School Improvement Plan
Title I - Schoolwide

School Year: 2012 - 2013
School District: Marvin L. Winans Academy of Performing Arts
ISD/RESA: Wayne RESA
School Name: Winans Academy Middle School
Grades Served: 6, 7, 8
Ms. Rochelle Ponder

Building Code: 09914

District Approval of Plan: ____________________________
Authorized Official Signature and Date

Board of Education Approval of Plan: ____________________________
Authorized Official Signature and Date
School Improvement Plan

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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. 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.
## School Information

<table>
<thead>
<tr>
<th>School</th>
<th>Winans Academy Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Marvin L. Winans Academy of Performing Arts</td>
</tr>
<tr>
<td>Public/Non-Public</td>
<td>Public</td>
</tr>
<tr>
<td>Grades</td>
<td>6,7,8</td>
</tr>
<tr>
<td>School Code Number</td>
<td>09914</td>
</tr>
<tr>
<td>City</td>
<td>DETROIT</td>
</tr>
<tr>
<td>State/Province</td>
<td>Michigan</td>
</tr>
<tr>
<td>Country</td>
<td>United States</td>
</tr>
</tbody>
</table>
Vision, Mission and Beliefs

Vision Statement
The Vision of The Marvin L. Winans Academy of Performing Arts Middle School is to open the door to rigorous academics and expose the students to the World through the arts.

Mission Statement
The mission of Marvin L. Winans Academy of Performing Arts (W.A.P.A.) is to prepare students for academic and performing arts excellence and responsible citizenship.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Development Status</th>
<th>Progress Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement in Mathematics</td>
<td>Complete</td>
<td>Open</td>
</tr>
<tr>
<td>Improvement in Reading</td>
<td>Complete</td>
<td>Open</td>
</tr>
<tr>
<td>Improvement in Science</td>
<td>Complete</td>
<td>Open</td>
</tr>
</tbody>
</table>

Goal 1: Improvement in Mathematics

Content Area: Math
Development Status: Complete

Student Goal Statement: The goal is to increase students' proficiency in mathematics by \( \geq 3\% \) as measured on the fall 2012 MEAP exam.

Gap Statement: The data from fall 2011 MEAP exam showed: 6th grade 17% proficient; 7th grade 11% proficient and 8th grade 15% proficient. In disaggregating the data by subgroup there is a need to improve for all students, SES, disabilities and gender didn't appear to have significant gaps (>15).

Cause for Gap: An investigation into the cause for the gap is ongoing through the data team.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP scores, EXPLORE Exam, quarterly progress reports and report cards. As well as teacher feedback from weekly assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 1. Annually, there should be a \( \geq 3\% \) increase in Math in each grade level on the fall 2012 MEAP exam.
2. Annually, there should be a \( \geq 1 \) point increase in Math on 8th grade EXPLORE Exam.
3. Quarterly performance series exam will be taken to monitor individual growth.
4. PLATO program will be used to measure success of students that are identified as performing below grade level.
5. Teachers will monitor student's weekly progress through assessments.
Principal and curriculum coach will randomly monitor teachers' grade books for 80% mastery on tests/quizzes and/or show "reteach" of concept.

Contact Name: Rochelle Ponder

List of Objectives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase math proficiency</td>
<td>Students will link concepts vertically to solidify retention, resulting in an increase in student mastery. There is a need to improve the math instructional program to increase student achievement in all grade levels with emphasis on students matriculating from 6th to 7th grade.</td>
</tr>
</tbody>
</table>
1.1. Objective: Increase math proficiency.

Measurable Objective Statement to Support Goal: Students will link concepts vertically to solidify retention, resulting in an increase in student mastery. There is a need to improve the math instructional program to increase student achievement in all grade levels with emphasis on students matriculating from 6th to 7th grade.

List of Strategies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close foundational gaps</td>
<td>A RtI Math Specialist will help students not on grade level.</td>
</tr>
<tr>
<td>Improvement in Math Instructional Program</td>
<td>The vertical alignment of our k-12 math curriculum, most notably 6th-8th will increase students' mastery of concepts.</td>
</tr>
</tbody>
</table>

1.1.1. Strategy: Close foundational gaps

Strategy Statement: A RtI Math Specialist will help students not on grade level.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

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

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

List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>RtI Math Specialist</td>
<td>2012-08-20</td>
<td>2013-06-14</td>
<td>RtI Math Specialist, curriculum coach and principal</td>
</tr>
</tbody>
</table>
1.1.1. Activity: RtI Math Specialist

Activity Type: Other

Activity Description: RtI staff person will work with students in groups and individually that are not on grade level. Individual learning plans will be established for each student with baseline data from MEAP 2011 math results, performance series and PLATO math assessments.

Planned staff responsible for implementing activity: RtI Math Specialist, curriculum coach and principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-08-20, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain RtI Math Specialist</td>
<td>Section 31 a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1.2. Strategy: Improvement in Math Instructional Program

Strategy Statement: The vertical alignment of our k-12 math curriculum, most notably 6th-8th will increase students' mastery of concepts.

Selected Target Areas

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

What research did you review to support the use of this strategy and action plan?

Curriculum alignment fosters collaboration across grade levels. Nationally, 48 states agreed to the Common Core framework to ensure students in public schools are college and career ready. The alignment works to increase student achievement as well as effectively use resources. The following website was used:

Read more: The Definition of Curriculum Alignment http://www.ehow.com/about_6616423_definition-curriculum-alignment.html#ixzz25BV8tdfI
List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Math curriculum</td>
<td>2012-09-04</td>
<td>2013-06-14</td>
<td>Math teachers, Principal, Curriculum Coordinator</td>
</tr>
</tbody>
</table>

1.1.2.1. Activity: Improving Math curriculum

Activity Type: Other

Activity Description: The middle school will purchase Connected Math and _PLATO program to increase student achievement in Math.

Planned staff responsible for implementing activity: Math teachers, Principal, Curriculum Coordinator

Actual staff responsible for implementing activity: Math teachers.

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Professional Development</td>
<td>Other</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Purchase Connected Math Program</td>
<td>General Funds</td>
<td>10,000.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Purchase IXL Learning Math online Program</td>
<td>Title I Part A</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>Purchase PLATO Program</td>
<td>Other</td>
<td>17,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: Improvement in Reading

Content Area: English Language Arts

Development Status: Complete

Student Goal Statement: The goal is to increase student mastery in reading as well as increase academic vocabulary.

Gap Statement: There is a need to address equity in teaching Reading to all grade levels with a particular focus on students matriculating from 6th to 7th grade.

Cause for Gap: Students from lower SES appear to not have fewer resources to purchase books and/or visit local libraries that will increase comprehension and vocabulary.
Multiple measures/sources of data you used to identify this gap in student achievement: Fall 2012 MEAP scores, EXPLORER Exam, quarterly performance series, quarterly progress reports, report cards and teacher feedback from weekly assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? There should be a ≥ 3% increase in MEAP scores on the Fall 2012 MEAP Exam. There should be a ≥ 1 point increase on the reading subtest of the 8th grade EXPLORE Exam.

Contact Name: Rochelle Ponder

List of Objectives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's will develop strategies to</td>
<td>Students will be able to read higher lexile level novels by end of school year to increase comprehension and build academic vocabulary</td>
</tr>
<tr>
<td>increase reading skills</td>
<td></td>
</tr>
</tbody>
</table>

2.1. Objective: Student's will develop strategies to increase reading skills

Measurable Objective Statement to Support Goal: Students will be able to read higher lexile level novels by end of school year to increase comprehension and build academic vocabulary

List of Strategies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Teachers will increase comprehension</td>
<td>The teacher will be responsible for building student comprehension skills and vocabulary. The latter will be accomplished by reading grade level recommended novels and weekly spelling test to assess growth in academic vocabulary.</td>
</tr>
<tr>
<td>skills</td>
<td></td>
</tr>
<tr>
<td>ELA teachers will increase writing skills</td>
<td>The teacher will be responsible for increasing student writing skills. This will be accomplished by weekly writing assignments to assess growth in writing fluency.</td>
</tr>
</tbody>
</table>

2.1.1. Strategy: ELA Teachers will increase comprehension skills

Strategy Statement: The teacher will be responsible for building student comprehension skills and vocabulary. The latter will be accomplished by reading grade level recommended novels and weekly spelling test to assess growth in academic vocabulary.
Selected Target Areas

I.1.A.4 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.

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.1.B.3 Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

I.2.B.1 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.

I.2.B.2 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.

I.2.B.3 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.

What research did you review to support the use of this strategy and action plan?

The School Improvement Plan was reviewed to study reading trends based on 2008-2011 MEAP results.

List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase comprehension</td>
<td>2012-09-04</td>
<td>2013-06-14</td>
<td>ELA Teacher Curriculum Coach Principal</td>
</tr>
</tbody>
</table>

2.1.1.1. Activity: Increase comprehension

Activity Type: Other

Activity Description: Teachers will have students read orally in class, several grade level or higher approved novels. Teacher will allow students to take notes with Livescribe pens to ensure accuracy of enunciating words and understanding text when assignments are taken home.

Teacher will also download books and pod casts on IPODS to increase student academic vocabulary.

Planned staff responsible for implementing activity: ELA Teacher Curriculum Coach Principal

Actual staff responsible for implementing activity: ELA teachers.
Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase novels</td>
<td>Other</td>
<td>3,500.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2.1.2. Strategy: ELA teachers will increase writing skills

Strategy Statement: The teacher will be responsible for increasing student writing skills. This will be accomplished by weekly writing assignments to assess growth in writing fluency.

Selected Target Areas

What research did you review to support the use of this strategy and action plan?

Writing across the curriculum. Dr. William Daggett's rigor and relevance framework.

List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly writing assignments</td>
<td>2012-09-04</td>
<td>2013-06-14</td>
<td>ELA teachers, curriculum coach and principal.</td>
</tr>
</tbody>
</table>

2.1.2.1. Activity: Weekly writing assignments

Activity Type: Other

Activity Description: Teacher will have students write from selected prompts.

Planned staff responsible for implementing activity: ELA teachers, curriculum coach and principal.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-14

Actual Timeline: Begin Date - N/A, End Date - N/A
Fiscal Resources Needed for Activity:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing workbooks</td>
<td>General Funds</td>
<td>4,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Goal 3: Improvement in Science

Content Area: Science
Development Status: Complete

Student Goal Statement: The goal is to increase inquiry in our middle school science curriculum. The Fall 2011 MEAP data shows 93% of all students are not proficient in science.

Gap Statement: There is a need to improve the science instructional program to increase student achievement in 8th grade overall; as well as a need to address the equity in teaching science to males.

Cause for Gap: The cause for the gap is partially related to our K-8th grade science curriculum and resources not being aligned; 83% of 8th grade students that took the fall 2011 MEAP science exam were retained in our district.

Multiple measures/sources of data you used to identify this gap in student achievement: 8th grade 2011-2012 ACT Explorer Exam, 2011-2012 MEAP Exam, quarterly performance series, weekly classroom assessments with students and quarterly progress reports.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? There should be an increase in student academic performance in science. An increase of =/>3% on the fall 2012 science MEAP exam, a 1 point increase on the Winter 2013 ACT EXPLORER science section and lastly, science teachers will monitor weekly assesments ensuring that 80% of students pass tests and/or quizzes with 80%.

Contact Name: Rochelle Ponder

List of Objectives:

<table>
<thead>
<tr>
<th>Name</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Student Proficiency in</td>
<td>There will be a =/&gt;3% increase of all 8th grade students testing in science on the 2012 fall MEAP exam.</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

3.1. Objective: Increase Student Proficiency in Science

Measurable Objective Statement to Support Goal: There will be a =/>3% increase of all 8th grade students testing in science on the 2012 fall MEAP exam.
List of Strategies:

<table>
<thead>
<tr>
<th>Name</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student inquiry in the Science curriculum</td>
<td>Science Teachers will develop and implement instructional strategy plans that model inquiry based learning as well as enforce analytical thinking skills.</td>
</tr>
<tr>
<td>Ongoing professional learning for staff</td>
<td>All staff (teachers, building substitutes and paraprofessionals) will receive training in differentiated instruction to ensure equity in science for all students; 93% of 8th grade students were not proficient in science. All teachers will post the scientific method on their walls in each classroom across the district for vertical alignment in raising achievement in our science curriculum.</td>
</tr>
</tbody>
</table>

3.1.1. Strategy: Increase student inquiry in the Science curriculum

Strategy Statement: Science Teachers will develop and implement instructional strategy plans that model inquiry based learning as well as enforce analytical thinking skills.

Selected Target Areas

<table>
<thead>
<tr>
<th>I.1.A.2</th>
<th>The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1.B.1</td>
<td>Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.</td>
</tr>
<tr>
<td>I.2.A.1</td>
<td>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.</td>
</tr>
<tr>
<td>I.2.A.2</td>
<td>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.</td>
</tr>
<tr>
<td>I.2.B.3</td>
<td>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.</td>
</tr>
<tr>
<td>II.1.A.7</td>
<td>School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.</td>
</tr>
</tbody>
</table>

What research did you review to support the use of this strategy and action plan?

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method</td>
<td>2012-08-20</td>
<td>2013-06-14</td>
<td>Science Teacher.</td>
</tr>
</tbody>
</table>

3.1.1.1. Activity: Scientific Method

**Activity Type:** Other

**Activity Description:** Science teachers and students will perform weekly hands-on labs and experiments that will reinforce the unit of reflected in the pacing guide. Students will gain a deeper level of understanding the science behind the labs/experiments as they write in their science journals using the scientific method.

**Planned staff responsible for implementing activity:** Science Teacher.

**Actual staff responsible for implementing activity:** Science Teacher, curriculum coach and principal.

**Planned Timeline:** Begin Date - 2012-08-20, End Date - 2013-06-14

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab/Experiment Resources</td>
<td>Title I Part A</td>
<td>2,000.00</td>
<td></td>
</tr>
</tbody>
</table>

3.1.2. Strategy: Ongoing professional learning for staff

**Strategy Statement:** All staff (teachers, building substitutes and paraprofessionals) will receive training in differentiated instruction to ensure equity in science for all students; 93% of 8th grade students were not proficient in science. All teachers will post the scientific method on their walls in each classroom across the district for vertical alignment in raising achievement in our science curriculum.

**Selected Target Areas**

II.2.A.4 A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

III.1.B.1 Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.
III.2.B.1 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. III.2.C.1 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.

What research did you review to support the use of this strategy and action plan?

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

List of Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning</td>
<td>2012-08-20</td>
<td>2013-05-31</td>
<td>District curriculum department and principal.</td>
</tr>
</tbody>
</table>

### 3.1.2.1. Activity: Professional Learning

**Activity Type:** Professional Development

**Activity Description:** Staff will attend internal and external professional learning based off of CNA results, researched best practices, curriculum trainings with our Authorizer (SVSU), local meetings with our ISD Wayne RESA and as assigned for individual professional growth by the curriculum coach and/or principal.

**Planned staff responsible for implementing activity:** District curriculum department and principal.

**Actual staff responsible for implementing activity:** Academic teachers, building substitutes and paraprofessionals.

**Planned Timeline:** Begin Date - 2012-08-20, End Date - 2013-05-31

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Professional Learning</td>
<td>General Funds</td>
<td>5,000.00</td>
<td></td>
</tr>
</tbody>
</table>
## Resource Profile

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Planned Amount</th>
<th>Actual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>$19,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$25,500.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Section 31 a</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Title I Part A</td>
<td>$5,000.00</td>
<td>$0.00</td>
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</tbody>
</table>
Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

   1. A CNA was given to staff to determine professional development needs.
   2. An evaluation of the MEAP data from 2010-2011 year was disaggregated by staff to determine if goals were met and to drive instruction.
   3. Parents were asked to evaluate and discuss our programs and services during our PTO meeting in May.
   4. MEAP data was further disaggregated to assess equity in student achievement and determine gaps.

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

   1. Based on the CNA results, teachers have strong understanding of various instructional strategies. However, the following was identified as professional development needs for staff: Meta-Cognition (thinking strategies), problem based learning, learning disabilities, differentiated instruction, thematic instruction and advanced organizers.
   2. Based upon the MEAP data, a Math Specialist was identified to address math trends.

Schoolwide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

   1. The middle school follows the quadrant D Rigor and Relevance framework provided by Dr. William Daggett. The framework is based on 2 dimensions: higher standards and student achievement.
   2. We have the RTI tiered instruction model to directly assist student achievement.
   3. A Math Specialist works one on one with students to assist students on improving math skills.

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.
Several teachers, the curriculum coordinator and administrators were trained and attended professional developments.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

   1. Teachers are trained throughout the school year in collaboration with our Authorizer (SVSU) to ensure state alignment. Also, teachers are involved with curriculum review with the Curriculum Coordinator, the Principal and SVSU to determine necessary pacing adjustments.

   2. Teachers conduct grade level and department meetings to discuss what worked for student mastery of GLECS and common core standards, the Curriculum Coordinator also provides trend data from MEAP to drive instruction.

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

   The Winans Academy Middle School is committed to research-based best practices that will yield optimum student achievement. The listed stakeholders monitors instruction and disaggregate semester data to identify systematic academic trends. Curriculum decisions are then made by the team and align to the GLEC’s and common core standards.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

   All Teachers and Paraprofessionals in the Marvin L. Winans of Performing Arts Middle School are Highly Qualified and have met the requirements of NCLB.

Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools

1. Identify the experience level of key teaching and learning personnel.

   All teachers are certified. The average staff at Winans Academy Middle School is 4.2 years.

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.
Winans Academy Middle School attempts to attract high-quality highly qualified teachers by offering effective Administrative support and providing mentor teachers to 1st-3rd year teachers. The initiatives to defray staff turnover include tuition reimbursement for pursuing master's degrees and offering exceptional rating and years of service bonuses to staff.

3. Describe the rate of teacher turnover for the school.

*In 2010-2011 our turnover rate was less than 5%; of 12 academic teachers, 3 did not return. One was not offered a contract based on non-satisfactory performance evaluation, another resigned and moved out of state, the last become pregnant and left the profession.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*Not applicable*

**High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

**Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

   Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

   1. *The School will offer a Parent Math University (PMU) to assist families in understanding basic math continuum terms.*

   2. *Incentives will be given to parents and students for attending training and parent meetings.*

2. Describe the role of parents in the following schoolwide school plan/program areas:

   2a. Design

   *Parents have several opportunities throughout the school year to advise Administration on the quality of*
programs offered to their children.
1. Parent Orientation
2. Middle School Open House
3. Monthly Parent Organization Meetings
4. Quarterly Parent Teacher Conferences

2b. Implementation

Parents are given the opportunity to express their satisfaction or dissatisfaction with our programs through overt discussions with teachers or administrators with our "open door policy"; or anonymously through satisfaction surveys that are distributed.

2c. Evaluation

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

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Complex standardized exam results are given to parents in raw scale reports with graphs to accompany for understanding. Quarterly academic progress is discussed with teachers as well as electronic communication being posted weekly on "EdLine" (our parent/student technology communication).

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

The Marvin L. Winans Academy of Performing Arts Middle School discuss the school-parent compact three times a year:
1. During Parent Orientation
2. During Middle School Open House
3. During first Parent-Teacher Conference.

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

The parent involvement will be monitored and evaluated through surveys and an open door policy with the principal.

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

The data team and school improvement team will work together to generate a report that will be published
in the annual middle school report.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

   Not Applicable.

Teacher Participation in Making Assessment Decisions

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

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

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

   To measure appropriateness and student mastery, unit assessments are designed and given by the classroom teacher. Curriculum calendars are monitored and discussed by teachers in grade level meetings with minutes and agendas, as well as weekly observational protocols by administration to ensure instructional practices.

   MEAP scores are disaggregated by grade, student, and teacher to ascertain mastery. Every teacher is provided the latter and displays a plan to assist students in levels 3 and 4 to address their academic needs. Professional developments are designed based off of data to address areas of partial mastery. Also, grade level, cluster, leadership, school improvement, and curriculum meetings are structured to maintain and advance forward thinking and mastery.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.
1. Quarterly assessments by The Scantron Performance Series will specifically identify learning objectives and is focused on skills that pertain to content knowledge.
2. Weekly formative assessments will be used to guide planning and instruction as well as monitor student achievement.
3. Study Island will be purchased by the school as a tutorial for students to enhance specific skills to assist in student mastery at home and at school.

Timely and Additional Assistance

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

   To provide additional instruction for students in levels 3 and 4 to address their academic needs after school tutoring, MEAP Camp, and Summer Learning Academy to offered. Additionally Paraprofessionals assist with the push in pull out of students at level 3 and 4 to ensure that they meet and exceed the MEAP standards

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

   MEAP scores are disaggregated by grade, student, subject and teacher to identify GLCE's not mastered. A plan to assist students in levels 3 and 4 to address their academic needs is demised consisting after school tutoring, MEAP Camp, and Summer Learning Academy to strengthen students.

Coordination and Integration of Federal, State and Local Programs and Resources

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

   1. Wayne RESA will be utilized to enhance staff instruction through various training and professional developments.
   2. SVSU our Authorizer will be utilized to enhance staff instruction through various training and professional developments for administrators and teachers.

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

   Federal, State and local programs and resources are coordinated to support school wide programs through the school's nutrition program and violence prevention. Students are provided with nutritional breakfast and lunch to support and encourage healthy eating habits while providing the necessary nutrients to sustain academic learning in the classroom. Violence prevention supports students' learning in a safe environment.
Additionally, Title II Part A funding will support programs to improve the quality of teachers and the principal which will provide knowledge and skills in effectively employing initiatives for student achievement.

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*In an effort to close the achievement gap, Winans Academy Middle School will use resources under Title I Part A to improve basic instruction. The purchasing of software, promethean boards, interactive response systems, novels to increase student comprehension, MEAP supplies and manipulatives, and livescribe pens will increase student achievement.*

4. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*Federal, State and local programs and resources are coordinated to support Title I Part A students through the school’s nutrition program and violence prevention. Students are provided with nutritional breakfast and lunch to support and encourage healthy eating habits while providing the necessary nutrients to sustain academic learning in the classroom. Violence prevention supports students’ learning in a safe environment.*

**Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*The institution has reviewed best practices and success of surrounding suburban districts and purchased state of the art technology to support student achievement and close the learning gap of urban students. Also, professional developments is provided for novice as well as technological savvy teachers to ensure the equipment is being used daily and to its maximum capacity.*

**Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State’s annual assessments and other indicators of academic achievement.

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

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.
The SIP monitor and assess the achievement of sub-groups through comparing data and measuring if gaps were closed. When equity gaps are less than 2% the schoolwide program was effective.

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

The SIP meets bi-monthly and use data from the data team to monitor quarterly achievement and MEAP data to ensure students are meeting mastery as well as effectiveness of programs.

4. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

There are no ESL learners currently in our student population, therefore information is shared with students and parents in several ways:
1. Daily during sign-out at dismissal.
2. Teachers have to update academic progress weekly on our electronic parent/student communication program "EdLine"
3. There are quarterly Parent Teacher Conferences where parents and students are given the opportunity to speak with all teachers regarding student achievement.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

The listed stakeholders meet bi-monthly to discuss academic and social trends of the student population based on data from standardized test and quarterly assessments.

The team disaggregate the data and elicits feedback from the teaching staff, students and parents to determine strengths and areas for improvement.
Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 (MCL 380.1280b)
   
   Response: N/A (our school does not have grades 1-5)
   Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).
   If yes, please provide a link to the report on your website in the comments field (if applicable).
   
   Response: Yes
   Comments: www.winansacademy.org

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.
   
   Response: Yes
   Comments: Our 8th grade students annually develop their EDP's utilizing MOIS; they also take an assessment to rank the top three career pathways based upon their strengths.

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.
   
   Response: Yes
   Comments: Students establish an account with MOIS in the 8th grade when they develop their EDP's. The system has the capability to transfer with the student if they attend our High School, which the Counselor builds upon to ensure alignment throughout high school.

Health and Safety (HSAT)

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

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.
Response:  Written policy, fully implemented
Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response:  Yes
Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response:  Yes
Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response:  Yes
Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response:  Reviewed policy, but not yet adopted
Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response:  Yes
Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response:  Yes
Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.
9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: Reviewed policy, but not yet adopted
Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: Yes
Comments:

11. The physical education curriculum used in our school is:

Response: Other curriculum
Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: Yes
Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: 91-149 minutes at elementary level, 136-224 minutes at middle/high level
Comments:


Response: Adopted policy, fully implemented
Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: Yes
Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.
17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: Yes
Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: Yes
Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: No
Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: Written policy, fully implemented
Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: Yes
Comments:


Response: Adopted policy, but not fully implemented
Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

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

Response: Yes
Comments:

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

Response: Yes
Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: Yes
Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: No
Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: No
Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: Yes
Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: Written policy, fully implemented
Comments:

31. Our school has a parent education program.

   Response:  No
   Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

   Response:  Yes
   Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

   Response:  Access to some indoor facilities
   Comments:
## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

<table>
<thead>
<tr>
<th>Title</th>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms.</td>
<td>Rochelle</td>
<td>Ponder</td>
<td>Principal</td>
<td><a href="mailto:rponder@winans.spfs.k12.mi.us">rponder@winans.spfs.k12.mi.us</a></td>
</tr>
<tr>
<td>Mrs.</td>
<td>Michelle</td>
<td>Lowin</td>
<td>English Teacher</td>
<td><a href="mailto:mlowin@winans.spfs.k12.mi.us">mlowin@winans.spfs.k12.mi.us</a></td>
</tr>
<tr>
<td>Mr.</td>
<td>Metro</td>
<td>Banks</td>
<td>Dean of Students</td>
<td><a href="mailto:mbanks@winans.spfs.k12.mi.us">mbanks@winans.spfs.k12.mi.us</a></td>
</tr>
<tr>
<td>Ms.</td>
<td>Terese</td>
<td>Romley</td>
<td>Teacher</td>
<td><a href="mailto:tromley@winans.spfs.k12.mi.us">tromley@winans.spfs.k12.mi.us</a></td>
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Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

<table>
<thead>
<tr>
<th>Name/Position:</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>7616 E. Nevada Rd.</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>313365-5578</td>
</tr>
</tbody>
</table>

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion
Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact
PART I. GENERAL EXPECTATIONS

Winans Academy agrees to implement the following statutory requirements:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning, data and other school activities, including ensuring:*

- Parents play integral role in assisting their child’s learning.
- All Staff receive ongoing training on providing positive interactions and “customer service” to our parents.
- Parents are encouraged to be actively involved in their child’s education at school.
- Parents are full partners in their child(ren) education and are included, as appropriate, in decision-making to assist in the education of their child.
- Parents are made aware of their rights as outlined in NCLB Section 1118.
- Parents are provided several opportunities and outlets by the school to communicate state standards and assessments in language and/or formats that are understandable (ie: charts, comparative graphs).
- Parents may request other reasonable support for Title I parental involvement activities.

a. Winans Academy Middle school has developed with teachers, parents, board members and administrators a written parent involvement policy.

b. Winans Academy Middle school has established the following expectations for parent involvement:

PART II. PARENT RESPONSIBILITIES

We expect our parents, to support their children’s learning in the following ways:

- Provide a home environment that actively supports learning through reading, writing, conversations & discussions among family members.
- Prove a family routine that supports learning such as a set time for studying, watching television and going to bed.
- Provide a positive communication between family members and children.
- Encourage children by asking about schoolwork and providing an appropriate atmosphere for doing homework and that homework is monitored, completed and returned to school.
- Encourage child to show positive school behavior.
- Meet their basic obligations such as providing shelter, proper nutrition & clothing for children to the best of their ability.
- Assure that their child(ren) get to school on time and attend school regularly.
- Volunteer in their child’s classroom or on field trips. (See student handbook).
Participate, as appropriate, in decisions relating to their children’s education.
Promote positive use of their child’s extracurricular time.
Stay informed about their child’s education, ask questions related to their child’s academic progress and communicate with the school by promptly reading all notices from the school or the school district either received by their child or by mail and responding, as appropriate. Establish an EdLine account and attend parent–teacher conferences.

a. Winans Academy Middle school will take the following actions to involve parents in the process of school review and improvement.
- Parents will be included on the School Improvement Planning team.
- Parents will be given perception surveys to provide input on the schools programs and policies.
- Parents will be given opportunity to provide input on Title I programs and services during Annual Title I School-Wide meeting.

b. Winans Academy Middle school will provide the following necessary coordination, technical assistance and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- Publish a system wide monthly newsletter that will be sent to all the parents, guardians and community.
- Provide web site access to post calendars of school and system events, homework, curriculum information, parenting suggestions/resources, and links to the state curriculum standards.
- Offer several workshops based on data from Parent needs assessment.
- Extend the hours of the Skillman Parent Resource Center to accommodate families work schedule and allow access to computers and the internet.

**PART III. BUILDING PARENT CAPACITY**

Winans Academy Middle school will provide the following necessary coordination, technical assistance, and other support to assist parents in building capacity for strong parent involvement.

- Winans Academy will actively raise the community’s awareness of how important family involvement is to student’s success and academic achievement through parent newsletters, postings on EdLine and press releases when applicable.
- The middle school will have a link on the district web site.
- Information about the curriculum will be sent home and discussed during Annual Parent Open House night, posted on the school web site and EdLine.

a. Winans Academy Middle School will revise The Parent Involvement Plan.
- After completing the evaluation process and obtaining input from all stakeholders the Leadership Team, SIP Team, Parent Teacher Organization and School Board will revise the school’s Parent Involvement Plan.

b. Winans Academy Middle School will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership
among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Winans Academy will provide assistance to parents of children served, as appropriate, in understanding topics such as academics, social matriculation in middle school, and study skills.
- Single Parenting
- Winans Academy curriculum and its alignment to the Common Core State Standards.
- The State’s student academic achievement standards.
- The state’s and middle school academic assessments, including alternate assessments ie: Performance Series, PLATO and ACT EXPLORER
- No Child Left Behind requirements
- Title I
- Special Education Laws and rights.
- How to monitor their child’s progress through EdLine and quarterly progress reports/report cards.
- How to work with educators.

PART IV. COMMUNICATION

Winans Academy Middle school will take the following actions to ensure that information related to school and parent – programs, meeting and other activities is sent to parents of participating children in an understandable and uniform format, including alternative format upon request, and to the extent practicable, in a language that parents can understand.

- Monthly newsletter
- Automated phone dialer system
- Electronic and postal mailings
- Quarterly Parent Teacher Conferences
- Round Table parent/teacher/student/administrator meetings
- Monthly Parent Teacher Organization Meeting
- Scheduled meetings and phone conferences

PART V. ATTENDANCE AND HOMEWORK

Winans Academy Middle school will design improvement strategies for homework and attendance.

Attendance

- The Attendance Supervisor will have access to the Student Information Systems and all attendance information. The Attendance Supervisor will monitor all students’ attendance and will work with the principal and/or social worker to visit families when absenteeism effects student achievement.
- The system wide Attendance Supervisor (Mrs. Lydia Cole) will become more actively involved in the attendance monitoring as outlined in the student handbook. She will be given access to update daily attendance information through the student management program and will be able to generate reports with student name and number of tardies and absences. If absenteeism or tardiness becomes habitual, she will contact the parent to devise a plan of action to improve attendance and offer suggestions to the parents/guardians. The Attendance Supervisor will also work closely with the
Attendance/tardy committee to improve attendance. However, the Wayne County Juvenile court System may be contacted to report excessive truancy and/or recommendation to the Board of Directors.

- Classroom teachers will mark the attendance at the beginning of each day/period. All excuse notes will be taken to the main office and the Attendance Supervisor will make a determination whether the absence is excused or unexcused (in accordance to the student handbook policy).

**Homework (Edline)**

- The middle school will contain a sophisticated calendaring system that will allow teachers to post homework and assignments on Ed-line.
- After School Tutoring programs will be provided utilizing extended contract funds.
- All students will be given planners to manage assignments and communicate to parents daily homework.
- Progress reports will be given quarterly during parent teacher conferences.
- Student work will be sent home weekly for all 6th-8th grade students.

The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, math, science, and using technology, as appropriate, to foster parental involvement.
APPENDIX

MARVIN L. WINANS ACADEMY OF PERFORMING ARTS PARENT-STUDENT-TEACHER COMPACT 2012-2013

Parent/Guardian Agreement
I/we want my child to succeed. Therefore, I/we will:

- Strive each day to make my child’s education my number one priority.
- Ensure all academic and club fees are paid in a timely manner.
- Provide necessary supplies each day.
- See that my child is punctual and attends school regularly.
- Support the school discipline policy.
- Check EdLine regularly.
- Read and review all information my child brings home from school.
- Supervise the completion of homework and home activities with my child.
- Set aside a quiet place each evening just for schoolwork.
- Attend parent/teacher conferences for my child and school functions.
- Attend at least 1 parent workshop and at least 3 PTO meetings per school year.
- Volunteer 20 hours per school year. Parents may opt out of 10 volunteer hours by donating $20.00 to Winans Academy Endowment Fund.

Parent/Guardian’s Signature __________________________ Date ________________

Student Agreement
It is important that I work to the best of my ability. Therefore, I will:

- Come to school each day and be in class on time.
- Come to class prepared with pens, pencils, and paper.
- Treat all members of the school community and their property with respect.
- Display positive behavior and show respect towards peers and staff.
- Always try to do the best I can.

Student’s Signature __________________________ Date ________________

Teacher Agreement
It is important that students achieve. Therefore, I will:

- Provide an enriched and challenging curriculum aligned with the state.
- Provide appropriate and meaningful homework assignments for students.
- Keep parents informed of their child’s progress on a regular basis.
- Continue to be lifelong learners knowledgeable of current best practices in the field of education.
- Support and attend school functions.
- Serve as role models.
- Support parents as lifelong learners by providing appropriate resources and learning opportunities.
- Demonstrate care and concern for each student.
- Provide an environment conducive to learning.
- Have high expectations for myself and my students by using methods that work for my classroom.
- Maintain open lines of effective communication with my students and their parents in order to support student learning.
- Seek ways to involve parents in school-related activities.
- Maintain and update EdLine weekly.

Teacher Signature __________________________ Date ________________