in their satisfaction survey with question #6. Shows interest and respect for students. Teachers improved tremendously in this category as compared to previous years; they ensure students' feel supported and have a voice in their classrooms.

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

According to our student satisfaction survey, question #14. Provides timely feedback on assignments had the lowest overall satisfaction level.

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

The following question showed a decrease in student satisfaction #16. Explains why my answers are correct or incorrect.

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

The causes for the positive trends came from the open communication staff has with administration, parents and students. The common prep times assist in teachers aligning practices. Last school year we begin implementing our GDTL curriculum framework, walk-throughs by curriculum coach and principal was conducted to ensure continuity in our program. Student Council met once a week with their Sponsor and once a month with administration to discuss pros and cons of our program.

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

Teachers were given their individual data and a discussion with all team members took place. Teachers who scored significantly low in pedagogy and/or relationship questions was noted as such in their end of the year performance evaluation with strategies given to improve in the noted area.

Perception Data – Parents/Guardians

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

Parents indicated their satisfaction with our overall instructional program as the highest level.

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

Parent communication showed a positive increase.

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

This year there wasn't a low level of satisfaction from parent perception data. In years' past communication was an area that needed improvement, it appears to have improved this year.

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

Timely communication.

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

Reviewing the data each year and acquiring systems to address the needs identified has assisted in positive trends in our parent perception data.

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

We will continue to allocate resources toward our electronic communication system (EdLine) to ensure parents satisfaction remains high in this area.

Perception Data – Teachers/Staff

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

Question #9 indicated the overall highest level of satisfaction among our staff: I am familiar with the current changes and implementation of the Common Core State Standards.

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

Incorporating student-led technology in daily lessons showed a trend toward increasing teacher satisfaction.

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

Question # 9 indicated the overall lowest level of satisfaction among our staff: I believe that our current curriculum challenges our gifted and talented students.

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

The following area was reported on the teacher/staff perception survey and was identified as a downward trend: Question # 11. Collaborate with colleagues on creating common assessment.

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

A possible cause could be the minimal or inadequate training in guided teacher talk. Increasing in this area could assist in planning and designing common assessments.

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 Winans Academy Middle School is committed to research-based best practices that will yield optimum student achievement. Teachers are trained through out the school year in collaboration with our Authorizer (SVSU) to ensure state alignment. Also, teachers are involved with curriculum review with the Curriculum Coordinator, the Principal and SVSU to determine necessary pacing adjustments. Teachers, principal and the CIA team (curriculum, instruction and assessment) monitor instruction and disaggregate semester data to identify systematic academic trends. Curriculum decisions are then made by the team and align to the GLEC's and common core standards.

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

All teachers were provided training on the Common Core State Standards and resources were purchased to align our curriculum to the common core. Agendas with sign-in sheets are the evidence of the training, which will be ongoing to ensure effective implementation of the new standards. Satisfaction survey data was collected during 2012 CNA to determine teachers' knowledge/comfort level of CCS. Ultimately, increase in student achievement will determine success level of implementation.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	In our Elementary school, literacy and math are tested annually.	

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	www.winansacademy.org	Middle School AER 2012-13

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school have EDPs for 8th graders but its not parent approved.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

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	Dr. Randy Hayward Superintendent 7616 E. Nevada Rd. Detroit, MI 48234 (313)873-7625	

School Improvement Plan

Winans Academy Middle School

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 Plan Winans Middle

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Winans Middle Parent/Teacher/Student Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	No	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

School Improvement Plan

Winans Academy Middle School

	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	No, but use a health education curriculum	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	59 minutes or less at elementary level, 105 minutes or less at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Reviewed policy, but not yet adopted	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	Yes	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	No	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written Policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

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 (CNA) requirement is conducted by completing the School Data Profile, School Data Analysis, School Process Profile, School Process Analysis and Summary Report. The MEAP and SDPA are looked at for this requirement. The SIT meets monthly and is composed of teachers, administrator, parent, and support personnel. There is a sign in sheet at each meeting and agendas that are generated by the SIT secretary. The CNA is discussed in the meetings and then shared at the PTO meetings and staff meetings for their input. When sharing data and information to parents, the information is broken down into terms that parents can understand. Parents are constantly asked, if there are any questions about what is being shared. The PTO chairperson and parents are actively involved by discussing their views and opinions with a SIT member and the principal at PTO meetings and parent workshops. They discuss how WAPA Middle School can better service the needs of the students at WAPA Middle School. Those involved in the meetings come to a consensus on issues through discussions and presenting evidence. The SIT Team and PTO chairperson met to generate surveys to gain a perception from staff and parents. These surveys were generated for parents, staff and students. The kind of questions asked pertained to school climate-what worked, what needs to be eliminated or fine tuned. For parents the survey asked about ways WAPA Middle School can best serve their needs, what workshop topics are they interested in, PTO participation, and what their thoughts are about their school. The survey results are shared and discussed with parents and staff. Other venues to gather and share this information included fall open house, parent teacher conferences and professional development days.

1. A CNA was given to staff to determine professional development needs.
2. An evaluation of the MEAP data from 2013-2014 year was dis-aggregated by staff to determine if goals were met and to drive instruction.
3. Parents were asked to evaluate and discuss our programs and services during our PTO meeting in May.
4. MEAP data was further disaggregated to assess equity in student achievement and determine gaps

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?

Process Data: The SPR 40 data indicates the need to be more intentional and collaborative in using data in daily planning. Consistent and regular monitoring of student progress will ensure that instruction is on target toward meeting our goals and objectives.

Demographic Data:

Marvin L Winans Academy of Performing Arts Middle is a 6-8 grade school. With approximately 280 students enrolled. There are 22 special education students. The breakdown for teachers per subject is as follows: ELA- 2, Math-2, History-2, Science-2. There are 10 performing arts teachers. There is one administrator and four support staff. We have six para professionals, a curriculum coach, a math interventionist, a dean of students and a special ed teacher. All middle school teachers are highly qualified. Our student population is 100% African-American. All para pros are 100% highly qualified. According to our free lunch applications, 52% of our households are economically disadvantaged.

School Perception Data:

The parent data was gathered through PTO meetings, parent workshops & an electronic survey. The surveys indicate that parents are pleased with the overall performance of the staff and school. Parents are especially pleased with the school and are extremely likely to recommend the school to other parents/guardians as a good place to send their children. Parents were asked when was the best day and time for them to become more actively involved in the PTO & attend parent teacher conferences. Parents were also asked which topics/areas that they would like to receive additional assistance or training on. The data will be used as a means to ensure that parents can be more actively involved in their child's education. Electronic surveys were also conducted with staff as to leadership and communication in the school building. The teacher perception data indicated that professional learning workshops should be a primary focus, e.g. Meta-Cognition (thinking strategies), differentiated instruction, Common Core State Standards (CCSS), & thematic instruction. Staff would like to see more parental support. Students were surveyed electronically as to how they felt about their school, programs offered and satisfaction of teacher's teaching. The results indicate that the majority of students are happy attending Winans Middle School and have a favorable view of their teachers. They feel that teachers are prepared for class and value their opinions and overwhelmingly, that the academic math essentials course help them become better with math. The perception of community stakeholders indicate that Winans Middle provides a good learning environment for all students. Community surveys are given during school programs and career day.

Achievement Data:

In analyzing our data sets, the school improvement team identified several areas in need of improvement to include in our plan. MEAP achievement data 2013-14 indicates that students show a decline in reading from sixth to seventh grade but show an increase in eighth grade. Notably, 6th and 8th grade met the proficiency target for reading (53.29%); but 7th grade did not meet the target with only 39% being proficient. Moreover, sixth grade reading were 42% (2012-13) proficient, Seventh grade reading were 39% (2012-13) proficient; we retained 75% of our students from 6th to 7th however there was lateral movement. More indepth analysis of the data showed there was a 16% decrease in level 4 of the same cohort of students (2012-2013 40% not proficient/ 2013-2014 24% not proficient. The results show although we are making gains and closing gaps, students need more differentiated instruction. WAPA's Middle School math scores were 14% proficient for sixth grade, 10% proficient for seventh grade and 5% proficient for eighth grade. Some areas of concern are: Solve equations of the form $ax + b = c$ and compute volume and surface area of rectangular prisms. MEAP math scores show that all students are achieving below the state proficiency level (27.81%) for 2013-2014. Data shows that students in all grades need more differentiated instruction in math, reformed math curriculum aligned to the CCSS and an increase in beyond classroom assistance using computer based math IXL and PLATO program along with intervention from the math specialist. On the sixth grade MEAP social studies score 37% of students were not proficient, showing that a new social studies curriculum/resources, differentiated instruction and more time on task is needed to increase achievement. The seventh grade MEAP writing scores showed a 13% decrease (2012-2013; 52% to 2013-2014; 39%) and fell short by 3 points of meeting the state proficiency target of 42.74% for WAPA middle 2013-2013. The implementation of writing across all disciplines and 6+1 traits of writing have assisted in students proofreading and editing in writing, however more gains need to be made to stay on the 2021-2022 proficiency trajectory. The data from 8th grade science MEAP scores shows students were not proficient, areas of concern are: reading/interpreting graphs, growth and development by cell number and size and Illustrate the structure of molecules. The scores show that more differentiated instruction is needed as well as a curriculum that encompasses the NGSS. The achievement gaps are possibly caused by economically disadvantaged students.

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.

Data Findings for Goal Alignment: The MEAP data indicates that there is a need to differentiate in the area of reading in order to reach bubble students and increase the percentile of proficiency for students. For math, science and social studies there has to be consistent progress monitoring and differentiated instruction. Also, MEAP Data identified the need to obtain a Math Interventionist. The findings from the

perception data indicates that staff would like parents to support the policies that are in place. The process data also indicates the need for consistent progress monitoring. The data also shows a need for increased time in Math and Social Studies. Along with increased time for math, it was identified that a math interventionist was needed to address student needs. With differentiation in instructions, to reach all learners, integration of technology into instruction is needed, along with analyzing data to determine where the academic needs are should be a part of data findings. Creating learning communities with teachers co-teaching is also a part of differentiation in instruction. Additional instructional time through tutoring and summer school are also needed in order to close the achievement gap.

A clear and detailed analysis of multiple types of data were conducted to select the goals:

The goals were derived from the needs of our students based off of several data types (MEAP 2012-2013, Performance Series Spring 2014 and ACT Explorer April 2014). Although the data sets aren't clearly aligned, there wasn't significant or consistent growth trends in student achievement on the MEAP; however Performance Series and ACT Explorer showed gains (ranging from 1%-4%) in all subjects tested. The SIT analysis of the data strategically addresses deficits in student achievement because the disparity in the data sets could be due to the time of year students' are tested (MEAP early fall/ Explorer and Performance Series Spring).

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?

Over 80% of the student population is disadvantaged, the goals and school reform model will raise student achievement for all learners including students with disabilities. The turnaround reform plan that Winans' Middle School will use will consist of:

A Balanced Literacy Program: Teaching reading that includes: phonemic awareness, vocabulary, fluency and comprehension. In addition, small group instruction that will include guided reading and written instruction. Professional Learning and Assistance will also be provided by the CIA coach as well as experts from the Benchmark Literacy program. Promethean Boards in the classroom. The teachers will be responsible for designing a technology plan to implement in their classrooms utilizing technology.

Co-teaching: Winans Middle encourages a team environment. We are a Learning Community that encourages teachers to collaborate and plan together. Teachers are expected to co-plan within their grade levels and if desired co-teach different subjects. The CIA Coach will co-plan with teachers also as a part of their professional development. **Examining and analyzing data from standardized test administered through the district and state, and grade level common assessments to determine where the achievement gap exists and how we can effectively assist our children.** **Progress Monitoring:** Teachers will monitor the progress of learners by progress monitoring as a means to effectively determine if the programs in place are effective and to adjust instruction to reach all learners. **Differentiated Instruction:** Teachers have been trained and will receive additional training on how to

implement Differentiated Instruction during whole group and small group instruction. Teachers will be expected to use the methods during instructional time to reach all learners. The CIA coach will be assisting teachers in this implementation by providing training and classroom assistance through demonstration lessons and non evaluative observations. **Extended Learning Communities:** Professional Development is a ongoing process that should be integrated into a consistent means of learning. Teachers will see training implemented live in the classroom through demonstration lessons by the CIA Coach. In addition, Winans Middle has a Professional Literature Library currently in place in the principal's office and the office of Curriculum Instruction and Assessment for

teachers to check out books related to topics in the reform model in order to enhance their understanding of the concepts and provide ideas for instruction. Teachers also participate in a monthly, every third Wednesday, Professional Learning Community (PLC) where they are assigned chapters and have discussions from "Enhancing Professional Practice" by Charlotte Danielson and "Classroom Instruction that Works" by Robert Marzano. The SIT, will also do a study on "Failure is NOT an Option" by Alan Blankstein. **Additional Math remedial class:** The course will allow time for more in depth instruction to take place on student foundation gaps. It also provides the opportunity for hands on and technology based learning. **Extended Day Tutoring:** Winans Middle will be offering Extended Day Tutoring for an additional 2 hours, 2 days a week. This program will be targeting students who show a need, through test data, of intensive intervention in Reading and Math,

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(Teachers may utilize PLATO software in Reading and Math to supplement the instruction) students will be placed in ability groups to individualize their learning. Summer Learning Academy: Winans Middle School staff will provide Summer Learning instruction to students who are not proficient on the MEAP, Performance Series and Benchmark test. The instruction will target Reading and Math. These interventions will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement. Teachers will be in serviced on programs in order to successfully infuse the reform models into their instruction in order to increase student achievement. Our special education teacher will partner with the general education teachers to work directly and indirectly to support the students who merge out (inclusion) with the general education students. This model will provide the principal and teachers with the knowledge and management for effective instruction that will lead to sustained achievement. The Round Table Team meets to address the needs of students who require additional assistance. Progress monitoring will provide evidence as to whether or not the student's needs are being met. The middle school follows the quadrant D Rigor and Relevance framework provided by Dr. William Daggett. The framework is based on 2 dimensions: higher standards and student achievement. We have the RTI tiered instruction model to directly assist student achievement.

Component 2: Schoolwide Reform Strategies

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

1. Teachers are trained through out the school year in collaboration with our Authorizer (SVSU) to ensure state alignment. Also, teachers are involved with curriculum review with the Curriculum Coordinator, the Principal and SVSU to determine necessary pacing adjustments.
2. Teachers conduct grade level and department meetings to discuss what worked for student mastery of GLECS and common core standards, the Curriculum Coordinator also provides trend data from MEAP and Performance Series to drive instruction.

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).

The turnaround reform plan that Winans' Middle School will use will consist of:

A Balanced Literacy Program: Teaching reading that includes: phonemic awareness, vocabulary, fluency and comprehension. In addition, small group instruction that will include guided reading and written instruction. Professional Learning and Assistance will also be provided by the CIA coach as well as experts from the Benchmark Literacy program. Promethean Boards in the classroom. The teachers will be responsible for designing a technology plan to implement in their classrooms utilizing technology. Co-teaching: Winans Middle encourages a team environment. We are a Learning Community that encourages teachers to collaborate and plan together. Teachers are expected to co-plan within their grade levels and if desired co-teach different subjects. The CIA Coach will co-plan with teachers also as a part of their professional development. Examining and analyzing data from standardized test administered through the district and state, and grade level common assessments to determine where the achievement gap exists and how we can effectively assist our children. Progress Monitoring: Teachers will monitor the progress of learners by progress monitoring as a means to effectively determine if the programs in place are effective and to adjust instruction to reach all learners. Differentiated Instruction: Teachers have been trained and will receive additional training on how to implement Differentiated Instruction during whole group and small group instruction. Teachers will be expected to use the methods during instructional time to reach all learners. The CIA coach will be assisting teachers in this implementation by providing training and classroom assistance through demonstration lessons and non evaluative observations. Extended Learning Communities: Professional Development is a ongoing process that should be integrated into a consistent means of learning. Teachers will see training implemented live in the classroom through demonstration lessons by the CIA Coach. In addition, Winans Middle has a Professional Literature Library currently in place in the principal's office and the office of Curriculum Instruction and Assessment for teachers to check out books related to topics in the reform model in order to enhance their understanding of the concepts and provide ideas for instruction. Teachers also participate in a monthly, every third Wednesday, Professional Learning Community (PLC) where they are assigned chapters and have discussions from "Enhancing Professional Practice" by Charlotte Danielson and "Classroom Instruction that Works" by Robert Marzano. The SIT, will also do a study on "Failure is NOT an Option" by Alan Blankstein and The Skillful Teacher by RBT. Additional Math remedial class: The course will allow time for more in depth instruction to take place on student foundation gaps. It also provides the opportunity for hands on and technology based learning. Extended Day Tutoring: Winans Middle will be offering Extended Day Tutoring for an additional 2 hours, 2 days a week. This program will be targeting students who show a need, through test data, of intensive intervention in Reading and Math, (Teachers may utilize PLATO software in Reading and Math to supplement the instruction) students will be

placed in ability groups to individualize their learning. Summer Learning Academy: Winans Middle School staff will provide Summer Learning SY 2014-2015

instruction to students who are not proficient on the MEAP, Performance Series and Benchmark test. The instruction will target Reading and Math. These interventions will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement. Teachers will be in serviced on programs in order to successfully infuse the reform models into their instruction in order to increase student achievement. Our special education teacher will partner with the general education teachers to work directly and indirectly to support the students who merge out (inclusion) with the general education students. This model will provide the principal and teachers with the knowledge and management for effective instruction that will lead to sustained achievement. The Round Table Team meets to address the needs of students who might require additional assistance. Progress monitoring will provide evidence as to whether or not the student's needs are being met. The middle school follows the quadrant D Rigor and Relevance framework provided by Dr. William Daggett. The framework is based on 2 dimensions: higher standards and student achievement. We have the RTI tiered instruction model to directly assist student achievement.

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

Teachers, parents and administration were involved in the process of selecting the reform model from data gathered in the CNA through monthly PTO meetings, surveys, monthly SIT meetings, weekly staff meetings, grade level meetings, and input from district administrators. During monthly PTO meetings, parent workshops and annual schoolwide programs, parents are surveyed on the needs of their children. During PTO meeting discussions, information is broken down into terms that parents can understand. Charts are also used to display data in clear terms and discussed. A consensus is reached as to what are the best reform models to adapt to address the needs of students. In order to better Winans Academy Middle School equip our parents with the skills necessary to assist themselves and their children, Winans Middle will provide parent workshops in technology, math, science and reading skills.

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.

Students in the bottom 30% will be taught by our math teachers in the remedial math class to ensure deficits are addressed prescriptively. Our staff will provide Summer Learning instruction to students who are not proficient on the MEAP, Performance Series and Benchmark test. The instruction will target Reading and Math. These interventions will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement. Teachers will be in serviced on programs in order to successfully infuse the reform models into their instruction in order to increase student achievement. Our special education teacher will partner with the general education teachers to work directly and indirectly to support the students who merge out (inclusion) with the general education students. This model will provide the principal and teachers with the knowledge and management for effective instruction that will lead to sustained achievement.

The Child Study Team meets to address the needs of students who might require additional assistance or wrap-around services.

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

Consistent progress monitoring by the SIT team, Data team and Curriculum Coach is used by analyzing all data sets (MEAP, Performance Series, Weekly Assessments, and ACT Explorer) to determine if students needs are being met. Moreover, the Performance Series test is

given quarterly (early fall, mid-winter and spring), the data from the test drive instruction and assist in measuring if SIP and individual student goals are being met, adjustments are then made to the students' learning plan.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	Paraprofessionals in the Marvin L. Winans of Performing Arts Middle School are Highly Qualified and have met the requirements of NCLB.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	All Teachers in the Marvin L. Winans of Performing Arts Middle School are Highly Qualified and have met the requirements of NCLB.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

In 2014-2015 our turnover rate was 50%; of the 12 academic teachers in 2013-2014, due to declining enrollment teaching staff was decreased to 8. Four was not offered a contract based on non-satisfactory performance evaluation and one was re-assigned to our high school.

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

0-3 years 25%
4-6 years 50%
7-10 years 0%
11+ years 25%

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

Teachers are given the opportunity to participate in the decision making process through electronic and paper surveys, participating on the School Improvement Team, providing feedback at professional development and planning sessions. Academic and behavior expectations are high. Staff participate in team building exercises/activities which help to foster a strong team relationship. This feeling of belonging encourages staff to take ownership of school goals and expectations. We are apart of the federally TEAMS Grant, several teachers receive stipends for raising student achievement, mentoring and facilitating PLC's.

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

The district attempts to attract high-quality qualified teachers by offering effective Administrative support and providing mentor teachers to 1st-3rd year teachers. The initiatives to defray staff turnover include offering exceptional rating and years of service bonuses to staff. The administrative team attended job fairs in the city and around the state to recruit instructional staff.

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?

Offering retention stipends and 1% salary bonuses through the TEAMS Grant is an initiative that has assisted in lowering the turnover rate of our highly qualified teachers.

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.

The SIT team in alliance with the CIA department has outlined a professional learning plan based off of student achievement data (MEAP, Performance Series and ACT Explorer) and the 2013-14 CNA:

Diffrentiated Instruction

Brain-Based Learning

Connected Mathematics Program (CMP)

Literacy

Reader's/Writer's Workshop

Common Core State Standards (CCSS)

Next Generation Science Standards (NGSS)

Flipped Classroom

Rigor, Relevance and Relationships (Re-form model)

Classroom Management

Culture and Climate

Cultural Sensitivity Training

Teaching Basic Mathematics

Data driven instruction

Social Studies Alive curriculum

Effective use of Technology (EdLine, PLATO, IXL Math, Promethean Boards)

Educational Impact

Special Education

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

The professional learning is sustained and ongoing, as early as the beginning of the year when staff return as well as quarterly to refresh skills and measure growth. Satisfaction surveys are given to determine if presenters and information was practical to assist in designing future PLW's. Several Saturday trainings will be offered for staff that appear to have made minimal achievement gains and/or staff who may have joined our school after the PLW's were conducted. Lastly, membership with Educational Impact (EI) an interactive web-based program that have several national experts and research-based best practices will be used throughout the year for individual teachers to enhance their pedagogy.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Winans Middle PL Plan

Component 6: Strategies to Increase Parental Involvement

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

1118 (c) Parents are given an explanation of what the overall schoolwide 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.

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

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 phone Blast which is used to notify staff and parents by phone, parent newsletter, 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.

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. Parents are given anonymous surveys to evaluate all programs.

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	The school has a Title I Parent Involvement policy that aligns to the federal regulations.	PIP Winans Middle 2014-2015

5. Describe how the school is carrying out the activities outlined in ESEA 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 Middle School staff assist parents to understand content standards and assessments during parental workshops, Open House, parent conferences, PTO meetings, Literacy 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

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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. Parents are also invited to Winans Middle School annual Grandparent's Day.

2. Provide materials and training for parents: Parents are provided materials and training during Literacy Nights where they receive new books. Parents and Technology assist parents in becoming comfortable with the navigation of the keyboard, logging onto the internet and surfing the web for information(Skillman Center). Parent EXPO workshops where parents are provided with new books. Science Fair information is provided/assistance is provided to parents and the convenience of obtaining science fair project materials from the school's office.

3. Training for school staff: School staff are trained to interact with parents during professional development workshops entitled efficacy. Staff received and were required to read a book entitled, Professional Practice. This book is being read as a book club in an ongoing professional learning community.

4. Coordinate with parent involvement in other programs: Students and parents in grades sixth thru eighth grade are given the opportunity for involvement at Winans Middle School through schoolwide field trip volunteers, Grandparent's Day and Family Fun Night parent participation,all grades, annual school program involvement, e.g. Black History Program, Christmas Program, all involve all grades at Winans Middle School.

5. Provide information in a format that is understandable to parents: During parent conferences, Open House, Literacy Night, Title 1 Parent Meetings 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 and phone Blast to keep them informed about what is occurring in their school.

14. Provide other reasonable support as requested: Parents are allowed use of the school's Skillman center to assist them with employment searches, and obtaining information on educational programs for themselves. The school's social worker meets with parents when needs occur, e.g. burnout. Winans 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 Academy Middle School 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 and there is a school elevator. Winans Middle School has experienced no migratory children.

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 phone blast 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 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.

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. Parents are given anonymous surveys to evaluate all programs. Also, during monthly Parent Organization Meetings time is allotted for parents' to voice their opinion regarding student programs, as well as a suggestion box strategically placed in an isolated area to allow anonymity.

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 Middle 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). The SIT organizes and records the results from the survey with the results being used at monthly SIT meetings to update schoolwide 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 Open House, parent conferences and PTO meetings for parents to read and parents are asked to sign.

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

N/A

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

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 and explained to parents at the Open House, the first parent conference and first PTO meeting for parents to read, discuss with their child and parents/student/teacher are asked to sign.

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

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

Winans Middle 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. Teachers send biweekly (when requested or necessary), and quarterly progress reports home. School wide data is displayed through the AER on the web. Teachers contact parents through notes and phone calls. Electronic communication being posted weekly on "EdLine".

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?

N/A

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?

N/A

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?

All teachers have a copy of the curriculum guide for grade and content area. In addition, common prep time is provided daily to review and discuss vertical alignment as well as horizontal alignment. Biweekly staff and cluster meetings are utilized with agendas that promote curricular progression across all grades and disciplines.

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

To measure appropriateness and student mastery, unit assessments are designed and given by the classroom teacher. Curriculum calendars are monitored and discussed by teachers in grade level meetings with minutes and agendas, as well as weekly observational protocols by administration to ensure instructional practices. MEAP and Performance Series scores are disaggregated by grade, student, and teacher to ascertain mastery. Every teacher is provided the latter and displays a plan to assist students in levels 3 and 4 to address their academic needs. Professional developments are designed based off of data to address areas of partial mastery. Also, grade level, cluster, leadership, school improvement, and curriculum meetings are structured to maintain and advance forward thinking and mastery

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 staff looks at MEAP and Performance Series data and classroom assessments to identify student deficits in all subject areas. Staff design assessments to test state GLECs to identify students who do not meet state standards in grades 6-8. Instruction is designed to address these areas. Students not scoring proficient receive additional assistance through after-school tutoring and summer school.

Reading/ELA

Grade Span: 6-8

Identification/Criteria for Selection: MEAP, Common assessment from GLECs

Writing

Grade Span: 6-8

Identification/Criteria for Selection: Common assessment from State GLCE's, MEAP (7th)

Math

Grade Span: 6-8

Identification/Criteria for Selection: Common assessment from State GLEC's, MEAP

Science

Grade Span: 6-8

Identification/Criteria for Selection: Common assessment from State GLCE's and MEAP (8th grade)

Social Studies

Grade Span:6-8

Identification/Criteria for Selection: Common assessment from State GLCE's & MEAP (6th)

Differentiation of instruction addresses individual student academic needs in the classroom from individual tutoring from Para Professionals, peer to peer tutoring, Math Specialist will pullout students to address individual needs, Dean of Students will provide small group tutoring with 31-A At Risk Students, Resource teacher pullout and teacher small group instruction.

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?

The staff at Winans Middle School analyze the results from common assessments in all four content areas:

ELA, Math, Science and Social Studies of the State GLECs and MEAP to determine those students who are in need of additional assistance. Differentiation of Instruction is a method to reach all learners in the manner in which they learn. Instruction is differentiated by these students being recommended for extended day tutoring, summer school, a math specialist, a Dean of Students and individual assistance from paraprofessionals. Students are placed into individual groups of four known as workshops. This allows the teacher to work with individual groups of two who need individualized services. A curriculum coordinator serves to assist teachers by modeling and adding support in instruction. When additional time is given to students by a Para Professional the teacher is working with the rest of the class in the same subject area as

the students receiving services. The students are progressed monitored and are given assessments to gauge the effectiveness of the programs. Special Ed teachers pull out qualified students for services. Interactive boards and Dell Laptops are used in delivering instruction. Role playing, peer to peer interaction, hands on activities and use of manipulatives. Best practice methods are infused in the instructional delivery. Drawings, writing, oral presentations/explanations, skits, story boards and songs are all used in differentiating in assessing learners.

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

The staff at Winans Middle School analyze the results from common assessments in all four content areas:

ELA, Math, Science and Social Studies of the State GLECs and MEAP to determine those students who are in need of additional assistance. Differentiation of Instruction is a method to reach all learners in the manner in which they learn. Instruction is differentiated by these students being recommended for extended day tutoring, summer school, a math specialist, a Dean of Students and individual assistance from paraprofessionals. Students are placed into individual groups of four known as workshops. This allows the teacher to work with individual groups of two who need individualized services. A curriculum coordinator serves to assist teachers by modeling and adding support in instruction. When additional time is given to students by a Para Professional the teacher is working with the rest of the class in the same subject area as the students receiving services. The students are progressed monitored and are given assessments to gauge the effectiveness of the programs. Special Ed teachers pull out qualified students for services. Interactive boards and Dell Laptops are used in delivering instruction. Role playing, peer to peer interaction, hands on activities and use of manipulatives. Best practice methods are infused in the instructional delivery. Drawings, writing, oral presentations/explanations, skits, story boards and songs are all used in differentiating in assessing learners.

ELA

Grade Span: 6-8

Intervention: Differentiation in instruction, Dean of Students, Para Professional assistance, after school tutoring, summer school, progress monitoring, Spelling Bee, Field trips

Writing

Grade Span: 6-8

Intervention: Differentiation in instruction, after school tutoring, summer school, creative writing

Math

Grade Span: 6-8

Intervention: Differentiation in instruction, small group tutoring, Math Interventionist, Dean of students, remedial math class based on individual ability, field trips

Science

Grade Span: 6-8

Intervention: Differentiation in instruction, Science teacher, Science Fair, field trips

Social Studies

Grade Span: 6-8

Intervention: Differentiation in instruction, para pros assistance, field trips

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.

31 A resources are used to purchase an Interventionist in Math and a Dean of Students. The interventionist will pull out or push in to provide individual or small group instruction. The Dean of Students will form small groups through a set criteria to provide services to at risk students. Field trips are provided to allow students additional academic and cultural experiences. Title I funds are used to purchase document cameras, interactive boards, video cameras, other supplemental materials and other equipment. After school tutoring and Summer School are funded through Title I. Para Pros are supported by federal Title I funds. Workshops for staff to support reform are funded through Title II funds, as well as teacher recruitment initiatives. MAPSA Team's Grants provide funding for administrative & instructional mentors and professional learning workshops with research based strategies that will aid in increased student achievement.

LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program:

Title 1, Part A, Title 2 and 31-A.

1. Wayne RESA will be utilized to enhance staff instruction through various training and professional developments.
2. SVSU our Authorizer will be utilized to enhance staff instruction through various training and professional developments for administrators and teachers.
3. TEAMS Grant federally funded through MAPSA, measures teacher and leader effectiveness, provides training on researched-based best practices to improve student achievement.

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.

Winans Middle School will use resources under Title 1, Part A and other sources to implement the required ten schoolwide components:

Comprehensive Needs Assessment: Title I, Part A and General Fund

School Reform Strategies: General fund, Title I

Instruction by Highly Qualified Professional Staff: Title I, General fund

Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools: Title II, General fund

High-quality and Ongoing Professional Development: Title II and General fund

Strategies to Increase Parental Involvement: Title I, Part A

Teacher Participation in Making Assessment Decisions: Title I, Part A

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Title I, Part A & 31-A

Coordination and Integration of Federal, State and Local Programs and Resources: Title I, Part A, 31-A,

State Grant funds, local grant funds.

The principal and staff are engaged in ongoing professional development. Outside consultants are brought in to present best practices in differentiated instruction, reading, writing, mathematics, and science in an effort to close the achievement gap. Staff are afforded opportunities to attend off-site professional

development and conferences designed to improve student achievement. Saginaw Valley State University provides professional development to administration and staff. Winans Academy has a District Curriculum Instruction & Assessment team who provide ongoing professional learning. Instructional staff are involved in monthly Professional Learning Communities (PLC), Small Learning Communities (SLC) where they engage in a book club centered research based strategies. Wayne RESA provides trainings and technical support to strengthen staff skills. Technology workshops are scheduled to assist teachers in infusing technology into the classroom. Parent workshops are scheduled to assist parents in assisting their children.

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.

Federal, State and local programs and resources are coordinated to support Title I Part A students through the school's nutrition program and violence prevention. Students are provided with nutritional breakfast and lunch to support and encourage healthy eating habits while providing the necessary nutrients to sustain academic learning in the classroom. Violence prevention supports students' learning in a safe environment. Through our Skillman Center, parents are able to use computers to aid them in finding a job and training.

Evaluation:

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

The data team, SIP team, and curriculum coordinator dis aggregate data from the MEAP and Performance Series to determine if SIP goals were met and equity in educating sub-groups. The aforementioned stakeholders presents the data to all staff for input and setting new goals to assure students are meeting mastery.

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 SIT monitor and assess the achievement of sub-groups through comparing data and measuring if gaps were closed. When equity gaps are less than 3% the schoolwide program was effective. When the equity in gaps are greater, data is shared with instructional staff in order to make necessary adjustments to teaching strategies.

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

The SIT monitor and assess the achievement of sub-groups through comparing data and measuring if gaps were closed. When equity gaps are less than 2% the schoolwide program was effective. When the equity in gaps are greater, data is shared with instructional staff in order to make necessary adjustments to teaching strategies and additional services.

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

The SIT meets bi-monthly to review data from the data team to monitor quarterly achievement and MEAP data to ensure students are meeting mastery as well as effectiveness of programs and to make necessary revisions. The SIT, at meetings, review the results of standardized assessments to make necessary revisions to the plan.

Social Studies 2014-2015

Overview

Plan Name

Social Studies 2014-2015

Plan Description

Students will increase proficiency in social studies

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 Middle will become proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$182000
2	Winans Academy Middle School Students will become proficient in Science .	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$121000
3	Increase Parental Involvement at Winans Middle School	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$14000
4	Students will increase math proficiency.	Objectives: 1 Strategies: 6 Activities: 7	Academic	\$147000
5	Students will increase Social Studies proficiency	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7000

Goal 1: All students at Winans Middle will become proficient in English Language Arts

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/18/2015 as measured by MEAP 2015 State Exam and Spring Performance Series data..

Strategy 1:

Additional academic services - Title I Staff will provide extra time, resources and assistance to students not on grade level in ELA. Providing push-in/pull-out services and working with students in the computer lab on PLATO.

Research Cited: Common Core State Standards (CCSS) will demand students' increase in comprehension:

"Lexile measures enable educators to manage a student's reading comprehension and target instruction as necessary. They provide insight into a student's independent reading experience with a specific text so that educators can better support struggling readers or provide achieving readers with additional resources.

Matching a student's Lexile measure with text at the same Lexile measure leads to an expected 75% comprehension rate, a rate that is not too difficult to be frustrating but difficult enough to be challenging and to encourage reading progress."

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/educators/>

Tier:

Activity - Small groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups will work with paraprofessional to increase mastery. The computer lab as well as the classroom will be utilized with the PLATO software program.	Academic Support Program			09/03/2013	06/16/2014	\$105000	Title I Part A	Principal, curriculum coach, title I director.

Strategy 2:

Increase reading comprehension - ELA Teachers will be trained on Reader's/Writer's workshop and provided the resources for full implementation. 6th grade ELA teacher will implement the Benchmark Literacy Program.

Research Cited: Common Core State Standards (CCSS) will demand students' increase in comprehension:

"Lexile measures enable educators to manage a student's reading comprehension and target instruction as necessary. They provide insight into a student's independent reading experience with a specific text so that educators can better support struggling readers or provide achieving readers with additional resources.

Matching a student's Lexile measure with text at the same Lexile measure leads to an expected 75%

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comprehension rate, a rate that is not too difficult to be frustrating but difficult enough to be challenging and to encourage reading progress."

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/educators>

Tier:

Activity - Staff trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will receive professional learning on implementing the common core state standards, differentiated instruction, brain-based learning, balanced literacy, reader's/writer's workshop and PLATO.	Professional Learning			08/19/2013	06/20/2014	\$12000	General Fund	Principal, curriculum director and curriculum coach.
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology (promethean boards, PLATO, Brain-Pop, and NetBooks and Laptops) during school and in extended day program for progress monitoring. Timely adjustment will be made based off of the summative data.	Technology			09/03/2013	06/20/2014	\$10000	General Fund	Principal, curriculum coach.
Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement PLATO curriculum in reading for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Tutoring			10/07/2013	05/29/2014	\$17000	Section 31a	Principal, curriculum director and curriculum coach.
Activity - Summer Learning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through MEAP or Performance Series that haven't met mastery will be required to attend summer school to close academic gaps.	Other			06/09/2014	07/03/2014	\$20000	Title I Part A	Principal, teachers and curriculum coach.
Activity - Monitor the Implementation of the instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers instruction will be monitored to ensure the curriculum is being taught with fidelity.	Walkthrough	Tier 1	Monitor	09/02/2014	06/22/2015	\$0	General Fund	Curriculum Coach and Principal.
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Strategy 3:

Students will increase in Writing skills - Students will become more descriptive and utilize the 6+1 traits of writing in practice.

Research Cited: Writing across the curriculum increases student vocabulary. Dr. William Daggett's rigor and relevance framework and 6+1 traits of writing framework.

Tier:

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have several opportunities to explore learning outside of the classroom through visiting various educational environments in action. The exposure will increase vocabulary skills and descriptive writing.	Field Trip			10/01/2013	06/09/2014	\$8000	Title I Part A	Principal, Dean of Students and Teachers.

Activity - Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a research-based strategic writing curriculum will establish vertical alignment in our program which will increase student achievement.	Academic Support Program			09/03/2013	06/13/2014	\$10000	General Fund	Principal and curriculum coach.

Goal 2: Winans Academy Middle School Students will become proficient in Science .

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency science inquiry in Science by 05/18/2015 as measured by MEAP 2015 and Spring Performance Series Exams.

Strategy 1:

3.1.1. Strategy: Increase student inquiry in the Science curriculum - Instructional staff will implement Bloom's higher level thinking skills (analysis, synthesis and evaluation) to drive inquiry during teaching.

Research Cited: Heather Banchi and Randy Bell (2008) stated four forms of inquiry based learning in Science that build higher order thinking skills which align to Bloom's taxonomy, they are: confirmation inquiry, structured

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inquiry, guided inquiry and open inquiry.

Tier:

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide field trips to various venues for students to explore Science outside of the classroom and make connections to real-world applications.	Field Trip			10/13/2014	06/08/2015	\$8000	Title I Part A	Principal and Teachers.
Activity - Quality Lab experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Title I Part A	Principal, curriculum coach and teachers.
Activity - Additonal academic support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will work with students who haven't met mastery on the state assessment or Performance Series exam.	Academic Support Program			09/02/2014	06/15/2015	\$105000	Title I Part A	Principal, curriculum coach and title I director.

Strategy 2:

Professional Learning - All staff (teachers, building substitutes and paraprofessionals) will receive training in differentiated instruction to ensure equity in science for all students; our 8th grade students were not proficient in science. All teachers will post the scientific method on their walls in each classroom across the district for vertical alignment in raising achievement in our science curriculum.

Research Cited: Adjusting teacher methodology to accommodate every student need is strategy to ensure each student makes academic gains and meets mastery. Tomlinson & Allan(2000)scholarly research on diffrentiating instruction, states "It is an approach to teaching that advocates active planning for student differences in classrooms."

Tier:

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.	Professional Learning			08/18/2014	06/15/2015	\$3000	Title I Part D	Principal and curriculum coach.
Activity - Monitor Implementation of Interactive Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Direct Instruction	Tier 1	Getting Ready	09/15/2014	06/22/2015	\$0	Title I Part A	Curriculum Coach and Principal.

Goal 3: Increase Parental Involvement at Winans Middle School

Measurable Objective 1:

collaborate to Have more Parents involved in our academic program. by 02/07/2014 as measured by More Parent participation in conferences and in the overall school's academic program..

Strategy 1:

Increased Parent Involvement - Parents will become more involved in the academic programs at our school, thusly raising student achievement.

Research Cited: Detroit Parent Network

<http://www.detroitparentnetwork.org/programs>

Tier:

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide quality parent workshops several times throughout the year in all core academic subjects. The latter will give parents tools and resources needed to assist their children at home.	Parent Involvement	Tier 1	Getting Ready	08/25/2014	06/15/2015	\$6000	Title I Part A	Principal, Dean of Students, Teachers, Curriculum Coach and Director, Title I director.

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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide effective communication (EdLine, One Call, Newsletters, etc) to parents regarding the progress of their student in our academic, performing arts and social program.	Parent Involvement			09/03/2013	07/07/2014	\$8000	Title I Part A	Superintendent, Principal, Dean of Students and Title I director.

Strategy 2:

Increase student attendance - Families who have experienced attendance challenges will work with our middle school team to increase timeliness and absenteeism.

Students who attend school more regularly appear to have higher success in mastering the standards.

Research Cited: <http://www.detroitparentnetwork.org/>

Tier: Tier 3

Activity - Parent Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide strategies to families on the alignment of attendance with student achievement.	Parent Involvement	Tier 1	Getting Ready	09/15/2014	06/15/2015	\$0	Title I Part A	Director of Attendance, Dean of Students, Teachers and Principal.

Activity - Monitor Student Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Director will monitor student attendance. Letters and calls will be made to families that have excessive truancy.	Policy and Process	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$0	General Fund	Attendance Committee.

Goal 4: Students will increase math proficiency.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in math as measured by an 5% increase on the MEAP 2015 Sate exam and Spring Performance Series test in Mathematics by 05/18/2015 as measured by The MEAP 2015 exam and Performance Series Spring 2015.

Strategy 1:

Additional math class focused on basic skills. - Students will have an additional math class that will concentrate on decreasing individual deficits. The homogenous

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grouping will come from Spring 2013 Performance Series data which will allow classes to move at their ability level, thusly focusing on closing foundational gaps.

Research Cited: NEA Reviews of the Research on Best Practices in Education:

<http://www.nea.org/tools/16899.htm>

Tier:

Activity - Teacher training on PLATO and Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several teachers will teach a skills building math essentials course. Professional learning will be ongoing to provide teachers with strategies and best practices to decrease student deficits.	Direct Instruction			09/02/2014	06/15/2015	\$5000	General Fund	Principal, Curriculum Director and Curriculum Coach

Strategy 2:

Improve math Curriculum - The vertical alignment of our k-12 math curriculum, most notably 6th-8th will increase students' mastery of concepts through implementation of the connected mathematics curriculum.

Research Cited: <http://connectedmath.msu.edu/>

Tier:

Activity - Math Teacher training on implementation of connected mathematics project.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have ongoing professional learning on implementing CMP.	Professional Learning			08/18/2014	06/15/2015	\$12000	Other	Math teachers, principal and curriculum director.

Activity - Monitor the Implementation of Connected Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of the math curriculum will be conducted to ensure the resources are being implemented with fidelity.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/22/2015	\$0	General Fund	Curriculum Coach and Principal.

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Strategy 3:

Math Interventionist - Interventionist will work with students in groups and individually that are not on grade level; providing push in and pull out services. Learning targets will be established for each student with baseline data from MEAP, PLATO and Performance Series exams.

Research Cited: Response to intervention is a program built on research that suggests that low achievement may be due to inappropriate instruction and not necessarily to a disability.

http://www.resa.net/downloads/response_to_intervention/interventions.pdf

Tier: Tier 3

Activity - Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Interventionist will work with students in groups and individually that are not on grade level; providing push in and pull out services. Learning targets will be established for each student with baseline data from MEAP and Performance Series exams.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/15/2015	\$25000	Section 31a	Principal, Title I Director and Curriculum Coach

Strategy 4:

Close foundational gaps - Title I Staff will provide extra time, resources and assistance to students not achieving state standards in math.

Research Cited: Response to intervention is a program built on research that suggests that low achievement may be due to inappropriate instruction and not necessarily to a disability. http://www.resa.net/downloads/response_to_intervention/interventions.pdf

Additionally, it is a general education initiative designed to allow for early identification of students who show signs of learning and behavioral difficulties. This program has the potential to increase student success and close the growing gap on low performing students and schools. The 3 tier literacy model developed by the Vaughn Gross Center for Reading (2005) focuses on the interventions that assist in the early identification of students.

Tier:

Activity - Push-in/Pull-out services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Winans Academy Middle School

Paraprofessionals will work with students who are not on grade level in small groups.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$105000	Title I Part A	Principal, curriculum director and title I director.
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Strategy 5:

Extended Day Program - Instructional staff will implement PLATO curriculum in math for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.

Research Cited:

The Effects of an after school tutoring program on the academic program of students who are "at-risk" or "learning disabled".

<http://www.diversity-project.org/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf>

Tier:

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement PLATO curriculum in math for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Academic Support Program	Tier 3	Getting Ready	10/14/2014	05/21/2015	\$0	Section 31a	Principal, curriculum coach and title I director.

Strategy 6:

Summer Learning Academy - Students identified through MEAP data, who require additional assistance in meeting the state standards will be invited to attend 4 weeks beyond the regular school year ending to increase math achievement.

Research Cited: Response to intervention is a program built on research that suggests that low achievement may be due to inappropriate instruction and not necessarily to a disability.

http://www.resa.net/downloads/response_to_intervention/interventions.pdf

Tier:

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through MEAP data who require additional assistance in meeting the state standards will be invited to attend	Academic Support Program	Tier 3	Getting Ready	06/22/2015	07/09/2015	\$0	Title I Part A	Principal, curriculum director and teachers

Goal 5: Students will increase Social Studies proficiency

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency of 5% in Social Studies by 05/11/2015 as measured by the State MEAP Assessment. .

Strategy 1:

Purchase TCI Curriculum - History Alive! is a computer based program that creates lively and interactive lessons. Teaching history through this resource will assist students in retaining and understanding the value of past cultures and civilizations with the use of technology.

Research Cited: Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve comprehension. Graphic organizers and movement activities are key to TCI lessons.

<http://www.teachtci.com/social-studies-teaching-strategies.html>

Tier: Tier 1

Activity - Teacher Training on History Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History teachers will be trained in History Alive! interactive curriculum. The professional learning will be ongoing to provide teachers with strategies and best practices.	Professional Learning	Tier 1	Getting Ready	09/15/2014	06/08/2015	\$7000	Other	Social Studies teachers, Curriculum Coach, and Principal

Strategy 2:

Increase Comprehension - Students who struggle in reading comprehension appear to have challenges mastering the social studies content. Paraprofessionals will pull out students that are reading below grade level to work on fluency and comprehension.

Research Cited: The instructional approach and techniques are based on current research about how children learn to read, and the levels build systematically from letters and sounds, then to words and sentences, and ultimately to reading fluency.

http://learntoread.hookedonphonics.com/why_it_works/research

Tier: Tier 3

Activity - Training on Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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English teachers will train Paraprofessionals on using the Hooked on Phonics program for Tier 3 students that are not on grade level.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/08/2015	\$0	Title I Part D	ELA Teachers, Curriculum Coach, Title I Coordinator and Principal.
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are not on grade level will attend our after school tutoring to increase reading proficiency. An adaptive assessment will be used (PLATO) to determine individual student deficits and a prescription for direct instruction will be used by the tutor to increase student achievement.	Direct Instruction	Tier 3	Getting Ready	10/01/2014	05/25/2015	\$0	Title I Part A	Curriculum Coach and Principal
Activity - Monitor the Implementation of History Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly progress monitoring to ensure all students are making adequate gains.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	General Fund	Curriculum Coach and Principal

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
After school tutoring	Instructional staff will implement PLATO curriculum in math for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Academic Support Program	Tier 3	Getting Ready	10/14/2014	05/21/2015	\$0	Principal, curriculum coach and title I director.
Support Services	Math Interventionist will work with students in groups and individually that are not on grade level; providing push in and pull out services. Learning targets will be established for each student with baseline data from MEAP and Performance Series exams.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/15/2015	\$25000	Principal, Title I Director and Curriculum Coach
Extended Day	Instructional staff will implement PLATO curriculum in reading for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Tutoring			10/07/2013	05/29/2014	\$17000	Principal, curriculum director and curriculum coach.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Teacher training on implementation of connected mathematics project.	Math teachers will have ongoing professional learning on implementing CMP.	Professional Learning			08/18/2014	06/15/2015	\$12000	Math teachers, principal and curriculum director.
Teacher Training on History Alive!	History teachers will be trained in History Alive! interactive curriculum. The professional learning will be ongoing to provide teachers with strategies and best practices.	Professional Learning	Tier 1	Getting Ready	09/15/2014	06/08/2015	\$7000	Social Studies teachers, Curriculum Coach, and Principal

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the Implementation of History Alive!	Weekly progress monitoring to ensure all students are making adequate gains.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Curriculum Coach and Principal
Monitor the Implementation of the instructional strategies	Teachers instruction will be monitored to ensure the curriculum is being taught with fidelity.	Walkthrough	Tier 1	Monitor	09/02/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Writing Program	Implementation of a research-based strategic writing curriculum will establish vertical alignment in our program which will increase student achievement.	Academic Support Program			09/03/2013	06/13/2014	\$10000	Principal and curriculum coach.
Monitor Student Attendance	Attendance Director will monitor student attendance. Letters and calls will be made to families that have excessive truancy.	Policy and Process	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$0	Attendance Committee.
Technology Integration	Staff will utilize technology (promethean boards, PLATO, Brain-Pop, and NetBooks and Laptops) during school and in extended day program for progress monitoring. Timely adjustment will be made based off of the summative data.	Technology			09/03/2013	06/20/2014	\$10000	Principal, curriculum coach.
Monitor the Implementation of Connected Math Curriculum	Weekly monitoring of the math curriculum will be conducted to ensure the resources are being implemented with fidelity.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Teacher training on PLATO and Effective Instruction	Several teachers will teach a skills building math essentials course. Professional learning will be ongoing to provide teachers with strategies and best practices to decrease student deficits.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Principal, Curriculum Director and Curriculum Coach
Staff trainings	ELA Teachers will receive professional learning on implementing the common core state standards, differentiated instruction, brain-based learning, balanced literacy, reader's/writer's workshop and PLATO.	Professional Learning			08/19/2013	06/20/2014	\$12000	Principal, curriculum director and curriculum coach.

Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Training on Reading Comprehension	English teachers will train Paraprofessionals on using the Hooked on Phonics program for Tier 3 students that are not on grade level.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/08/2015	\$0	ELA Teachers, Curriculum Coach, Title I Coordinator and Principal.
Professional Learning	Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.	Professional Learning			08/18/2014	06/15/2015	\$3000	Principal and curriculum coach.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small groups	Small groups will work with paraprofessional to increase mastery. The computer lab as well as the classroom will be utilized with the PLATO software program.	Academic Support Program			09/03/2013	06/16/2014	\$105000	Principal, curriculum coach, title I director.
Parent Workshops	Provide quality parent workshops several times throughout the year in all core academic subjects. The latter will give parents tools and resources needed to assist their children at home.	Parent Involvement	Tier 1	Getting Ready	08/25/2014	06/15/2015	\$6000	Principal, Dean of Students, Teachers, Curriculum Coach and Director, Title I director.
Educational Excursions	Students will have several opportunities to explore learning outside of the classroom through visiting various educational environments in action. The exposure will increase vocabulary skills and descriptive writing.	Field Trip			10/01/2013	06/09/2014	\$8000	Principal, Dean of Students and Teachers.
Push-in/Pull-out services	Paraprofessionals will work with students who are not on grade level in small groups.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$105000	Principal, curriculum director and title I director.
Summer School Program	Students identified through MEAP data who require additional assistance in meeting the state standards will be invited to attend	Academic Support Program	Tier 3	Getting Ready	06/22/2015	07/09/2015	\$0	Principal, curriculum director and teachers

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Additional academic support	Title I staff will work with students who haven't met mastery on the state assessment or Performance Series exam.	Academic Support Program			09/02/2014	06/15/2015	\$105000	Principal, curriculum coach and title I director.
Communication	Provide effective communication (EdLine, One Call, Newsletters, etc) to parents regarding the progress of their student in our academic, performing arts and social program.	Parent Involvement			09/03/2013	07/07/2014	\$8000	Superintendent, Principal, Dean of Students and Title I director.
Monitor Implementation of Interactive Science Curriculum	Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Direct Instruction	Tier 1	Getting Ready	09/15/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Parent Training	Provide strategies to families on the alignment of attendance with student achievement.	Parent Involvement	Tier 1	Getting Ready	09/15/2014	06/15/2015	\$0	Director of Attendance, Dean of Students, Teachers and Principal.
Summer Learning Academy	Students identified through MEAP or Performance Series that haven't met mastery will be required to attend summer school to close academic gaps.	Other			06/09/2014	07/03/2014	\$20000	Principal, teachers and curriculum coach.
After School Tutoring	Students that are not on grade level will attend our after school tutoring to increase reading proficiency. An adaptive assessment will be used (PLATO) to determine individual student deficits and a prescription for direct instruction will be used by the tutor to increase student achievement.	Direct Instruction	Tier 3	Getting Ready	10/01/2014	05/25/2015	\$0	Curriculum Coach and Principal
Educational Excursions	Instructional staff will provide field trips to various venues for students to explore Science outside of the classroom and make connections to real-world applications.	Field Trip			10/13/2014	06/08/2015	\$8000	Principal and Teachers.
Quality Lab experiments	There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Principal, curriculum coach and teachers.

Math 2014-2015

Overview

Plan Name

Math 2014-2015

Plan Description

Students will increase proficiency in Math.

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 Middle will become proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$182000
2	Students will increase math proficiency.	Objectives: 1 Strategies: 6 Activities: 7	Academic	\$147000
3	Winans Academy Middle School Students will become proficient in Science .	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$121000
4	Increase Parental Involvement at Winans Middle School	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$14000
5	Students will increase Social Studies proficiency	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7000

Goal 1: All students at Winans Middle will become proficient in English Language Arts

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/18/2015 as measured by MEAP 2015 State Exam and Spring Performance Series data..

Strategy 1:

Additional academic services - Title I Staff will provide extra time, resources and assistance to students not on grade level in ELA. Providing push-in/pull-out services and working with students in the computer lab on PLATO.

Research Cited: Common Core State Standards (CCSS) will demand students' increase in comprehension:

"Lexile measures enable educators to manage a student's reading comprehension and target instruction as necessary. They provide insight into a student's independent reading experience with a specific text so that educators can better support struggling readers or provide achieving readers with additional resources.

Matching a student's Lexile measure with text at the same Lexile measure leads to an expected 75% comprehension rate, a rate that is not too difficult to be frustrating but difficult enough to be challenging and to encourage reading progress."

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/educators/>

Tier:

Activity - Small groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups will work with paraprofessional to increase mastery. The computer lab as well as the classroom will be utilized with the PLATO software program.	Academic Support Program			09/03/2013	06/16/2014	\$105000	Title I Part A	Principal, curriculum coach, title I director.

Strategy 2:

Increase reading comprehension - ELA Teachers will be trained on Reader's/Writer's workshop and provided the resources for full implementation. 6th grade ELA teacher will implement the Benchmark Literacy Program.

Research Cited: Common Core State Standards (CCSS) will demand students' increase in comprehension:

"Lexile measures enable educators to manage a student's reading comprehension and target instruction as necessary. They provide insight into a student's independent reading experience with a specific text so that educators can better support struggling readers or provide achieving readers with additional resources.

Matching a student's Lexile measure with text at the same Lexile measure leads to an expected 75%

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comprehension rate, a rate that is not too difficult to be frustrating but difficult enough to be challenging and to encourage reading progress."

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/educators>

Tier:

Activity - Staff trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will receive professional learning on implementing the common core state standards, differentiated instruction, brain-based learning, balanced literacy, reader's/writer's workshop and PLATO.	Professional Learning			08/19/2013	06/20/2014	\$12000	General Fund	Principal, curriculum director and curriculum coach.
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology (promethean boards, PLATO, Brain-Pop, and NetBooks and Laptops) during school and in extended day program for progress monitoring. Timely adjustment will be made based off of the summative data.	Technology			09/03/2013	06/20/2014	\$10000	General Fund	Principal, curriculum coach.
Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement PLATO curriculum in reading for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Tutoring			10/07/2013	05/29/2014	\$17000	Section 31a	Principal, curriculum director and curriculum coach.
Activity - Summer Learning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through MEAP or Performance Series that haven't met mastery will be required to attend summer school to close academic gaps.	Other			06/09/2014	07/03/2014	\$20000	Title I Part A	Principal, teachers and curriculum coach.
Activity - Monitor the Implementation of the instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers instruction will be monitored to ensure the curriculum is being taught with fidelity.	Walkthrough	Tier 1	Monitor	09/02/2014	06/22/2015	\$0	General Fund	Curriculum Coach and Principal.
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Strategy 3:

Students will increase in Writing skills - Students will become more descriptive and utilize the 6+1 traits of writing in practice.

Research Cited: Writing across the curriculum increases student vocabulary. Dr. William Daggett's rigor and relevance framework and 6+1 traits of writing framework.

Tier:

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have several opportunities to explore learning outside of the classroom through visiting various educational environments in action. The exposure will increase vocabulary skills and descriptive writing.	Field Trip			10/01/2013	06/09/2014	\$8000	Title I Part A	Principal, Dean of Students and Teachers.

Activity - Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a research-based strategic writing curriculum will establish vertical alignment in our program which will increase student achievement.	Academic Support Program			09/03/2013	06/13/2014	\$10000	General Fund	Principal and curriculum coach.

Goal 2: Students will increase math proficiency.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in math as measured by an 5% increase on the MEAP 2015 Sate exam and Spring Performance Series test in Mathematics by 05/18/2015 as measured by The MEAP 2015 exam and Performance Series Spring 2015.

Strategy 1:

Additional math class focused on basic skills. - Students will have an additional math class that will concentrate on decreasing individual deficits. The homogenous grouping will come from Spring 2013 Performance Series data which will allow classes to move at their ability level, thusly focusing on closing foundational gaps.

Research Cited: NEA Reviews of the Research on Best Practices in Education:

<http://www.nea.org/tools/16899.htm>

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Tier:

Activity - Teacher training on PLATO and Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several teachers will teach a skills building math essentials course. Professional learning will be ongoing to provide teachers with strategies and best practices to decrease student deficits.	Direct Instruction			09/02/2014	06/15/2015	\$5000	General Fund	Principal, Curriculum Director and Curriculum Coach

Strategy 2:

Improve math Curriculum - The vertical alignment of our k-12 math curriculum, most notably 6th-8th will increase students' mastery of concepts through implementation of the connected mathematics curriculum.

Research Cited: <http://connectedmath.msu.edu/>

Tier:

Activity - Math Teacher training on implementation of connected mathematics project.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have ongoing professional learning on implementing CMP.	Professional Learning			08/18/2014	06/15/2015	\$12000	Other	Math teachers, principal and curriculum director.

Activity - Monitor the Implementation of Connected Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of the math curriculum will be conducted to ensure the resources are being implemented with fidelity.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/22/2015	\$0	General Fund	Curriculum Coach and Principal.

Strategy 3:

Math Interventionist - Interventionist will work with students in groups and individually that are not on grade level; providing push in and pull out services. Learning targets will be established for each student with baseline data from MEAP, PLATO and Performance Series exams.

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Research Cited: Response to intervention is a program built on research that suggests that low achievement may be due to inappropriate instruction and not necessarily to a disability.

http://www.resa.net/downloads/response_to_intervention/interventions.pdf

Tier: Tier 3

Activity - Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Interventionist will work with students in groups and individually that are not on grade level; providing push in and pull out services. Learning targets will be established for each student with baseline data from MEAP and Performance Series exams.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/15/2015	\$25000	Section 31a	Principal, Title I Director and Curriculum Coach

Strategy 4:

Close foundational gaps - Title I Staff will provide extra time, resources and assistance to students not achieving state standards in math.

Research Cited: Response to intervention is a program built on research that suggests that low achievement may be due to inappropriate instruction and not necessarily to a disability. http://www.resa.net/downloads/response_to_intervention/interventions.pdf

Additionally, it is a general education initiative designed to allow for early identification of students who show signs of learning and behavioral difficulties. This program has the potential to increase student success and close the growing gap on low performing students and schools. The 3 tier literacy model developed by the Vaughn Gross Center for Reading (2005) focuses on the interventions that assist in the early identification of students.

Tier:

Activity - Push-in/Pull-out services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will work with students who are not on grade level in small groups.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$105000	Title I Part A	Principal, curriculum director and title I director.

Strategy 5:

Extended Day Program - Instructional staff will implement PLATO curriculum in math for after school

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(ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.

Research Cited:

The Effects of an after school tutoring program on the academic program of students who are "at-risk" or "learning disabled".

<http://www.diversity-project.org/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf>

Tier:

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement PLATO curriculum in math for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Academic Support Program	Tier 3	Getting Ready	10/14/2014	05/21/2015	\$0	Section 31a	Principal, curriculum coach and title I director.

Strategy 6:

Summer Learning Academy - Students identified through MEAP data, who require additional assistance in meeting the state standards will be invited to attend 4 weeks beyond the regular school year ending to increase math achievement.

Research Cited: Response to intervention is a program built on research that suggests that low achievement may be due to inappropriate instruction and not necessarily to a disability.

http://www.resa.net/downloads/response_to_intervention/interventions.pdf

Tier:

Activity - Summer School Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through MEAP data who require additional assistance in meeting the state standards will be invited to attend	Academic Support Program	Tier 3	Getting Ready	06/22/2015	07/09/2015	\$0	Title I Part A	Principal, curriculum director and teachers

Goal 3: Winans Academy Middle School Students will become proficient in Science .

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency science inquiry in Science by 05/18/2015 as measured by MEAP 2015 and Spring Performance Series Exams.

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Strategy 1:

3.1.1. Strategy: Increase student inquiry in the Science curriculum - Instructional staff will implement Bloom's higher level thinking skills (analysis, synthesis and evaluation) to drive inquiry during teaching.

Research Cited: Heather Banchi and Randy Bell (2008) stated four forms of inquiry based learning in Science that build higher order thinking skills which align to Bloom's taxonomy, they are: confirmation inquiry, structured inquiry, guided inquiry and open inquiry.

Tier:

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide field trips to various venues for students to explore Science outside of the classroom and make connections to real-world applications.	Field Trip			10/13/2014	06/08/2015	\$8000	Title I Part A	Principal and Teachers.

Activity - Quality Lab experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Title I Part A	Principal, curriculum coach and teachers.

Activity - Additional academic support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will work with students who haven't met mastery on the state assessment or Performance Series exam.	Academic Support Program			09/02/2014	06/15/2015	\$105000	Title I Part A	Principal, curriculum coach and title I director.

Strategy 2:

Professional Learning - All staff (teachers, building substitutes and paraprofessionals) will receive training in differentiated instruction to ensure equity in science for all students; our 8th grade students were not proficient in science. All teachers will post the scientific method on their walls in each classroom across the district for vertical alignment in raising achievement in our science curriculum.

Research Cited: Adjusting teacher methodology to accommodate every student need is strategy to ensure each student

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makes academic gains and meets mastery. Tomlinson & Allan(2000)scholarly research on differentiating instruction, states "It is an approach to teaching that advocates active planning for student differences in classrooms."

Tier:

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.	Professional Learning			08/18/2014	06/15/2015	\$3000	Title I Part D	Principal and curriculum coach.

Activity - Monitor Implementation of Interactive Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Direct Instruction	Tier 1	Getting Ready	09/15/2014	06/22/2015	\$0	Title I Part A	Curriculum Coach and Principal.

Goal 4: Increase Parental Involvement at Winans Middle School

Measurable Objective 1:

collaborate to Have more Parents involved in our academic program. by 02/07/2014 as measured by More Parent participation in conferences and in the overall school's academic program..

Strategy 1:

Increased Parent Involvement - Parents will become more involved in the academic programs at our school, thusly raising student achievement.

Research Cited: Detroit Parent Network

<http://www.detroitparentnetwork.org/programs>

Tier:

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide quality parent workshops several times throughout the year in all core academic subjects. The latter will give parents tools and resources needed to assist their children at home.	Parent Involvement	Tier 1	Getting Ready	08/25/2014	06/15/2015	\$6000	Title I Part A	Principal, Dean of Students, Teachers, Curriculum Coach and Director, Title I director.
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Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide effective communication (EdLine, One Call, Newsletters, etc) to parents regarding the progress of their student in our academic, performing arts and social program.	Parent Involvement			09/03/2013	07/07/2014	\$8000	Title I Part A	Superintendent, Principal, Dean of Students and Title I director.

Strategy 2:

Increase student attendance - Families who have experienced attendance challenges will work with our middle school team to increase timeliness and absenteeism. Students who attend school more regularly appear to have higher success in mastering the standards.

Research Cited: <http://www.detroitparentnetwork.org/>

Tier: Tier 3

Activity - Parent Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide strategies to families on the alignment of attendance with student achievement.	Parent Involvement	Tier 1	Getting Ready	09/15/2014	06/15/2015	\$0	Title I Part A	Director of Attendance, Dean of Students, Teachers and Principal.

Activity - Monitor Student Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Director will monitor student attendance. Letters and calls will be made to families that have excessive truancy.	Policy and Process	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$0	General Fund	Attendance Committee.

Goal 5: Students will increase Social Studies proficiency

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency of 5% in Social Studies by 05/11/2015 as measured by the State MEAP Assessment. .

Strategy 1:

Purchase TCI Curriculum - History Alive! is a computer based program that creates lively and interactive lessons. Teaching history through this resource will assist students in retaining and understanding the value of past cultures and civilizations with the use of technology.

Research Cited: Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve comprehension. Graphic organizers and movement activities are key to TCI lessons.

<http://www.teachtci.com/social-studies-teaching-strategies.html>

Tier: Tier 1

Activity - Teacher Training on History Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History teachers will be trained in History Alive! interactive curriculum. The professional learning will be ongoing to provide teachers with strategies and best practices.	Professional Learning	Tier 1	Getting Ready	09/15/2014	06/08/2015	\$7000	Other	Social Studies teachers, Curriculum Coach, and Principal

Strategy 2:

Increase Comprehension - Students who struggle in reading comprehension appear to have challenges mastering the social studies content. Paraprofessionals will pull out students that are reading below grade level to work on fluency and comprehension.

Research Cited: The instructional approach and techniques are based on current research about how children learn to read, and the levels build systematically from letters and sounds, then to words and sentences, and ultimately to reading fluency.

http://learntoread.hookedonphonics.com/why_it_works/research

Tier: Tier 3

Activity - Training on Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Winans Academy Middle School

English teachers will train Paraprofessionals on using the Hooked on Phonics program for Tier 3 students that are not on grade level.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/08/2015	\$0	Title I Part D	ELA Teachers, Curriculum Coach, Title I Coordinator and Principal.
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are not on grade level will attend our after school tutoring to increase reading proficiency. An adaptive assessment will be used (PLATO) to determine individual student deficits and a prescription for direct instruction will be used by the tutor to increase student achievement.	Direct Instruction	Tier 3	Getting Ready	10/01/2014	05/25/2015	\$0	Title I Part A	Curriculum Coach and Principal
Activity - Monitor the Implementation of History Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly progress monitoring to ensure all students are making adequate gains.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	General Fund	Curriculum Coach and Principal

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
After school tutoring	Instructional staff will implement PLATO curriculum in math for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Academic Support Program	Tier 3	Getting Ready	10/14/2014	05/21/2015	\$0	Principal, curriculum coach and title I director.
Support Services	Math Interventionist will work with students in groups and individually that are not on grade level; providing push in and pull out services. Learning targets will be established for each student with baseline data from MEAP and Performance Series exams.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/15/2015	\$25000	Principal, Title I Director and Curriculum Coach
Extended Day	Instructional staff will implement PLATO curriculum in reading for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Tutoring			10/07/2013	05/29/2014	\$17000	Principal, curriculum director and curriculum coach.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Teacher training on implementation of connected mathematics project.	Math teachers will have ongoing professional learning on implementing CMP.	Professional Learning			08/18/2014	06/15/2015	\$12000	Math teachers, principal and curriculum director.
Teacher Training on History Alive!	History teachers will be trained in History Alive! interactive curriculum. The professional learning will be ongoing to provide teachers with strategies and best practices.	Professional Learning	Tier 1	Getting Ready	09/15/2014	06/08/2015	\$7000	Social Studies teachers, Curriculum Coach, and Principal

School Improvement Plan

Winans Academy Middle School

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff trainings	ELA Teachers will receive professional learning on implementing the common core state standards, differentiated instruction, brain-based learning, balanced literacy, reader's/writer's workshop and PLATO.	Professional Learning			08/19/2013	06/20/2014	\$12000	Principal, curriculum director and curriculum coach.
Monitor the Implementation of History Alive!	Weekly progress monitoring to ensure all students are making adequate gains.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	Curriculum Coach and Principal
Monitor the Implementation of Connected Math Curriculum	Weekly monitoring of the math curriculum will be conducted to ensure the resources are being implemented with fidelity.	Walkthrough	Tier 1	Getting Ready	09/02/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Monitor the Implementation of the instructional strategies	Teachers instruction will be monitored to ensure the curriculum is being taught with fidelity.	Walkthrough	Tier 1	Monitor	09/02/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Teacher training on PLATO and Effective Instruction	Several teachers will teach a skills building math essentials course. Professional learning will be ongoing to provide teachers with strategies and best practices to decrease student deficits.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Principal, Curriculum Director and Curriculum Coach
Writing Program	Implementation of a research-based strategic writing curriculum will establish vertical alignment in our program which will increase student achievement.	Academic Support Program			09/03/2013	06/13/2014	\$10000	Principal and curriculum coach.
Monitor Student Attendance	Attendance Director will monitor student attendance. Letters and calls will be made to families that have excessive truancy.	Policy and Process	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$0	Attendance Committee.
Technology Integration	Staff will utilize technology (promethean boards, PLATO, Brain-Pop, and NetBooks and Laptops) during school and in extended day program for progress monitoring. Timely adjustment will be made based off of the summative data.	Technology			09/03/2013	06/20/2014	\$10000	Principal, curriculum coach.

Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Winans Academy Middle School

Training on Reading Comprehension	English teachers will train Paraprofessionals on using the Hooked on Phonics program for Tier 3 students that are not on grade level.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/08/2015	\$0	ELA Teachers, Curriculum Coach, Title I Coordinator and Principal.
Professional Learning	Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.	Professional Learning			08/18/2014	06/15/2015	\$3000	Principal and curriculum coach.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Quality Lab experiments	There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Principal, curriculum coach and teachers.
Parent Workshops	Provide quality parent workshops several times throughout the year in all core academic subjects. The latter will give parents tools and resources needed to assist their children at home.	Parent Involvement	Tier 1	Getting Ready	08/25/2014	06/15/2015	\$6000	Principal, Dean of Students, Teachers, Curriculum Coach and Director, Title I director.
Small groups	Small groups will work with paraprofessional to increase mastery. The computer lab as well as the classroom will be utilized with the PLATO software program.	Academic Support Program			09/03/2013	06/16/2014	\$105000	Principal, curriculum coach, title I director.
Monitor Implementation of Interactive Science Curriculum	Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Direct Instruction	Tier 1	Getting Ready	09/15/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Parent Training	Provide strategies to families on the alignment of attendance with student achievement.	Parent Involvement	Tier 1	Getting Ready	09/15/2014	06/15/2015	\$0	Director of Attendance, Dean of Students, Teachers and Principal.

School Improvement Plan

Winans Academy Middle School

Educational Excursions	Instructional staff will provide field trips to various venues for students to explore Science outside of the classroom and make connections to real-world applications.	Field Trip			10/13/2014	06/08/2015	\$8000	Principal and Teachers.
Summer Learning Academy	Students identified through MEAP or Performance Series that haven't met mastery will be required to attend summer school to close academic gaps.	Other			06/09/2014	07/03/2014	\$20000	Principal, teachers and curriculum coach.
Educational Excursions	Students will have several opportunities to explore learning outside of the classroom through visiting various educational environments in action. The exposure will increase vocabulary skills and descriptive writing.	Field Trip			10/01/2013	06/09/2014	\$8000	Principal, Dean of Students and Teachers.
After School Tutoring	Students that are not on grade level will attend our after school tutoring to increase reading proficiency. An adaptive assessment will be used (PLATO) to determine individual student deficits and a prescription for direct instruction will be used by the tutor to increase student achievement.	Direct Instruction	Tier 3	Getting Ready	10/01/2014	05/25/2015	\$0	Curriculum Coach and Principal
Push-in/Pull-out services	Paraprofessionals will work with students who are not on grade level in small groups.	Academic Support Program	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$105000	Principal, curriculum director and title I director.
Additional academic support	Title I staff will work with students who haven't met mastery on the state assessment or Performance Series exam.	Academic Support Program			09/02/2014	06/15/2015	\$105000	Principal, curriculum coach and title I director.
Summer School Program	Students identified through MEAP data who require additional assistance in meeting the state standards will be invited to attend	Academic Support Program	Tier 3	Getting Ready	06/22/2015	07/09/2015	\$0	Principal, curriculum director and teachers
Communication	Provide effective communication (EdLine, One Call, Newsletters, etc) to parents regarding the progress of their student in our academic, performing arts and social program.	Parent Involvement			09/03/2013	07/07/2014	\$8000	Superintendent, Principal, Dean of Students and Title I director.

ELA 2014-2015

Overview

Plan Name

ELA 2014-2015

Plan Description

Students will increase proficiency in ELA.

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 Middle will become proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$182000

Goal 1: All students at Winans Middle will become proficient in English Language Arts

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/18/2015 as measured by MEAP 2015 State Exam and Spring Performance Series data..

Strategy 1:

Additional academic services - Title I Staff will provide extra time, resources and assistance to students not on grade level in ELA. Providing push-in/pull-out services and working with students in the computer lab on PLATO.

Research Cited: Common Core State Standards (CCSS) will demand students' increase in comprehension:

"Lexile measures enable educators to manage a student's reading comprehension and target instruction as necessary. They provide insight into a student's independent reading experience with a specific text so that educators can better support struggling readers or provide achieving readers with additional resources.

Matching a student's Lexile measure with text at the same Lexile measure leads to an expected 75% comprehension rate, a rate that is not too difficult to be frustrating but difficult enough to be challenging and to encourage reading progress."

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/educators/>

Tier:

Activity - Small groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups will work with paraprofessional to increase mastery. The computer lab as well as the classroom will be utilized with the PLATO software program.	Academic Support Program			09/03/2013	06/16/2014	\$105000	Title I Part A	Principal, curriculum coach, title I director.

Strategy 2:

Increase reading comprehension - ELA Teachers will be trained on Reader's/Writer's workshop and provided the resources for full implementation. 6th grade ELA teacher will implement the Benchmark Literacy Program.

Research Cited: Common Core State Standards (CCSS) will demand students' increase in comprehension:

"Lexile measures enable educators to manage a student's reading comprehension and target instruction as necessary. They provide insight into a student's independent reading experience with a specific text so that educators can better support struggling readers or provide achieving readers with additional resources.

Matching a student's Lexile measure with text at the same Lexile measure leads to an expected 75%

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comprehension rate, a rate that is not too difficult to be frustrating but difficult enough to be challenging and to encourage reading progress."

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/educators>

Tier:

Activity - Staff trainings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA Teachers will receive professional learning on implementing the common core state standards, differentiated instruction, brain-based learning, balanced literacy, reader's/writer's workshop and PLATO.	Professional Learning			08/19/2013	06/20/2014	\$12000	General Fund	Principal, curriculum director and curriculum coach.
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize technology (promethean boards, PLATO, Brain-Pop, and NetBooks and Laptops) during school and in extended day program for progress monitoring. Timely adjustment will be made based off of the summative data.	Technology			09/03/2013	06/20/2014	\$10000	General Fund	Principal, curriculum coach.
Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement PLATO curriculum in reading for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Tutoring			10/07/2013	05/29/2014	\$17000	Section 31a	Principal, curriculum director and curriculum coach.
Activity - Summer Learning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through MEAP or Performance Series that haven't met mastery will be required to attend summer school to close academic gaps.	Other			06/09/2014	07/03/2014	\$20000	Title I Part A	Principal, teachers and curriculum coach.
Activity - Monitor the Implementation of the instructional strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Winans Academy Middle School

Teachers instruction will be monitored to ensure the curriculum is being taught with fidelity.	Walkthrough	Tier 1	Monitor	09/02/2014	06/22/2015	\$0	General Fund	Curriculum Coach and Principal.
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Strategy 3:

Students will increase in Writing skills - Students will become more descriptive and utilize the 6+1 traits of writing in practice.

Research Cited: Writing across the curriculum increases student vocabulary. Dr. William Daggett's rigor and relevance framework and 6+1 traits of writing framework.

Tier:

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have several opportunities to explore learning outside of the classroom through visiting various educational environments in action. The exposure will increase vocabulary skills and descriptive writing.	Field Trip			10/01/2013	06/09/2014	\$8000	Title I Part A	Principal, Dean of Students and Teachers.

Activity - Writing Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a research-based strategic writing curriculum will establish vertical alignment in our program which will increase student achievement.	Academic Support Program			09/03/2013	06/13/2014	\$10000	General Fund	Principal and curriculum coach.

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
Extended Day	Instructional staff will implement PLATO curriculum in reading for after school (ASAP) program twice a week for one hour for students not on grade level based on MEAP and Performance Series data.	Tutoring			10/07/2013	05/29/2014	\$17000	Principal, curriculum director and curriculum coach.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the Implementation of the instructional strategies	Teachers instruction will be monitored to ensure the curriculum is being taught with fidelity.	Walkthrough	Tier 1	Monitor	09/02/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Staff trainings	ELA Teachers will receive professional learning on implementing the common core state standards, differentiated instruction, brain-based learning, balanced literacy, reader's/writer's workshop and PLATO.	Professional Learning			08/19/2013	06/20/2014	\$12000	Principal, curriculum director and curriculum coach.
Technology Integration	Staff will utilize technology (promethean boards, PLATO, Brain-Pop, and NetBooks and Laptops) during school and in extended day program for progress monitoring. Timely adjustment will be made based off of the summative data.	Technology			09/03/2013	06/20/2014	\$10000	Principal, curriculum coach.
Writing Program	Implementation of a research-based strategic writing curriculum will establish vertical alignment in our program which will increase student achievement.	Academic Support Program			09/03/2013	06/13/2014	\$10000	Principal and curriculum coach.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

Winans Academy Middle School

Educational Excursions	Students will have several opportunities to explore learning outside of the classroom through visiting various educational environments in action. The exposure will increase vocabulary skills and descriptive writing.	Field Trip			10/01/2013	06/09/2014	\$8000	Principal, Dean of Students and Teachers.
Small groups	Small groups will work with paraprofessional to increase mastery. The computer lab as well as the classroom will be utilized with the PLATO software program.	Academic Support Program			09/03/2013	06/16/2014	\$105000	Principal, curriculum coach, title I director.
Summer Learning Academy	Students identified through MEAP or Performance Series that haven't met mastery will be required to attend summer school to close academic gaps.	Other			06/09/2014	07/03/2014	\$20000	Principal, teachers and curriculum coach.

Science 2014-2015

Overview

Plan Name

Science 2014-2015

Plan Description

Increase student proficiency in Science.

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	Winans Academy Middle School Students will become proficient in Science .	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$121000

Goal 1: Winans Academy Middle School Students will become proficient in Science .

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency science inquiry in Science by 05/18/2015 as measured by MEAP 2015 and Spring Performance Series Exams.

Strategy 1:

3.1.1. Strategy: Increase student inquiry in the Science curriculum - Instructional staff will implement Bloom's higher level thinking skills (analysis, synthesis and evaluation) to drive inquiry during teaching.

Research Cited: Heather Banchi and Randy Bell (2008) stated four forms of inquiry based learning in Science that build higher order thinking skills which align to Bloom's taxonomy, they are: confirmation inquiry, structured inquiry, guided inquiry and open inquiry.

Tier:

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide field trips to various venues for students to explore Science outside of the classroom and make connections to real-world applications.	Field Trip			10/13/2014	06/08/2015	\$8000	Title I Part A	Principal and Teachers.
Activity - Quality Lab experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Title I Part A	Principal, curriculum coach and teachers.
Activity - Additonal academic support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff will work with students who haven't met mastery on the state assessment or Performance Series exam.	Academic Support Program			09/02/2014	06/15/2015	\$105000	Title I Part A	Principal, curriculum coach and title I director.

School Improvement Plan

Winans Academy Middle School

Strategy 2:

Professional Learning - All staff (teachers, building substitutes and paraprofessionals) will receive training in differentiated instruction to ensure equity in science for all students; our 8th grade students were not proficient in science. All teachers will post the scientific method on their walls in each classroom across the district for vertical alignment in raising achievement in our science curriculum.

Research Cited: Adjusting teacher methodology to accommodate every student need is strategy to ensure each student makes academic gains and meets mastery. Tomlinson & Allan(2000)scholarly research on differentiating instruction, states "It is an approach to teaching that advocates active planning for student differences in classrooms."

Tier:

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.	Professional Learning			08/18/2014	06/15/2015	\$3000	Title I Part D	Principal and curriculum coach.
Activity - Monitor Implementation of Interactive Science Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Direct Instruction	Tier 1	Getting Ready	09/15/2014	06/22/2015	\$0	Title I Part A	Curriculum Coach and Principal.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.	Professional Learning			08/18/2014	06/15/2015	\$3000	Principal and curriculum coach.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional academic support	Title I staff will work with students who haven't met mastery on the state assessment or Performance Series exam.	Academic Support Program			09/02/2014	06/15/2015	\$105000	Principal, curriculum coach and title I director.
Quality Lab experiments	There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Direct Instruction			09/02/2014	06/15/2015	\$5000	Principal, curriculum coach and teachers.
Monitor Implementation of Interactive Science Curriculum	Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Direct Instruction	Tier 1	Getting Ready	09/15/2014	06/22/2015	\$0	Curriculum Coach and Principal.
Educational Excursions	Instructional staff will provide field trips to various venues for students to explore Science outside of the classroom and make connections to real-world applications.	Field Trip			10/13/2014	06/08/2015	\$8000	Principal and Teachers.

Parent Involvement 2014-2015

Overview

Plan Name

Parent Involvement 2014-2015

Plan Description

Increase Parent participation.

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	Increase Parental Involvement at Winans Middle School	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$14000

Goal 1: Increase Parental Involvement at Winans Middle School

Measurable Objective 1:

collaborate to Have more Parents involved in our academic program. by 02/07/2014 as measured by More Parent participation in conferences and in the overall school's academic program..

Strategy 1:

Increased Parent Involvement - Parents will become more involved in the academic programs at our school, thusly raising student achievement.

Research Cited: Detroit Parent Network

<http://www.detroitparentnetwork.org/programs>

Tier:

Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide quality parent workshops several times throughout the year in all core academic subjects. The latter will give parents tools and resources needed to assist their children at home.	Parent Involvement	Tier 1	Getting Ready	08/25/2014	06/15/2015	\$6000	Title I Part A	Principal, Dean of Students, Teachers, Curriculum Coach and Director, Title I director.

Activity - Communication	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide effective communication (EdLine, One Call, Newsletters, etc) to parents regarding the progress of their student in our academic, performing arts and social program.	Parent Involvement			09/03/2013	07/07/2014	\$8000	Title I Part A	Superintendent, Principal, Dean of Students and Title I director.

Strategy 2:

Increase student attendance - Families who have experienced attendance challenges will work with our middle school team to increase timeliness and absenteeism.

Students who attend school more regularly appear to have higher success in mastering the standards.

Research Cited: <http://www.detroitparentnetwork.org/>

Tier: Tier 3

School Improvement Plan

Winans Academy Middle School

Activity - Parent Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide strategies to families on the alignment of attendance with student achievement.	Parent Involvement	Tier 1	Getting Ready	09/15/2014	06/15/2015	\$0	Title I Part A	Director of Attendance, Dean of Students, Teachers and Principal.
Activity - Monitor Student Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Director will monitor student attendance. Letters and calls will be made to families that have excessive truancy.	Policy and Process	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$0	General Fund	Attendance Committee.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Student Attendance	Attendance Director will monitor student attendance. Letters and calls will be made to families that have excessive truancy.	Policy and Process	Tier 3	Getting Ready	09/02/2014	06/22/2015	\$0	Attendance Committee.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Training	Provide strategies to families on the alignment of attendance with student achievement.	Parent Involvement	Tier 1	Getting Ready	09/15/2014	06/15/2015	\$0	Director of Attendance, Dean of Students, Teachers and Principal.
Communication	Provide effective communication (EdLine, One Call, Newsletters, etc) to parents regarding the progress of their student in our academic, performing arts and social program.	Parent Involvement			09/03/2013	07/07/2014	\$8000	Superintendent, Principal, Dean of Students and Title I director.
Parent Workshops	Provide quality parent workshops several times throughout the year in all core academic subjects. The latter will give parents tools and resources needed to assist their children at home.	Parent Involvement	Tier 1	Getting Ready	08/25/2014	06/15/2015	\$6000	Principal, Dean of Students, Teachers, Curriculum Coach and Director, Title I director.