



School Improvement Plan

Marvin L. Winans Academy - Elementary

Marvin L. Winans Academy of Performing Arts

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 Goal 3: All students, staff and parents will build relational capacity within the school. 50

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Introduction

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

Improvement Plan Assurance

Introduction

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

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Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted through a partnership with Global Psychological Solutions (GPS), a school turnaround company and the incoming administration. Under advisement of the authorizer, Saginaw Valley University, Winans Academy of Performing Arts (WAPA) Elementary reorganized administratively with new building leadership consisting of a principal and a curriculum director. Additionally, the school's management company, Solid Rock Management, contracted with GPS to provide comprehensive support for the educational program via Multi-tiered System of Support (MTSS) specifically targeting Tiers Two and culture and climate. GPS focused on four core components: Comprehensive Review, Plan Development and Implementation, Establish the GPS Educational Model, Leadership Support for Building and District Administrators. GPS conducted an extensive needs analysis from May 2019 - June 2019 through daily building operations observations, teacher instructional strategies observations, discipline procedures review and assessment data. The principal analyzed previous attendance and behavioral data. GPS conducted Observations and /Interviews and saw a lack of the following in many of the classrooms/building:

- Routines and procedures;
- In-class transitions;
- Redirect;
- Affective Language (Restorative);
- Adherence to WAPA Student Handbook when disciplining students;
- Common language and understanding of a shared, aligned culture (or culture-building program);
- Consistent, meaningful tracking of student behavior data;
- Consistent, meaningful tracking of student, teacher, parent perception data;

In our interviews we heard frustration with a lack of building-wide consistency regarding behavior routines. The curriculum a comprehensive year long review of the curriculum through materials/resources inventory, classroom observations, assessments (standardized tests and teacher created) and teacher interviews. This is a time of transition for WAPA elementary as the school suffered an 80% loss of instructional staff over the 2018-2019 school year. As the year progresses, the plan will be updated throughout the year.

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

The results of the comprehensive needs analysis are listed:

Attendance

30% of the students were chronically truant

46 days was the average absences for each students when calculated for all absences divided by all students

Daily Attendance was not recorded accurately

Climate and Culture

Behavior

K-5: 146 Suspensions [2% Physical Violence with injury; 42% Physical Violence without injury; 56% Other]

Other was overwhelmingly Classroom Disruption! Majority which are subjective offenses as opposed to objective offenses such as fighting, drugs, weapons, and theft.

Daily Behavior Incidents was not recorded accurately indicating numbers may be seriously under reported.

GPS reported in observations a lack of the following in many of the classrooms/building: - Routines and procedures; - In-class transitions; -
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Redirect; - Affective Language (Restorative);- Adherence to WAPA Student Handbook when disciplining students
- Common language and understanding of a shared, aligned culture (or culture-building program); - Consistent, meaningful tracking of student behavior data; - Consistent, meaningful tracking of student, teacher, parent perception data. In our interviews we heard frustration with a lack of building-wide consistency regarding behavior routines.

Staffing:

The staffing shortage is one of the most pressing needs. Certified teachers are needed in K-3 where the NWEA results are most alarming (and where the students have the most critical need) (see attached NWEA summary). Performing Arts teachers are needed both to fulfill the PA mission of the school and to provide time for DDDM and MTSS systems to work properly.

Preliminary NWEA data is concerning. In K-3, none of the teachers achieved an average of one year's growth for a year of instruction in reading or math. In Math, only two teachers had over .5 years average growth with .67 and .59. In reading only two teachers had over .5 years average growth with .57 and .75. In K-3, the highest percent of students to meet their growth projection (one year) in math was 27% and in reading was 39%. Overall in K-3: 9.6 percent of students met growth in Math and averaged .47 year growth. Overall in K-3: 15.1 percent of students met growth in Reading and averaged .48 year growth.

Overall in 7/8: 38 percent of students met growth in Math and averaged .76 year growth. Overall in 7/8: 35.9 percent of students met growth in Reading and averaged .36 year growth.

However, our team did not see consistent evidence of the above expected instructional practices in classrooms. We saw primarily whole group, direct instruction. We did not see evidence of differentiation. We saw standards/essential questions posted in only 2 upper elementary classrooms. We saw Rigor in 1/9 rooms.

Instructional Practice Observation Percentage Notes

Essential Questions Posted and communicated 2/9 (posted)

Differentiation 0/9

Rigor 1/9

Gradual Release 1/9

Student Engagement 4/9 Intermittent

Check for Understanding 2/9

Curriculum

The school did not have a curriculum as defined by a collection of resources aligned to standards implemented using proven research-based strategies supported by assessments to meet targeted goals.

Perception Data

Overview:

Question 1: Is the school a welcoming place for parents/guardians?; Question 2: Is the school a safe place for your child to attend?;
Question 3: Does the school have good teachers?; Question 4: Does the school respond well to any concerns I have?; Question 5: Does the school prepare your child for the future?; Question 6: Does the school provide appropriate homework?; Question 7: Would you recommend the school to other parents?

The overall parent participation from WAPA campus was underwhelming even considering the short turnaround time. The parent participation was disappointing, which points to a very serious communication gap at the school. The fourth question of survey and the response to it, also points to this huge communication gap. This could be a communication error between parent and teacher, and or teachers and administration. The goal for parent participation needs to be set to 75% so that retention of families can begin now. Survey Summary: The school received average responses on the individual questions. Out of 98 surveys 42 questions had negative feedback, which

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equals 16% of the total questions. WAPA has a very big communication, and satisfaction gap, which puts the school at risk to lose more families. Perception data collection was incomplete with only the parents being surveyed. The presentation of the data was incomplete as there was no analysis just the percentage of the response. The most helpful data was the parents' comments as listed.

Parent Comments & Suggestions:

Please make all school supplies accessible for children who need them some cannot afford.

Stop making money changes without parent communication. Issues with uniform cost

Teachers need more structure and consequences for behavior issues.

There needs to be better organization in the K-2 parking lot.

Why are there so many teachers leaving the school?

The school does not push students to maximum ability.

Please add a S.T.E.M. program.

The school has backtracked and is not the same as it used to be.

Please get a teacher aide for every teacher to help with academic issues.

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

The results of data and operational analysis through the comprehensive needs assessment led to the development of the following goals:

- increased Reading and Math Growth for One Year of Implementation
- Increased Student Proficiency
- Improved Student Behavior
- Improved Teacher Satisfaction and Morale
- Effective Instructional Practices
- Organizational Alignment
- Improved Culture and Climate
- Increased Staff Capacity and Expertise
- Increased Accountability
- Improved Data Management and Analytics

The goals of increased Reading and Math Growth for One Year of Implementation, increased student proficiency, improved teacher satisfaction and morale, effective instructional practices, organizational alignment, increased staff capacity and expertise, increased accountability and improved data management and analytics will be achieved by the following:

Instructional Coaching:

Global Design for Teaching Learning (GDTL) Expectations: "Instructors deliver content using a clear and concise methodology that is driven by data." "Instruction uses effective research-based strategies that are systematically conveyed, culturally relevant, rigorous, and engage relationships." (GDTL, 38)

Format of Instructional Support:

- Bi-Weekly Mentoring (GDTL, 29)
- Monthly observations (GDTL, 29)
- Quarterly informal feedback (GDTL, 29)

Research Based Strategies:

- Lesson Plans posted (GDTL, 29) (for administrators to review and for subs) (review components GDTL, 52) (review template in back of GDTL).

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- Essential Questions indicated on boards (GDTL)
- Differentiation (GDTL, 55)
- Bloom's Rigor and Relevance Framework (GDTL, 45-47)
- Gradual Release model (p. 53) Direct Instruction, Guided Practice, Collaborative Learning, Independent Work (GDTL)

NWEA Data:

Preliminary NWEA data is concerning. In K-3, none of the teachers achieved an average of one year's growth for a year of instruction in reading or math. In Math, only two teachers had over .5 years average growth with .67 and .59. In reading only two teachers had over .5 years average growth with .57 and .75. In K-3, the highest percent of students to meet their growth projection (one year) in math was 27% and in reading was 39%. Overall in K-3: 9.6 percent of students met growth in Math and averaged .47 year growth. Overall in K-3: 15.1 percent of students met growth in Reading and averaged .48 year growth. Overall in 7/8: 38 percent of students met growth in Math and averaged .76 year growth. Overall in 7/8: 35.9 percent of students met growth in Reading and averaged .36 year growth.

Increased Student Proficiency through Data Driven Decision Making (DDDM) and Professional Learning Communities (PLCs):

GDTL Expectations:

- Pre/post tests given to measure growth (GDTL, 29)
- Weekly Grade Level Meetings (GDTL, 29)
- Pacing Guides (GDTL, 29)
- Data Wall (pre/post assessment scores, 80% mastery (teacher-maintained)(GDTL, 44)
- PLCs using Data, Implementing Learning Design, and is outcomes based (GDTL, 42)

There were NWEA data posters in most of the classrooms we saw with goals posted. It was not clear how the students or teachers were working toward attainment of those goals.

Observation/Interview Data revealed that the lack of certified teachers and PA teachers led to the use of subs in classrooms and the lack of planning periods. With resources stretched thin and common planning time eliminated, it appears that PLCs with a DDDM focus were not occurring. In the Consolidated Application, the benchmark for stipends for teacher excellence is 75% of students meeting their goal and a minimum of one year's growth. None of the teachers achieved this goal. One teacher had more than a year's growth in both Reading and Math but did not achieve that with 75% of students.

Establish a Culture of Collaboration

Culture of Collaboration is building capacity through professional learning communities (PLC). At its core, the concept of a PLC rests on the premise of improving student learning by improving teaching practice <http://www.sciencedirect.com/science/article/pii/S0742051X07000066>). Winans Academy recognizes to transform our school community with sustainable results, we must shift from traditional teacher-isolated instruction to a community that works collaboratively around (1) a shared understanding and commitment to high goals; (2) possess an assumption that all of our students can learn; (3) open communication openly and transparent problem solving through ongoing communication; (4) continuous assessment of teaching and learning; (5) timely intervention and acceleration for students; (5) shared professional commitment to reflecting on our own practices, new learning and rethink our approaches; (6) teaching and assessment practices based on teacher-directed action performing teams as opposed to pointing the finger at children for minimum gains and short comings. When researchers examine the connection between the quality of classroom pedagogy and the existence of the core characteristics of cultures of collaboration Louis and Marks (1998), they documented that the presence of professional community in a school contributes to higher levels of social support for achievement and higher levels of authentic pedagogy. Effective collaboration is about maximizing time, talent and tools to create value. All stakeholders come together simultaneously to work and make decisions regardless of our function, level or role. Making this happen requires tools and processes plus the Culture of Collaboration. Without the culture, collaboration progress tends to stall and the best tools, processes, systems and leadership strategies fall flat. Bringing staff, teachers and parents together to do the work of the school is not easy. Rather, school leaders must help all members of the school community feel a sense of pride and ownership in their work.

"Outcomes for both staff and students schools where there is a culture of collaboration have resulted in: reduction of isolation of teachers;

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increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission; shared responsibility for the total development of students and collective responsibility for students' success; powerful learning that defines good teaching and classroom practice, that creates new knowledge and beliefs about teaching and learners; increased meaning and understanding of the content that teachers teach and the roles that they play in helping all students achieve expectations; higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students; more satisfaction and higher morale, and lower rates of absenteeism; significant advances into making teaching adaptations for students, and changes for learners made more quickly than in traditional schools; commitment to making significant and lasting changes; higher likelihood of undertaking fundamental, systemic change. For students, the results include: decreased dropout rate and fewer classes 'cut'; lower rates of absenteeism; increased learning that is distributed more equitably in the smaller high schools; larger academic gains in math, science, history, and reading than in traditional schools; smaller achievement gaps between students from different backgrounds." (Hord,1997).

Training/implementation/feedback on the following instructional strategies - Focus on Standards/Learning Targets; - Teacher Clarity (Clear goals, check for understanding, on-going feedback); - Teacher Talk -Cooperative learning-student; engagement (gradual release model); - Small-group targeted instruction; - Differentiation; - Rigor; - Student Engagement

Culture and Climate

The goals of improved student behavior and improved culture and climate will be accomplished by being deliberate and intentional about creating an environment where every stakeholder feels safe, valued, connected and respected. Tableman & Herron (2004) reported the Search Institute "found a caring school climate is associated with Higher grades, engagement, attendance, expectations and aspirations, a sense of scholastic competence, fewer school suspensions, and on-time progression through grades (19 studies)." Balanz (2012) identified three critical areas that often go unaddressed by reform initiatives and are the reasons they are not successful: ATTENDANCE, BEHAVIOR, & ACADEMIC EFFORT which all contribute to the School-to-Prison Pipeline.

The first step was to completely revise the WAPA Parent/Student Handbook to move it from punitive to more restorative. Central to those efforts was the creation and implementation of a point system model for behavior infractions where students are assigned point for infractions and related consequences but will also be able to have points removed if incurring no additional incidents every thirty days. WAPA Behavior Point System with Infractions Scale

The purpose of the behavior point system is to keep students, parents, teachers, staff, and administration informed of students' behavior status as a way of encouraging and maintaining positive and appropriate behavior throughout the WAPA campus, buses and off site events. Additionally, the point system serves as an accountability tool for both the students and the school. For the students, it will serve as an early warning indicator to improve behavior before more serious consequences are assigned. For the school, it will serve as an early warning indicator to intervene with the proper support to prevent continued accumulation of points and progression to more serious disciplinary actions up to and including expulsion.

Point System Operation

- #1. Administrator enters incident disposition into Student Information Management System behavior component.
- #2. Administrator assigns student points from the scale based upon whether the incident is a major or minor infraction.
- #3. Administrator determines student's point total after assigning points for the incident and determines student's current point total.
- #4. Administrator places number of points assigned for the current incident and the student's accumulated point total on the WAPA School Referral and Consequences Form and provides student, the student's parent(s), and the Main office with copies.
- #5. Administrator will initiate a Behavior Improvement Plan meeting with student, parent(s), and administration for a student when a student's point total reaches twenty (20) points. The meeting will identify any support, assistance and counseling programs the student will be required to complete.
- #6. After the Behavior Improvement Plan meeting, the student will be required to have a Daily Behavior Form completed by the student's teachers.
- #7. The student must turn in the completed Daily Behavior Form to the Dean of Students. Dean of Students' will share Daily Behavior Form

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information with BIP students' parents weekly.

#8. Administration will initiate the expulsion process for students who accumulated thirty-five (35) or more points within a school year.

NOTE #1: Five (5) points will be removed from a student's accumulated point total every thirty (30) days without any disciplinary incidents.

NOTE #2: Students on Behavior Improvement Plans will have the plan discontinued if the students drops below twenty (20) points.

Minor Infractions (Classroom-Managed) [Points scale = 1-5]

Refuses Directive Inappropriate Noises/Comments Disruption of the Educational Process Does Not Stay in Assigned Seat Temper Tantrums/Emotional Meltdown Horseplay Swearing/Inappropriate Language Failure to Report to Assigned Room Forged Note/Pass Minor Destruction of Property Verbal Threats Leaves Class without Permission Consistent Disruptive Behavior in Non-Classroom Areas Throwing Objects in Class Inappropriate physical contact Continued Uniforms Violations

Major (Admin-Managed) [Points scale = 10-35]

Truancy Fighting: Physical violence without injury Fighting: Physical violence with minor injury

Fighting: Physical violence with major injury Possession/use of/intent to use a Weapon or facsimile

Possession/use of Prohibited Substance: drugs or alcohol Arson or possession/use of fire-starters & explosives Bullying with Physical Aggression Major Destruction of Property (Vandalism) Sexual Misconduct Indecent Behavior Offensive language: Racial, Ethnic, Religious, or Sexual Orientation Physical Aggression Towards Staff Continued Disruptive Behavior Defiance/Disrespect Towards Staff; Insubordination Verbal Bullying/Threats Stealing False Fire Alarm Prohibited Cellular Phone Use Gambling Continued Uniforms Violations

Expellable Infractions (Board-Managed, 35 or more points)

Violations of MDE Identified Infractions Requiring Expulsion Violations of local, state and/or federal law

We will also implement a Behavioral Early Warning Indicator System as described:

WAPA Behavior Early Warning Indicator System (B.E.W.I.S.)

The purpose of the Behavior Early Warning Indicator System (B.E.W.I.S.) is to keep students, parents, teachers, staff, and administration informed of students' behavior status as a way of encouraging and maintaining positive and appropriate behavior throughout the Winans Academy of Performing Arts (WAPA) campuses, buses and off site events. Additionally, B.E.W.I.S. serves as an accountability tool for both the students and the school. For the students, it will serve as an early warning indicator to improve behavior before more serious consequences are assigned. For the school, it will serve as an early warning indicator to intervene with the proper support to prevent continued accumulation of infractions and progression to more serious disciplinary actions up to and including expulsion.

B.E.W.I.S. Operation

#1. Administrator enters infraction disposition into Student Information Management System behavior component.

#2. Administrator enters the Number of Accumulated Infractions (major or minor infraction) into the system.

#3. Administrator places the Number of Accumulated Infractions (major or minor infraction) on the WAPA School Referral and Consequences Form and provides the student, the student's parent(s), and the Main office with copies.

#4. Administrator will initiate a Behavior Improvement Plan (BIP) meeting with student, parent(s), and administration for a student when a student reaches two (2) Major infractions or six (6) Minor infractions. The meeting will identify any support, assistance and counseling programs the student will be required to complete.

#5. After the Behavior Improvement Plan meeting, the student will be required to have a Daily Behavior Form completed by the student's teachers.

#6. The student must turn in the completed Daily Behavior Form to the Dean of Students. Dean of Students' will share Daily Behavior Form information with BIP students' parents weekly.

#7. Administration will initiate the expulsion process for students who accumulate four (4) Major infractions or twelve (12) Minor infractions within a school year.

NOTE #1: One (1) Major infraction and two (2) Minor infractions will be removed from a student's accumulated infraction total every thirty (30) days without any disciplinary incidents.

NOTE #2: Students on Behavior Improvement Plans will have the plan discontinued if the student drops below two (2) Major infractions and twelve (12) Minor infractions.

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Additionally, we will implement a Truancy Early Warning Indicator System (TEWIS) as described:

The following policy will apply regarding absences:

3 Absences: Student(s) & Parent(s)/Guardian(s) will be placed in our Truancy Early Warning Indicator System (TEWIS) and sign a commitment letter to answering a daily phone call or responding to a daily text confirming student(s) attendance. Dean of Students will be responsible for TEWIS.

6 Absences: Parent(s)/Guardian(s) will be required to attend a Mandatory Attendance Meeting with the Attendance/Tardy Committee and Community Partner Organization to address any obstacles causing attendance issues and jointly develop a Plan of Action and receive information from the Erase Truancy Program (District Attorney's Office and the Department of Human Services).

15 Absences: Parent(s)/Guardian(s) will be referred to the Erase Truancy Program and the Department of Human Services (if applies).

25 Absences: Student(s) may be considered for possible retention, required to attend Summer School or referred to the Winans Academy Board of Directors for possible expulsion.

The following policy will apply regarding tardiness [3 tardies constitutes one (1) absence]:

9 Tardies; Student(s) & Parent(s)/Guardian(s) will be placed in our Truancy Early Warning Indicator System (TEWIS) and sign a commitment letter to answering a daily phone call or responding to a daily text confirming student(s) attendance. Dean of Students will be responsible for TEWIS.

18 Tardies: Parent(s)/Guardian(s) will be required to attend a Mandatory Attendance Meeting with the Attendance/Tardy Committee and Community Partner Organization to address any obstacles causing attendance issues and jointly develop a Plan of Action and receive information from the Erase Truancy Program (District Attorney's Office and the Department of Human Services).

45 Tardies: Parent(s)/Guardian(s) will be referred to the Erase Truancy Program and the Department of Human Services (if applies).

75 Tardies: Student(s) may be considered for possible retention, required to attend Summer School or referred to the Winans Academy Board of Directors for possible expulsion.

Tableman, B. & Herron, A. (2004). School culture and climate (Best Practice Briefs, No. 31). East Lansing, MI: Michigan State University's University -Community Partnerships. Retrieved on July 22, 2015 from <http://outreach.msu.edu/bpbriefs/issues/brief31.pdf>.

Balfanz, R. (2012). Overcoming the poverty challenge to enable college and career readiness for all: The crucial role of student supports. Baltimore, MD: Johns Hopkins University's School of Education Center for Social Organization of Schools. Retrieved on July 22, 2015 from http://new.every1graduates.org/wp-content/uploads/2012/05/OvercomingPoverty_5-15-2012.pdf.

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

Each goal focuses on the areas of greatest needs. Special recognition is paid to meeting the needs of children who are disadvantaged by incorporating planning & preparation time in collaborative groups with teachers and parents, professional development to ensure implementation and the use of resources that make monitoring for early intervention and adjustments to be made immediately. Grade level teachers have common prep periods to ensure the PLCs facilitated by GPS staff. In addition timely additional services are incorporated in the goals, strategies and activities for the sole purpose of meeting the needs of all students especially those furthest away from achievement levels. We ensure that the students with disabilities have their needs addressed in our inclusive environment. We have a district Special Education Coordinator who makes sure that all staff are knowledgeable of MTSS, Response to Intervention, and special education compliance. What we know to be true is that disadvantaged students experience a number of obstacles to academic progress that necessitates increased support. Therefore, our MTSS program will contain a robust implementation of Tier 2 and Tier Three systems. Further, paraprofessionals, interventionists, special education teacher and a district title 1 coordinator also supports the allocations of

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resources that support students, teachers and parents. Lastly, students with disabilities have access to after school, push-in and pull-out, small group, timely intervention and summer school. The Extended Learning Opportunities that are available for students and in what grades are: K-5th Before school enrichment K-5th Individual and small group instruction 1st-5th After school instructional support K-5th Response to Intervention. All students are eligible for extended learning opportunities because we value accelerated opportunities for students just as much as those in need of intervention. Based on the data students are divided into three groups: those below grade level, approaching grade level and above grade level. Parents are notified through notes sent home and phone calls.

Component 2: Schoolwide Reform Strategies

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

The strategies to be implemented will be in support of the GPS School Turnaround Educational model which consists of three key components: 1. Establish a Culture of Learning; 2. Implementation of educational practices with fidelity; 3. Carefully chosen and intentionally utilized curriculum resources.

Establish a Culture of Learning

Tableman & Herron (2004) reported the Search Institute "found a caring school climate is associated with Higher grades, engagement, attendance, expectations and aspirations, a sense of scholastic competence, fewer school suspensions, and on-time progression through grades (19 studies)." GDTL Expectations: Culture and Climate: A Safe and Nurturing Environment: "emotional and social climate of safety" (GDTL, 14). A Student's Home Away from Home: "Clean, quiet, safe, comfortable, and healthy environment" (GDTL, 14) "A safe and civil environment" ((GDTL, 14) Professional Presentation: Student Uniform Code of Dress (GDTL, 14)

Maslow's Hierarchy of Human Needs: "Physiological, Safety and Security, Love and Belonging, Esteem, Self-Actualization" (GDTL, 15-16)

PBIS: (GDTL, 30-33)

Observation/Interview Data:

In our observations we saw a lack of the following in many of the classrooms/building:

- Routines and procedures
- In-class transitions
- Redirect
- Affective Language (Restorative)
- Adherence to WAPA Student Handbook when disciplining students
- Common language and understanding of a shared, aligned culture (or culture-building program)
- Consistent, meaningful tracking of student behavior data
- Consistent, meaningful tracking of student, teacher, parent perception data

In our interviews we heard frustration with a lack of building-wide consistency regarding behavior routines.

Conclusions:

- All Staff Restorative Practices Training, Implementation and Progress Monitoring: Intro and Circles
- Review GDTL and Student Handbook and Referral Form. Make sure all documents are aligned and in-line with processes/expectations.
- Classroom Management training: Procedures and routines, expectations
- Introduce PBIS tools as part of our climate/culture building-wide plan
- Data collection and progress monitoring

In conjunction with the GPS Culture and Climate Consultant and the WAPA Deans of Culture, WAPA will institute monthly thematic character education development activities as listed on the first Monday of every month:

Sept 2019 Narrative - "Showing regard for our environment and the feelings, wishes, rights, or traditions of others." Activities: "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or
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being courteous and helpful to others.); "Helpful vs. Hurtful" - Have students look at magazines or at social media posts and talk about which words can inspire and which words can be hurtful;

Oct 2019: Focus - "Paying attention to one thing without allowing distractions to change your thoughts."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.)

Nov 2019: Thankfulness - "Expressing gratitude for life's pleasures and people."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); Teachers: Use the door of your classroom to build a paper tree or flower and put things your class is grateful for on the branches or stem; Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.)

Dec 2019: Giving - "Providing love, care, and support without wanting anything in return."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); "Compliment Day!" (Thursday, December 12, 2019) On this day, the entire school community will take time throughout the day to express a positive, encouraging word with one another. Start the day by giving YOUR students a warm compliment; "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.)

Jan 2020: Perseverance - "Doing something in spite of difficulty or delay in achieving success."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.);

Feb 2020: Commitment - "Being dedicated to finish what you start."

Activities:

Charter Education Assembly during Morning Meeting time (First Monday of every month); "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.);

Mar 2020: Achievement - "Doing your personal best and working toward a goal."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.)

April 2020: Self-control - "The ability to control yourself, especially in difficult situations."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.)

May 2020: Sportsmanship - "Being fair, courteous and a gracious leader."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.); "Paying It Forward Day" (Thursday, May 21, 2020) On this day, the entire school community will perform acts of kindness for others.

June 2020: Honesty - "When you speak AND act the truthfully."

Activities: Charter Education Assembly during Morning Meeting time (First Monday of every month); Thursday, June 4, 2020 is "I Promise Day!". Teachers: Use the door of your classroom OR a wall within to have students state what learning experiences they 'Promise' to conduct over the summer. Use class discussion to talk about summer learning, AND them being honest with their words.; "Donuts with the Deans!" Last Friday of every month" (Teachers nominate two students per grade level for exhibiting good behavior, attendance, and/or being courteous and helpful to others.)

We will also implement student lead peer counseling and behavioral data review sessions.

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Implementation of educational practices with fidelity

GPS stated NWEA data indicates that students are not meeting state standard guidelines. Lack of clear consistent instruction model and/or teacher expectations.

Additionally, Global Design for Teaching Learning (GDTL) Expectations: "Instructors deliver content using a clear and concise methodology that is driven by data." "Instruction uses effective research-based strategies that are systematically conveyed, culturally relevant, rigorous, and engage relationships." (GDTL, 38)

Format of Instructional Support:

- Bi-Weekly Mentoring (GDTL, 29)
- Monthly observations (GDTL, 29)
- Quarterly informal feedback (GDTL, 29)

Research Based Strategies:

- Lesson Plans posted (GDTL, 29) (for administrators to review and for subs) (review components GDTL, 52) (review template in back of GDTL).
- Essential Questions indicated on boards (GDTL)
- Differentiation (GDTL, 55)
- Bloom's Rigor and Relevance Framework (GDTL, 45-47)
- Gradual Release model (p. 53) Direct Instruction, Guided Practice, Collaborative Learning, Independent Work (GDTL)

Carefully chosen and intentionally utilized curriculum resources.

GPS stated NWEA data indicates that students are not meeting state standard guidelines. Lack of clear consistent instruction model and/or teacher expectations.

GDTL Expectations:

"Curriculum mapping as well as scope and sequence are utilized to ensure that all teachers are on pace and all students are meeting guidelines. Students in targeted subgroups are pulled by para-professional staff for small group or one-on-one work to make sure that students in these groups are meeting requirements." (GDTL, 29)

Therefore, the school will implement the following recommendations from GPS:

- Resource training K-8
- Lesson Planning, template and feedback protocols
- Articulated Learning Targets
- Rigor and pacing expectations
- Ensure teachers are clear about standards, power standards, and what mastery looks like.
- Clearly defined academic expectations for teachers, leaders, intervention staff

The school purchased the following curricula:

My Math for K-4; Eureka Math for 5-8; My World Interactive for K8 Social Studies; StemScopes for K-8 Science, MyView for K-5 and My Perspective for 6-8 ELA. Staff received the equivalent of two weeks worth of professional development on using these online blended learning resources in addition to all of the associated manipulatives and hard copy materials for every student and teacher guides for every teacher.

Tableman, B. & Herron, A. (2004). School culture and climate (Best Practice Briefs, No. 31). East Lansing, MI: Michigan State University's University -Community Partnerships. Retrieved on July 22, 2015 from <http://outreach.msu.edu/bpbriefs/issues/brief31.pdf>.

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).

Instructional Coaching: [Training, implementation, support on the following instructional

strategies: - Focus on Standards/Learning Targets - Teacher Clarity (Clear goals, check for understanding, on-going feedback)

- Teacher Talk -Cooperative learning-student engagement (gradual release model) - Small-group targeted instruction - Differentiation

- Rigor - Student Engagement. Weekly, Monthly, and Quarterly schedule and protocol for training,

coaching, observations, and feedback].

Global Design for Teaching Learning (GDTL) Expectations:

"Instructors deliver content using a clear and concise methodology that is driven by data." "Instruction uses effective research-based strategies that are systematically conveyed, culturally relevant, rigorous, and engage relationships." (GDTL, 38)

The instructional coaching will ensure instruction is paced and sequenced appropriately and aligned with assessments to ensure teachers are providing targeted and focused instruction addressing the deficits and gaps revealed by data collected via assessments and observations. The Instructional Coaching will facilitate the adjusting and modification of the curriculum based upon data to ensure differentiation to meet all students where they are at academically and ensure fidelity of implementation.

PLCs and DDDM: [Weekly and monthly Grade Level Team meetings/schedules dedicated to DDDM with outlined protocols

- Review and revise daily schedule - Articulated learning targets - Introduce pre-post test data review- NWEA data review and use of learning continuum to close the achievement gap and meet goals - Behavior Data collection and review].

GDTL Expectations:

- Pre/post tests given to measure growth (GDTL, 29); - Weekly Grade Level Meetings (GDTL, 29) - Pacing Guides (GDTL, 29)

- Data Wall (pre/post assessment scores, 80% mastery (teacher-maintained)(GDTL, 44); - PLCs using Data, Implementing Learning Design, and is outcomes based (GDTL, 42);

The PLCs and DDDM will provide opportunities for the development of the administrative and instructional staff in order to build their capacity in data analysis to drive instruction. Additionally, the resultant systems and processes will become institutionalized and continue to function despite changes in personnel.

Curriculum: [Resource training K-8 - Lesson Planning, template and feedback protocols - Articulated Learning Targets

- Rigor and pacing expectations - Ensure teachers are clear about standards, power standards, and what mastery looks like]

GDTL Expectations:

"Curriculum mapping as well as scope and sequence are utilized to ensure that all teachers are on pace and all students are meeting guidelines. Students in targeted subgroups are pulled by para-professional staff for small group or one-on-one work to make sure that students in these groups are meeting requirements." (GDTL, 29)

The curriculum defined as a collection of resources aligned to standards implemented using proven research based strategies supported by assessments to meet targeted goals. The strategies will ensure the appropriate level of rigor is being applied via the learning targets with continual feedback support to build the teachers' and administrators' capacity to implement the resultant system and processes.

Culture/Climate: [All Staff Restorative Practices Training, Implementation and

Progress Monitoring: Intro and Circles - Review GDTL and Student Handbook and Referral Form. Make sure all documents are aligned and in-line with processes/expectations - Classroom Management training: Procedures and routines, expectations

- Introduce PBIS tools as part of our climate/culture building wide plan - Data collection and progress monitoring - Direct oversight of

Behavior Deans (monitoring of behavior logs, interventions, classroom visits, restorative circles, monthly character education initiatives,

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celebrations of positive behavior, behavior infractions, attendance, etc.) - Ensure shared language and understanding of the student code of conduct - Ensure adherence to student code of conduct]

Culture and Climate: A Safe and Nurturing Environment: "emotional and social climate of safety" (GDTL, 14); A Student's Home Away from Home: "Clean, quiet, safe, comfortable, and healthy environment" (GDTL, 14); "A safe and civil environment" ((GDTL, 14)

Professional Presentation: Student Uniform Code of Dress (GDTL, 14); Maslow's Hierarchy of Human Needs: "Physiological, Safety and Security, Love and Belonging, Esteem, Self-Actualization" (GDTL, 15-16); PBIS: (GDTL, 30-33). As Tableman & Herron (2004) reported the Search Institute "found a caring school climate is associated with Higher grades, engagement, attendance, expectations and aspirations, a sense of scholastic competence, fewer school suspensions, and on-time progression through grades (19 studies)." The strategies listed will facilitate the creation of an environment where stakeholder feels safe, valued, connected and respected. The result will be a safe environment that is conducive to learning where students feel free to explore, engage in discovery learning, failure learning without fear of ridicule or embarrassment.

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

The comprehensive needs assessments revealed the following:

Attendance

30% of the students were chronically truant

46 days was the average absences for each students when calculated for all absences divided by all students

Daily Attendance was not recorded accurately

The Regional Education Laboratory's study: Tech-Enabled Early Warning Systems Can Have Positive Impact on Chronic Absenteeism and Course Failure Rates (2017), reported an early warning system reduced chronic absenteeism by 4%.

Therefore, we will implement a Truancy Early Warning Indicator System (TEWIS) as described that will allow us to act sooner than later and prevent attendance from turning into truancy:

3 Absences: Student(s) & Parent(s)/Guardian(s) will be placed in our Truancy Early Warning Indicator System (TEWIS) and sign a commitment letter to answering a daily phone call or responding to a daily text confirming student(s) attendance. Dean of Students will be responsible for TEWIS.

6 Absences: Parent(s)/Guardian(s) will be required to attend a Mandatory Attendance Meeting with the Attendance/Tardy Committee and Community Partner Organization to address any obstacles causing attendance issues and jointly develop a Plan of Action and receive information from the Erase Truancy Program (District Attorney's Office and the Department of Human Services).

15 Absences: Parent(s)/Guardian(s) will be referred to the Erase Truancy Program and the Department of Human Services (if applies).

25 Absences: Student(s) may be considered for possible retention, required to attend Summer School or referred to the Winans Academy Board of Directors for possible expulsion.

The following policy will apply regarding tardiness [3 tardies constitutes one (1) absence]:

9 Tardies; Student(s) & Parent(s)/Guardian(s) will be placed in our Truancy Early Warning Indicator System (TEWIS) and sign a commitment letter to answering a daily phone call or responding to a daily text confirming student(s) attendance. Dean of Students will be responsible for TEWIS.

18 Tardies: Parent(s)/Guardian(s) will be required to attend a Mandatory Attendance Meeting with the Attendance/Tardy Committee and Community Partner Organization to address any obstacles causing attendance issues and jointly develop a Plan of Action and receive information from the Erase Truancy Program (District Attorney's Office and the Department of Human Services).

45 Tardies: Parent(s)/Guardian(s) will be referred to the Erase Truancy Program and the Department of Human Services (if applies).

75 Tardies: Student(s) may be considered for possible retention, required to attend Summer School or referred to the Winans Academy

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Board of Directors for possible expulsion.

Behavior

K-5: 146 Suspensions [2% Physical Violence with injury; 42% Physical Violence without injury; 56% Other]

Other was overwhelmingly Classroom Disruption! Majority which are subjective offenses as opposed to objective offenses such as fighting, drugs, weapons, and theft.

Balanz (2012) identified three critical areas that often go unaddressed by reform initiatives and are the reasons they are not successful:

ATTENDANCE, BEHAVIOR, & ACADEMIC EFFORT which all contribute to the School-to-Prison Pipeline.

Daily Behavior Incidents was not recorded accurately indicating numbers may be seriously under reported.

GPS reported in observations a lack of the following in many of the classrooms/building: - Routines and procedures; - In-class transitions; -

Redirect; - Affective Language (Restorative);- Adherence to WAPA Student Handbook when disciplining students

- Common language and understanding of a shared, aligned culture (or culture-building program); - Consistent, meaningful tracking of

student behavior data; - Consistent, meaningful tracking of student, teacher, parent perception data. In our interviews we heard frustration

with a lack of building-wide consistency regarding behavior routines. Therefore, we believed the need for an early warning system would be a

preventative measure and help to create an environment conducive to learning. The BEWIS is described as listed.

WAPA Behavior Early Warning Indicator System (B.E.W.I.S.)

The purpose of the Behavior Early Warning Indicator System (B.E.W.I.S.) is to keep students, parents, teachers, staff, and administration

informed of students' behavior status as a way of encouraging and maintaining positive and appropriate behavior throughout the Winans

Academy of Performing Arts (WAPA) campuses, buses and off site events. Additionally, B.E.W.I.S. serves as an accountability tool for both

the students and the school. For the students, it will serve as an early warning indicator to improve behavior before more serious

consequences are assigned. For the school, it will serve as an early warning indicator to intervene with the proper support to prevent

continued accumulation of infractions and progression to more serious disciplinary actions up to and including expulsion.

B.E.W.I.S. Operation

#1. Administrator enters infraction disposition into Student Information Management System behavior component.

#2. Administrator enters the Number of Accumulated Infractions (major or minor infraction) into the system.

#3. Administrator places the Number of Accumulated Infractions (major or minor infraction) on the WAPA School Referral and Consequences Form and provides the student, the student's parent(s), and the Main office with copies.

#4. Administrator will initiate a Behavior Improvement Plan (BIP) meeting with student, parent(s), and administration for a student when a student reaches two (2) Major infractions or six (6) Minor infractions. The meeting will identify any support, assistance and counseling programs the student will be required to complete.

#5. After the Behavior Improvement Plan meeting, the student will be required to have a Daily Behavior Form completed by the student's teachers.

#6. The student must turn in the completed Daily Behavior Form to the Dean of Students. Dean of Students' will share Daily Behavior Form information with BIP students' parents weekly.

#7. Administration will initiate the expulsion process for students who accumulate four (4) Major infractions or twelve (12) Minor infractions within a school year.

NOTE #1: One (1) Major infraction and two (2) Minor infractions will be removed from a student's accumulated infraction total every thirty (30) days without any disciplinary incidents.

NOTE #2: Students on Behavior Improvement Plans will have the plan discontinued if the student drops below two (2) Major infractions and twelve (12) Minor infractions.

Minor Infractions (Classroom-Managed) [Points scale = 1-5]

Refuses Directive Inappropriate Noises/Comments Disruption of the Educational Process Does Not Stay in Assigned Seat Temper

Tantrums/Emotional Meltdown Horseplay Swearing/Inappropriate Language Failure to Report to Assigned Room Forged Note/Pass Minor

Destruction of Property Verbal Threats Leaves Class without Permission Consistent Disruptive Behavior in Non-Classroom Areas Throwing

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Objects in Class Inappropriate physical contact Continued Uniforms Violations

Major (Admin-Managed) [Points scale = 10-35]

Truancy Fighting: Physical violence without injury Fighting: Physical violence with minor injury

Fighting: Physical violence with major injury Possession/use of/intent to use a Weapon or facsimile

Possession/use of Prohibited Substance: drugs or alcohol Arson or possession/use of fire-starters & explosives Bullying with Physical Aggression Major Destruction of Property (Vandalism) Sexual Misconduct Indecent Behavior Offensive language: Racial, Ethnic, Religious, or Sexual Orientation Physical Aggression Towards Staff Continued Disruptive Behavior Defiance/Disrespect Towards Staff; Insubordination Verbal Bullying/Threats Stealing False Fire Alarm Prohibited Cellular Phone Use Gambling Continued Uniforms Violations

Expellable Infractions (Board-Managed, 35 or more points)

Violations of MDE Identified Infractions Requiring Expulsion Violations of local, state and/or federal law

The staffing shortage is one of the most pressing needs. Certified teachers are needed in K-3 where the NWEA results are most alarming (and where the students have the most critical need) (see attached NWEA summary). Performing Arts teachers are needed both to fulfill the PA mission of the school and to provide time for DDDM and MTSS systems to work properly. Therefore, we will make a concerted effort to staff Certified teachers in K-3 in order to address the 3rd Grade Reading Law requirements.

GPS reported NWEA data indicated that students are not meeting state standard guidelines. Preliminary NWEA data is concerning. In K-3, none of the teachers achieved an average of one year's growth for a year of instruction in reading or math. In Math, only two teachers had over .5 years average growth with .67 and .59. In reading only two teachers had over .5 years average growth with .57 and .75. In K-3, the highest percent of students to meet their growth projection (one year) in math was 27% and in reading was 39%. Overall in K-3: 9.6 percent of students met growth in Math and averaged .47 year growth. Overall, K-3: 15.1 percent of students met growth in Reading and averaged .48 year growth. Overall in 7/8: 38 percent of students met growth in Math and averaged .76 year growth. Overall in 7/8: 35.9 percent of students met growth in Reading and averaged .36 year growth.

GPS also reported a lack of clear consistent instruction model and/or teacher expectations. The GPS team did not see consistent evidence of the expected instructional practices in classrooms. We saw primarily whole group, direct instruction. We did not see evidence of differentiation. We saw standards/essential questions posted in only 2 upper elementary classrooms. We saw Rigor in 1/9 rooms, Instructional Practice Observation Percentage Notes, Essential Questions Posted and communicated 2/9 (posted), Differentiation 0/9, Rigor 1/9, Gradual Release 1/9, Student Engagement 4/9 Intermittent, Check for Understanding 2/9. Therefore, the school will implement the following.

Global Design for Teaching Learning (GDTL) Expectations: "Instructors deliver content using a clear and concise methodology that is driven by data." "Instruction uses effective research-based strategies that are systematically conveyed, culturally relevant, rigorous, and engage relationships." (GDTL, 38)

Format of Instructional Support:

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- Gradual Release model (p. 53) Direct Instruction, Guided Practice, Collaborative Learning,

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Independent Work (GDTL)

GPS stated NWEA data indicates that students are not meeting state standard guidelines. Lack of clear consistent instruction model and/or teacher expectations.

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strategies: - Focus on Standards/Learning Targets - Teacher Clarity (Clear goals, check for understanding, on-going feedback)
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- Rigor - Student Engagement. Weekly, Monthly, and Quarterly schedule and protocol for training, coaching, observations, and feedback].

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The instructional coaching will ensure instruction is paced and sequenced appropriately and aligned with assessments to ensure teachers are providing targeted and focused instruction addressing the deficits and gaps revealed by data collected via assessments and observations. The Instructional Coaching will facilitate the adjusting and modification of the curriculum based upon data to ensure differentiation to meet all students where they are at academically and ensure fidelity of implementation.

PLCs and DDDM: [Weekly and monthly Grade Level Team meetings/schedules dedicated to DDDM with outlined protocols

- Review and revise daily schedule - Articulated learning targets - Introduce pre-post test data review- NWEA data review and use of learning continuum to close the achievement gap and meet goals - Behavior Data collection and review].

GDTL Expectations:

- Pre/post tests given to measure growth (GDTL, 29); - Weekly Grade Level Meetings (GDTL, 29) - Pacing Guides (GDTL, 29)
- Data Wall (pre/post assessment scores, 80% mastery (teacher-maintained)(GDTL, 44); - PLCs using Data, Implementing Learning Design, and is outcomes based (GDTL, 42);

The PLCs and DDDM will provide opportunities for the development of the administrative and instructional staff in order to build their capacity in data analysis to drive instruction. Additionally, the resultant systems and processes will become institutionalized and continue to function despite changes in personnel.

Curriculum: [Resource training K-8 - Lesson Planning, template and feedback protocols - Articulated Learning Targets

- Rigor and pacing expectations - Ensure teachers are clear about standards, power standards, and what mastery looks like]

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GDTL Expectations:

"Curriculum mapping as well as scope and sequence are utilized to ensure that all teachers are on pace and all students are meeting guidelines. Students in targeted subgroups are pulled by para-professional staff for small group or one-on-one work to make sure that students in these groups are meeting requirements." (GDTL, 29)

The curriculum defined as a collection of resources aligned to standards implemented using proven research based strategies supported by assessments to meet targeted goals. The strategies will ensure the appropriate level of rigor is being applied via the learning targets with continual feedback support to build the teachers' and administrators' capacity to implement the resultant system and processes.

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.

"The academies focus on identifying students requiring academic and behavior support through an Integrated Behavior and Learning Model [that] seeks to prevent academic failure through early intervention." (GDTL, 36).

GPS reported they had not been a part of many discussions about data at Winans. It was either due to there not being any discussions or GPS missing them. While there were NWEA goals posted in all the classrooms, the scores indicate that there may not be specific work toward achieving those goals. The paraprofessionals are primarily serving as classroom teachers. This leaves the only active intervention happening were through two on staff interventionists and one reading intervention consultants. The academic intervention strategy needs to be aligned. There are various forms of intervention happening. There does not seem to be alignment between the intervention strategies. Therefore, the school will follow GPS' recommendation to implement a fully established MTSS intervention program which inclusive of the following:

Comprehensive Intervention (MTSS):

- Daily Intervention hour
- Aligned intervention efforts and alignment among curricular resources, NWEA learning continuum and state standards
- Dedicated (trained) intervention staff
- Dedicated intervention resources with progress monitoring (Focused Reading, Focused Math, Study Island, RAZ Kids, and IXL)
- Data team meeting schedule, agendas and expectations

Additionally, we will use NWEA and Interventionists to teach, monitor and provide timely progress for individual students especially the lower 30%.

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

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

The school determines if these needs of students are being met through ongoing monitoring of data and trends, data digs in professional

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learning communities, teacher evaluations and walk through. We will also use Data Driven Decision Making and Professional Learning Communities and the following:

- Pre/post tests given to measure growth (GDTL, 29)
- Weekly Grade Level Meetings (GDTL, 29)
- Pacing Guides (GDTL, 29)
- Data Wall (pre/post assessment scores, 80% mastery (teacher-maintained)(GDTL, 44)
- PLCs using Data, Implementing Learning Design, and is outcomes based (GDTL, 42)

Weekly and monthly Grade Level Team meetings/schedules dedicated to DDDM with outlined protocols and followed with fidelity

- Review and revise daily schedule
- Articulated learning targets
- Introduce pre-post test data review
- NWEA data review and use of learning continuum to close the achievement gap and meet goals
- Behavior Data collection and review

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	All paraprofessionals meet NCLB requirements by receiving a passing score on Work Keys and/or having earned sufficient credit hours.	

Label	Assurance	Response	Comment	Attachment
	<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 meet NCLB requirements. They are all certified having passed teacher certification examinations.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate is 80%. 8 teachers resigned.

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

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

0 - 3 year teaching at Winans = 70%

7 - 10 year teaching at Winans = 30%

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

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

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

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

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

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

Component 5: High Quality and Ongoing Professional Development

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

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

- Focus on Standards/Learning Targets - Teacher Clarity (Clear goals, check for understanding, on-going feedback) - Teacher Talk -Cooperative learning-student engagement (gradual release model) - Small-group targeted instruction - Differentiation - Rigor - Student Engagement

Regarding data analysis, there will be professional development on DDDM through the PLCs as described:

- Review and revise daily schedule - Articulated learning targets - Introduce pre-post test data review
- NWEA data review and use of learning continuum to close the achievement gap and meet goals - Behavior Data collection and review

Regarding curriculum there will be professional development as described: - Resource training K-8 - Lesson Planning, template and feedback protocols - Articulated Learning Targets - Rigor and pacing expectations - Ensure teachers are clear about standards, power standards, and what mastery looks like

Regarding our MTSS interventions, there will be professional development as described: Daily Intervention hour - Aligned intervention efforts and alignment among curricular resources, NWEA learning continuum and state standards - Dedicated, trained, intervention staff - Dedicated intervention resources with progress monitoring (Focused Reading & Focused Math, Study Island, RAZ Kids, Fountas and Pinnell) - Data team meeting schedule, agendas and expectations

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

The professional development is sustained and ongoing as described:

Instructional Coaching: Weekly, Monthly, and Quarterly schedule and protocol for training, coaching, observations, and feedback

Data Analysis: Weekly and monthly reviews via PLCs and grade level team meetings; Data team meeting schedule, agendas and expectations

Curriculum: Weekly and monthly reviews via PLCs and grade level team meetings

MTSS Intervention: Data team meeting schedule, agendas and expectations

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Culture and Climate/Behavior: Monthly Character Assembly training and behavior data review and training during monthly PLC focused grade level meetings

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	No, The Schools Professional Learning plan is currently being aligned to the Unpacking Tool for Priority Schools to ensure drastic and immediate gains in student achievement. Additionally, the school is working with GPS to ensure alignment of all professional development opportunities.	

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		WAPAParentInvolvementPlan2019-2020

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

Winans Academy Parents, School Improvement Team and staff have worked diligently to form meaningful relationships and clear ways to make compliance to NCLB 1118(e)(1-5) and (14) and (f) not just a requirement but as opportunities to increase relational capacity with our Label Assurance Response Comment Attachment 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? Yes Marvin L. Winans Academy of Performing Arts Title 1 Parent

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Marvin L. Winans Academy - Elementary

Involvement policy that addresses how the school carries out the required activities of ESEA section of 118 (c) through (f). Parent Involvement Policy 2018-19 parents as our partners.

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

1. Provide assistance to parents to understand content standards, assessments, Title 1 programming, monitoring child's progress and how to work with educators: Winans Elementary School staff assist parents to understand content standards and assessments during parental workshops, Open House, parent conferences, PTO meetings, Literacy/Math Nights, and during individual conversations and meetings. The language is broken down so that parents are clear on the meaning of the content and assessments. Parents are asked if they have any questions regarding what has been shared with them. Parents receive information regarding Title 1 programming at required Title 1 Parent Meetings and PTO meetings. Quarterly progress reports are prepared for parents, parent conferences and conversations with parents are means of keeping parents informed of their child's progress. Parents are encouraged to visit their child's classroom, conversations are held with parents before and after school, field trip volunteers, school programs and during workshops as means of avenues for parents to work with educators.

2. Provide materials and training for parents: Parents are provided materials and training during Literacy and Math Nights where they receive new books, manipulative, academic games, problem solving techniques, and strategies on how to make learning practical at home (i.e. recipes, measurements, calculations, words on a go, etc). Family Math & Science Nights give parents hands on strategies to assist their children using common household materials. How to Make a Science Fair Project Workshop assist parents in creating a science fair project, step by step and provides them with science fair boards and labels to complete their science fair project. Parents and Technology assist parents in becoming comfortable with the navigation of the keyboard, logging onto the internet and surfing the web for information. 3.

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

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

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

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

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children: Winans Elementary offers assistance to parents with disability by having staff who are located on the second or lower level to meet with parents on the first floor. Wide doors are able to allow parents in wheelchairs to enter the building, there is a wheelchair ramp. There is a teacher on staff who is reads sign language and can communicate with hearing impaired through audio devises. We have a full K-1 immersion program. Qualified bilingual staff will assist with LEP parents when students arrive. Winans Elementary has experienced no migratory children at this time. Specialists will be provided to ensure migratory children receives additional support and rigor, timely additional services, tutorial and any other services appropriate to accelerate and support learners and their families.

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Marvin L. Winans Academy - Elementary

1118 (c) Policy Involvement

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

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

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

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

Marvin L. Winans Academy of Performing Arts has implemented a Parent University to increase awareness and confidence in our parents in the areas of academics and rigor. Parent feedback indicates that parents believe that the staff at Winans Elementary School are effective in educating their child(ren) and that they are pleased with the many programs/events that the school offers for them and their child(ren). An increase in Technology support and training is offered to parents as per survey results. The SIT organizes and records the results from the survey with the results being used at monthly SIT meetings to update school-wide programs.

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

Parents assist in the development of the School-Parent Compact through discussions in PTO meetings, workshops and parent surveys. At the beginning of each school year, a Title I meeting is held for all parents. There is a sign-in sheet and agenda to document parent attendance and content. School-Parent Compacts are given to parents at the Parent Orientation and Open House, parent conferences and PTO meetings for parents to read and parents are asked to sign. As an elementary school we assure the compact is discussed at least twice a year at Parent Orientation and/or Open House and revisited midyear during a parent teacher conference

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

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Marvin L. Winans Academy - Elementary

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

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

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

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		WAPAParentCompact2019-2020

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

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

Component 7: Preschool Transition Strategies

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

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

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

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

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

Component 8: Teacher Participation in Making Assessment Decisions

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

Winans Academy assures that All teachers have input in decision-making regarding school-based assessments through their Professional Learning Communities, assisting in developing curriculum and assessments in partnership with Achievement Network, Wayne RESA ISD, Saginaw Valley State University Authorizer, and Winans Academy school district and school level collaboration.

Additionally, our monthly PLC schedule allows teacher inputs across the listed domains:

1st Tuesday: PLC: (Grade Level) Tier 1 Pacing, Pre-Post Test, Student Goals, Student Progress, Lesson Plans, Instructional Strategies (Teachers)

2nd Tuesday: PLC: (Intervention) Tier 2-3, Student Progress; Concerns, progress, strategies (Teachers/Academic Intervention Team)

3rd Tuesday: PLC: Behavior Discussions: Concerns, progress, strategies (Teachers/Behavior Intervention Team)

4th Tuesday: PLC: Behavior Discussions: Concerns, progress, strategies (Teachers/Behavior Intervention Team)

PLC: (Grade Level) Tier 1 Pacing, Pre-Post Test, Student Goals, Student Progress, Lesson Plans, Instructional Strategies (Teachers)

PLC: (Intervention) Tier 2-3 Pre-Post Test, Student Progress (Teachers/Intervention Team)

PLC: Academic/Behavior Concerns with Intervention Support Team (Intervention Support Team and Teachers)

Leadership (WAPA Admin and GPS)

Behavior (Tier 1 Referral/Suspension Review, Behavior Strategies, Behavior Planning, Concerns (Behavior Team/Teachers)

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

Winans Academy assures that All teachers have input in decision-making regarding school-based assessments through their Professional Learning Communities, assisting in developing curriculum and assessments in partnership with Achievement Network, Wayne RESA ISD, Saginaw Valley State University Authorizer, and Winans Academy school district and school level collaboration.

Additionally, our monthly PLC schedule allows teacher inputs across the listed domains:

1st Tuesday: PLC: (Grade Level) Tier 1 Pacing, Pre-Post Test, Student Goals, Student Progress, Lesson Plans, Instructional Strategies (Teachers)

2nd Tuesday: PLC: (Intervention) Tier 2-3, Student Progress; Concerns, progress, strategies (Teachers/Academic Intervention Team)

3rd Tuesday: PLC: Behavior Discussions: Concerns, progress, strategies (Teachers/Behavior Intervention Team)

4th Tuesday: PLC: Behavior Discussions: Concerns, progress, strategies (Teachers/Behavior Intervention Team)

PLC: (Grade Level) Tier 1 Pacing, Pre-Post Test, Student Goals, Student Progress, Lesson Plans, Instructional Strategies (Teachers)

PLC: (Intervention) Tier 2-3 Pre-Post Test, Student Progress (Teachers/Intervention Team)

PLC: Academic/Behavior Concerns with Intervention Support Team (Intervention Support Team and Teachers)

Leadership (WAPA Admin and GPS): Behavior (Tier 1 Referral/Suspension Review, Behavior Strategies, Behavior Planning, Concerns (Behavior Team/Teachers)

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

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

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

"The academies focus on identifying students requiring academic and behavior support through

an Integrated Behavior and Learning Model [that] seeks to prevent academic failure through early intervention." (GDTL, 36).

Therefore, the school will follow GPS' recommendation to implement a fully established MTSS intervention program which inclusive of the following:

Comprehensive Intervention (MTSS):

-Daily Intervention hour

- Aligned intervention efforts and alignment among curricular resources, NWEA learning continuum and state standards

- Dedicated (trained) intervention staff

- Dedicated intervention resources with progress monitoring (Focused Reading, Focused Math, Study Island, RAZ Kids, and IXL)

- Data team meeting schedule, agendas and expectations

Additionally, we will use NWEA and Interventionists to teach, monitor and provide timely progress for individual students especially the lower 30%.

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

Timely additional instruction for students with difficulty mastering State academic achievement standards includes attending after-school tutoring and Extended Day during the school year; Summer school; push-in/pull-out services during the school day and ongoing progress monitoring. In addition, student's individual needs will be met within the classroom by receiving additional assistance from Paraprofessionals, Student Intervention, reading interventionist, and Behavioral Interventionist with but not limited to the following:

1. Individual and small group instructional support

2. Differentiated instruction using the principals of Gardner's Multiple Intelligence and Blooms Taxonomy.

3. Push-in and Pull-Out for immediate responses to accelerate learning on task

4. Progress monitoring and evaluation to ensure sustainability

5. Response to Intervention for academics and behavior modification

6. Parent meetings, seminars and workshops

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

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students. For this cause Winans has incorporated nonfiction/Social Studies text in Reading directly in the classroom to meet the needs of those students the needs of those students experiencing difficulty mastering State assessments. Reading & Writing for 1st -5th Graders are identified using M-Step where applicable; Benchmark Assessments; and Quarterly Assessments. Activities and differentiated instruction provided consist of guided reading groups, tutoring, push in/out, interactive use of smart boards, listening centers, independent practice, custom-tailored instruction, language acquisition, building of phonemic awareness, progress monitoring, understanding of various genres with emphasis on nonfiction. In additional, writing in the context of reading using 6+1 Traits.

Social Studies for 1st -5th Graders are identified using local and state assessments where applicable; Benchmark Assessments; and Quarterly Assessments. Activities and differentiated instruction provided consist of Social Studies alive interactive learning communities, multimedia aides, Gardner's Multiple Intelligence, guided reading groups, interactive use of smart boards, listening centers, independent practice, language acquisition, building of phonemic awareness, progress monitoring, understanding of various genres with emphasis on nonfiction.

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

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

Additionally, the will mesh the above with GPS' recommendation to implement a fully established MTSS intervention program which inclusive of the following:

Comprehensive Intervention (MTSS):

- Daily Intervention hour
- Aligned intervention efforts and alignment among curricular resources, NWEA learning continuum and state standards
- Dedicated (trained) intervention staff
- Dedicated intervention resources with progress monitoring (Focused Reading, Focused Math, Study Island, RAZ Kids, and IXL)
- Data team meeting schedule, agendas and expectations

Additionally, we will use NWEA and Interventionists to teach, monitor and provide timely progress for individual students especially the lower 30%.

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

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

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

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

General Fund

IDEA Grant

Title I

Title I Part A

Title II Part A

Section 31a

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

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

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

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

IDEA - Contracted services for Special education K-5

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

Title IIA Professional Development, Parent Involvement

Title Nutrition Program

Evaluation:

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

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

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

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

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

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

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

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

2019-2020 School Improvement Plan

Overview

Plan Name

2019-2020 School Improvement Plan

Plan Description

Goals Summary

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

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

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

Measurable Objective 1:

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

Strategy 1:

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

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

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

Category: Mathematics

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

Additional research on the use of specific strategies:

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

Activity - Best Practices Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services. 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels.	Curriculum Development	Tier 2	Implement	09/03/2019	06/19/2020	\$14590	Title I Part A, Title I Part A, Title I Part A, Title I Part A	School Leaders, Curriculum Instruction and Assessment department , Content Lead Teachers, Grade Level Facilitators and Teachers

Strategy 2:

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

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

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

The school's curriculum documents are designed in a way that ensures cohesion within and across

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grade levels and content areas.

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

The school or program ensures that students have the supports they need to meet the required

standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

Category: Mathematics

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

Tier: Tier 2

Activity - Math Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teams will learn My Math Instructional Program and how to monitor progress through the use of its differentiated learning components such as technology, online manipulatives, checks for readiness and mastery, reading math across the disciplines and more. level meetings.	Professional Learning	Tier 3	Monitor	09/03/2019	06/19/2020	\$15000	Title I Part A	School Leader, Curriculum, Instruction & Assessment, and teachers

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

Measurable Objective 1:

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

Strategy 1:

SY 2019-2020

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

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

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

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

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

Category: English/Language Arts

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

Tier: Tier 3

Activity - Balanced Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/19/2020</p>	<p>\$79533</p>	<p>Title I Part A, Section 31a, General Fund, Title I Part A</p>	<p>Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals</p>
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Strategy 2:

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

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

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

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

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

Category: English/Language Arts

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

Tier: Tier 2

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share and discuss and implement best practices focusing on comprehension skills, oral reading fluency, and reading literacy skills at grade level meetings. Teachers will focus on phonics skills, responding to intervention, tiered instruction and ability grouping to maximize performance. In additional, teachers will be trained in teaching more nonfictional text and questioning at the top of Bloom's Taxonomy.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$18000	General Fund	School Leaders, Curriculum, Instruction & Assessment, Lead Teacher, Reading Interventionist, Grade level facilitators, and teachers.

Strategy 3:

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

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

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

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

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

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Category: English/Language Arts

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

Tier: Tier 2

Activity - Professional Development for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in Guided Reading and Balanced Literacy Approach. Teachers will be trained in Reading Benchmark Literacy Kindergarten - 5th grades which includes components for responding to intervention. In addition, how to integrate tiered libraries to support low-level readers K-5 but especially at 4th & 5th to maximize ability grouping will also be taught.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$33000	Other, Title I Part A	School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers.

Measurable Objective 2:

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

Strategy 1:

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

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

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

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

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

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

Category: English/Language Arts

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

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss and plan to implement best practices for teaching writing.	Curriculum Development	Tier 2	Getting Ready	09/03/2019	06/19/2020	\$18000	General Fund	School Leaders, Curriculum, Instruction & Assessment; and teachers

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

Measurable Objective 1:

collaborate to create safe cultures of performance and achievement, strong relationships between students/parents and teachers and increase professionalism among highly qualified staff. by 06/14/2019 as measured by improved enrollment trends, parental satisfaction and teacher retention.

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Strategy 1:

Building Relational Capacity - In order to create safe cultures of performance, shared leadership and achievement, students, teachers and administration must have strong relationships between themselves. Restorative practices, and data driven decision making (surveys, SIT) strategies will be utilized to this end.

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Category: School Culture

Research Cited: John Hopkins University

Anne Gregory et al.

Journal of Educational and Psychological Consultation

Volume 26, 2016 - Issue 4

Tier: Tier 2

Activity - Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students, staff and parents will engage in mentoring	Other	Tier 2		09/10/2018	06/14/2019	\$15000	Title I Part A	School Leaders, Teachers, Staff, Parents and students

Strategy 2:

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

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

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

The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status,

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and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

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

Category:

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

Tier:

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

Strategy 3:

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

Category:

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

Tier:

Activity - Family Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Providing activities to involve and train parents in literacy skills, mathematics, and positive behaviors appropriate for school and success.	Parent Involvement			08/05/2013	06/26/2015	\$4500	Title I Part A	Reading Interventionist, Grade Level Facilitators, Parent representatives
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Goal 4: All students at Winans Academy Elementary School will be proficient in Science and technology

Measurable Objective 1:

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

Strategy 1:

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

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

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

Instructional planning is focused upon ensuring student success. Instructional practice is designed

around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

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

School leaders have extensive knowledge of curriculum, instruction and assessment. They share

this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

Category: Science

Research Cited: Research includes educational journals from National Science Teachers Association, information from

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Saginaw Valley State University curriculum meetings, leadership meetings, curriculum coordinator meetings, and from knowledge gained from teachers attending the National Science Conference.

Tier: Tier 3

Activity - Acquisition of Science Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to STEM resources, science manipulatives and lab equipment that align with science common core and state standards.	Curriculum Development	Tier 3	Implement	09/03/2019	06/19/2020	\$20000	Title I Part A	School Leaders, Director of Curriculum, Instruction and Assessment, Curriculum Coach, Teachers and Lead teachers.

Activity - Science and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to additional software and technology to enhance the teaching of science	Technology	Tier 3	Implement	09/03/2019	06/19/2020	\$20000	Title I Part A	School Leaders, Curriculum Department, Lead and teachers

Strategy 2:

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

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

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

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

Category: Science

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

Tier: Tier 2

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development activities focusing on best practices for teaching science.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$0	Other	School Leaders, Curriculum Coach, Lead Teachers, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

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

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Professional Learning	Grade Level Teams will learn My Math Instructional Program and how to monitor progress through the use of its differentiated learning components such as technology, online manipulatives, checks for readiness and mastery, reading math across the disciplines and more. level meetings.	Professional Learning	Tier 3	Monitor	09/03/2019	06/19/2020	\$15000	School Leader, Curriculum, Instruction & Assessment, and teachers
Science and Technology	Teachers will have access to additional software and technology to enhance the teaching of science	Technology	Tier 3	Implement	09/03/2019	06/19/2020	\$20000	School Leaders, Curriculum Department, Lead and teachers

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Acquisition of Science Materials	Teachers will have access to STEM resources, science manipulatives and lab equipment that align with science common core and state standards.	Curriculum Development	Tier 3	Implement	09/03/2019	06/19/2020	\$20000	School Leaders, Director of Curriculum, Instruction and Assessment, Curriculum Coach, Teachers and Lead teachers.
Best Practices Review	Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services. 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels.	Curriculum Development	Tier 2	Implement	09/03/2019	06/19/2020	\$1650	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers
Mentoring	All students, staff and parents will engage in mentoring	Other	Tier 2		09/10/2018	06/14/2019	\$15000	School Leaders, Teachers, Staff, Parents and students

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Best Practices Review	<p>Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services.</p> <ol style="list-style-type: none"> 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels. 	Curriculum Development	Tier 2	Implement	09/03/2019	06/19/2020	\$7200	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers
Family Engagement	Providing activities to involve and train parents in literacy skills, mathematics, and positive behaviors appropriate for school and success.	Parent Involvement			08/05/2013	06/26/2015	\$4500	Reading Interventionist, Grade Level Facilitators, Parent representatives

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<p>Best Practices Review</p>	<p>Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services.</p> <ol style="list-style-type: none"> 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels. 	<p>Curriculum Development</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/19/2020</p>	<p>\$2740</p>	<p>School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers</p>
<p>Balanced Literacy</p>	<p>All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/19/2020</p>	<p>\$7200</p>	<p>Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals</p>

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Balanced Literacy	All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$15000	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals
Best Practices Review	Teachers will review best practices and develop a plan to implement using manipulatives, technology, guided math groups and Timely Additional Services. 1. Students will use manipulative, critical thinking tasks and real-life practicum to increase connectivity and deficiencies in cluster areas defined in the need. 2. use best practices to engage those academically disadvantage with enriched and accelerated curriculum and instructional delivery. 3. Increase instructional time for Math by adding Bell-to-Bell scheduling resulting in twenty-five minutes more for Math. 4. Increased Professional talk from teachers, paraprofessionals, Interventionists and curriculum department using a continuum model to evaluate curriculum, program and process effectiveness. 5. Use technology to engage students with interactive qualitative Math instruction 6. After school and extended day will respond to intervention for select students who are furthest away from achievement levels.	Curriculum Development	Tier 2	Implement	09/03/2019	06/19/2020	\$3000	School Leaders, Curriculum Instruction and Assessment department, Content Lead Teachers, Grade Level Facilitators and Teachers

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Professional Development for Reading	Teachers will be trained in Guided Reading and Balanced Literacy Approach. Teachers will be trained in Reading Benchmark Literacy Kindergarten - 5th grades which includes components for responding to intervention. In addition, how to integrate tiered libraries to support low-level readers K-5 but especially at 4th & 5th to maximize ability grouping will also be taught.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$15000	School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers.
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Balanced Literacy	All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$22995	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development for Reading	Teachers will be trained in Guided Reading and Balanced Literacy Approach. Teachers will be trained in Reading Benchmark Literacy Kindergarten - 5th grades which includes components for responding to intervention. In addition, how to integrate tiered libraries to support low-level readers K-5 but especially at 4th & 5th to maximize ability grouping will also be taught.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$18000	School Leaders, District Curriculum, Instruction & Assessment Coordinator, Coach, Reading Interventionist, Lead Teachers, Grade Level Facilitators, and Teachers.
Professional Development	Teachers will participate in professional development activities focusing on best practices for teaching science.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$0	School Leaders, Curriculum Coach, Lead Teachers, Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will discuss and plan to implement best practices for teaching writing.	Curriculum Development	Tier 2	Getting Ready	09/03/2019	06/19/2020	\$18000	School Leaders, Curriculum, Instruction & Assessment; and teachers

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Professional Development	Teachers will share and discuss and implement best practices focusing on comprehension skills, oral reading fluency, and reading literacy skills at grade level meetings. Teachers will focus on phonics skills, responding to intervention, tiered instruction and ability grouping to maximize performance. In additional, teachers will be trained in teaching more nonfictional text and questioning at the top of Bloom's Taxonomy.	Professional Learning	Tier 2	Implement	09/03/2019	06/19/2020	\$18000	School Leaders, Curriculum, Instruction & Assessment, Lead Teacher, Reading Interventionist, Grade level facilitators, and teachers.
Balanced Literacy	All grade levels (K-5) will implement balanced literacy and tiered Reading resources. Interventionist will provide instruction to low achieving students to close the achievement gap while paraprofessionals will support the remediation and acceleration by pushing in and pulling out.	Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$34338	Principal, Assistant Principal, Curriculum instruction and assessment department, Interventionist, Lead Teacher, Grade Level Facilitator, Teachers, Paraprofessionals