



School Improvement Plan

Marvin L. Winans Academy Middle School

Marvin L. Winans Academy of Performing Arts

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Introduction

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

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.

Improvement Plan Assurance

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

1. A CNA was given to staff to determine professional development needs.
2. An evaluation of the MStep data from 2016-2017 year was dis-aggregated by staff to determine if goals were met and to drive instruction.
3. Parents were asked to evaluate and discuss our programs and services during our PTO meeting in May.
4. MStep data was further disaggregated to assess equity in student achievement and determine gaps.

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?

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

Demographic Data:

Marvin L Winans Academy of Performing Arts Middle is a 6-8 grade school. With approximately 235 students enrolled. There are 22 special education students. The breakdown for teachers per subject is as follows: ELA- 2, Math-2, History-2, Science-2. There are 10 performing arts teachers. There is one administrator and four support staff. We have four para professionals, a curriculum coach, a math interventionist, behavioral interventionist and a special ed teacher. All middle school teachers are highly qualified. Our student population is 100% African-American. All para pros are 100% highly qualified. According to our free lunch applications, 53% of our households are economically disadvantaged. The parent data was gathered through PTO meetings, parent workshops & an electronic survey. The surveys indicate that parents are pleased with the overall performance of the staff and school. Parents are especially pleased with the school and are extremely likely to recommend the school to other parents/guardians as a good place to send their children. Parents were asked when was the best day and time for them to become more actively involved in the PTO & attend parent teacher conferences. Parents were also asked which topics/areas that they would like to receive additional assistance or training on. The data will be used as a means to ensure that parents can

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be more actively involved in their child's education. Electronic surveys were also conducted with staff as to leadership and communication in the school building. The teacher perception data indicated that professional learning workshops should be a primary focus, e.g. Meta-Cognition (thinking strategies), differentiated instruction, Common Core State Standards (CCSS), & thematic instruction. Staff would like to see more parental support. Students were surveyed electronically as to how they felt about their school, programs offered and satisfaction of teacher's teaching. The results indicate that the majority of students are happy attending Winans Middle School and have a favorable view of their teachers. They feel that teachers are prepared for class and value their opinions and overwhelmingly, that the academic math essentials course help them become better with math. The perception of community stakeholders indicate that Winans Middle provides a good learning environment for all students. Community surveys are given during school programs and career day.

Achievement Data:

In analyzing our data sets, the school improvement team identified several areas in need of improvement to include in our plan. MStep achievement data 2016-2017 indicates that students show a decline in reading from sixth to seventh grade but show an increase in eighth grade. Notably, 6th and 8th grade met the proficiency target for reading (53.29%); but 7th grade did not meet the target with only 39% being proficient. Moreover, sixth grade reading were 42% (2012-13) proficient, Seventh grade reading were 39% (2016-17) proficient; we retained 75% of our students from 6th to 7th however there was lateral movement. More indepth analysis of the data showed there was a 16% decrease in level 4 of the same cohort of students (2012-2013 40% not proficient/ 2016-2017 24% not proficient. The results show although we are making gains and closing gaps, students need more differentiated instruction. WAPA's Middle School math scores were 14% proficient for sixth grade, 10% proficient for seventh grade and 5% proficient for eighth grade. Some areas of concern are: Solve equations of the form $ax + b = c$ and compute volume and surface area of rectangular prisms. MStep math scores show that all students are achieving below the state proficiency level (27.81%) for 2016-2017. Data shows that students in all grades need more differentiated instruction in math, reformed math curriculum aligned to the CCSS and an increase in beyond classroom assistance using computer based math IXL and PLATO program along with intervention from the math specialist. On the sixth grade MStep social studies score 37% of students were not proficient, showing that a new social studies curriculum/resources, differentiated instruction and more time on task is needed to increase achievement. The seventh grade MStep writing scores showed a 13% decrease (2013-2014; 52% to 2016-2017; 39%) and fell short by 3 points of meeting the state proficiency target of 42.74% for WAPA middle 2016-2017. The implementation of writing across all disciplines and 6+1 traits of writing have assisted in students proofreading and editing in writing, however more gains need to be made to stay on the 2021-2022 proficiency trajectory. The data from 8th grade science MStep scores shows students were not proficient, areas of concern are: reading/interpreting graphs, growth and development by cell number and size and Illustrate the structure of molecules. The scores show that more differentiated instruction is needed as well as a curriculum that encompasses the NGSS. The achievement gaps are possibly caused by economically disadvantaged students.

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

Data Findings for Goal Alignment: The MStep data indicates that there is a need to differentiate in the area of reading in order to reach bubble students and increase the percentile of proficiency for students. For math, science and social studies there has to be consistent progress monitoring and differentiated instruction. Also, MStep Data identified the need to obtain a Math Interventionist. perception data indicates that staff would like parents to support the policies that are in place. The process data also indicates the need for consistent progress monitoring. The data also shows a need for increased time in Math and Social Studies. Along with increased time for math, it was identified that a math interventionist was needed to address student needs. With differentiation in instructions, to reach all learners, integration of technology into instruction is needed, along with analyzing data to determine where the academic needs are should be a part of data findings. Creating learning communities with teachers co-teaching is also a part of differentiation in instruction. Additional instructional time through tutoring and summer school are also needed in order to close the achievement gap.

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

The goals were derived from the needs of our students based off of several data types (MStep 2016-2017, Performance Series Spring 2017 and ACT Explorer April 2017). Although the data sets aren't clearly aligned, there wasn't significant or consistent growth trends in student achievement on the MStep; however Performance Series and ACT Explorer showed gains (ranging from 1%-4%) in all subjects tested. The SIT analysis of the data strategically addresses deficits in student achievement because the disparity in the data sets could be due to the time of year students' are tested (MStep early spring/ Explorer and Performance Series Spring).

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

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

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

Co-teaching: Winans Middle encourages a team environment. We are a Learning Community that encourages teachers to collaborate and plan together. Teachers are expected to co-plan within their grade levels and if desired co-teach different subjects. The CIA Coach will co-plan with teachers also as a part of their professional development. Examining and analyzing data from standardized test administered through the district and state, and grade level common assessments to determine where the achievement gap exists and how we can effectively assist our children.

Progress Monitoring: Teachers will monitor the progress of learners by progress monitoring as a means to effectively determine if the programs in place are effective and to adjust instruction to reach all learners. **Differentiated Instruction:** Teachers have been trained and will receive additional training on how to implement Differentiated Instruction during whole group and small group instruction. Teachers will be expected to use the methods during instructional time to reach all learners. The CIA coach will be assisting teachers in this implementation by providing training and classroom assistance through demonstration lessons and non evaluative observations.

Extended Learning Communities: Professional Development is a ongoing process that should be integrated into a consistent means of learning. Teachers will see training implemented live in the classroom through demonstration lessons by the CIA Coach. In addition, Winans Middle has a Professional Literature Library currently in place in the principal's office and the office of Curriculum Instruction and Assessment for teachers to check out books related to topics in the reform model in order to enhance their understanding of the concepts and provide ideas for instruction. Teachers also participate in a monthly, every third Wednesday, Professional Learning Community (PLC) where they are assigned chapters and have discussions from "Enhancing Professional Practice" by Charlotte Danielson and "Classroom Instruction that Works" by Robert Marzano. The SIT, will also do a study on "Failure is NOT an Option" by Alan Blankstein.

Additional Math remedial class:

The course will allow time for more in depth instruction to take place on student foundation gaps. It also provides the opportunity for hands on and technology based learning. **Extended Day Tutoring:** Winans Middle will be offering Extended Day Tutoring for an additional 2 hours, 2 days a week. This program will be targeting students who show a need, through test data, of intensive intervention in Reading and Math, (Teachers may utilize PLATO software in Reading and Math to supplement the instruction) students will be placed in ability groups to individualize their learning.

Summer Learning Academy: Winans Middle School staff will provide Summer Learning instruction to students who are not proficient on the MStep, Performance Series and Benchmark test. The instruction will target Reading and Math. These interventions will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained

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achievement. Teachers will be in serviced on programs in order to successfully infuse the reform models into their instruction in order to increase student achievement. Our special education teacher will partner with the general education teachers to work directly and indirectly to support the students who merge out (inclusion) with the general education students. This model will provide the principal and teachers with the knowledge and management for effective instruction that will lead to sustained achievement.

The Round Table Team meets to address the needs of students who require additional assistance. Progress monitoring will provide evidence as to whether or not the student's needs are being met. The middle school follows the quadrant D Rigor and Relevance framework provided by Dr. William Daggett. The framework is based on 2 dimensions: higher standards and student achievement. We have the RTI tiered instruction model to directly assist student achievement.

Component 2: Schoolwide Reform Strategies

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

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

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

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

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

A Balanced Literacy Program: Teaching reading that includes: phonemic awareness, vocabulary, fluency and comprehension. In addition, small group instruction that will include guided reading and written instruction. Professional Learning and Assistance will also be provided by the CIA coach as well as experts from the Benchmark Literacy program. Promethean Boards in the classroom. The teachers will be responsible for designing a technology plan to implement in their classrooms utilizing technology. **Co-teaching:** Winans Middle encourages a team environment. We are a Learning Community that encourages teachers to collaborate and plan together. Teachers are expected to co-plan within their grade levels and if desired co-teach different subjects. The CIA Coach will co-plan with teachers also as a part of their professional development. Examining and analyzing data from standardized test administered through the district and state, and grade level common assessments to determine where the achievement gap exists and how we can effectively assist our children.

Progress Monitoring: Teachers will monitor the progress of learners by progress monitoring as a means to effectively determine if the programs in place are effective and to adjust instruction to reach all learners.

Differentiated Instruction: Teachers have been trained and will receive additional training on how to implement Differentiated Instruction during whole group and small group instruction. Teachers will be expected to use the methods during instructional time to reach all learners. The CIA coach will be assisting teachers in this implementation by providing training and classroom assistance through demonstration lessons and non evaluative observations.

Extended Learning Communities: Professional Development is a ongoing process that should be integrated into a consistent means of learning. Teachers will see training implemented live in the classroom through demonstration lessons by the CIA Coach. In addition, Winans Middle has a Professional Literature Library currently in place in the principal's office and the office of Curriculum Instruction and Assessment for teachers to check out books related to topics in the reform model in order to enhance their understanding of the concepts and provide ideas for instruction. Teachers also participate in a monthly, every third

Wednesday, Professional Learning Community (PLC) where they are assigned chapters and have discussions from "Enhancing Professional Practice" by Charlotte Danielson and "Classroom Instruction that Works" by Robert Marzano. The SIT, will also do a study on "Failure is NOT an Option" by Alan Blankstein and "The Skillful Teacher by RBT. Additional Math remedial class: The course will allow time for more in depth
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instruction to take place on student foundation gaps. It also provides the opportunity for hands on and technology based learning.

Extended Day Tutoring: Winans Middle will be offering Extended Day Tutoring for an additional 2 hours, 2 days a week. This program will be targeting students who show a need, through test data, of intensive intervention in Reading and Math, (Teachers may utilize PLATO software in Reading and Math to supplement the instruction) students will be placed in ability groups to individualize their learning.

Summer Learning Academy: Winans Middle School staff will provide Summer Learning instruction to students who are not proficient on the MStep, Performance Series and Benchmark test. The instruction will target Reading and Math. These interventions will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement. Teachers will be in serviced on programs in order to successfully infuse the reform models into their instruction in order to increase student achievement. Our special education teacher will partner with the general education teachers to work directly and indirectly to support the students who merge out (inclusion) with the general education students. This model will provide the principal and teachers with the knowledge and management for effective instruction that will lead to sustained achievement.

The Round Table Team meets to address the needs of students who might require additional assistance. Progress monitoring will provide evidence as to whether or not the student's needs are being met. The middle school follows the quadrant D Rigor and Relevance framework provided by Dr. William Daggett. The framework is based on 2 dimensions: higher standards and student achievement. We have the RTI tiered instruction model to directly assist student achievement.

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

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

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

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

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

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

Consistent progress monitoring by the SIT team, Data team and Curriculum Coach is used by analyzing all data sets (MStep, Performance Series, Weekly Assessments, and ACT Explorer) to determine if students needs are being met. Moreover, the Performance Series test is given quarterly (early fall, mid-winter and spring), the data from the test drive instruction and assist in measuring if SIP and individual student goals are being met, adjustments are then made to the students' learning plan.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

In 2018-19 our turnover rate was 20%; of the 8 academic teachers in 2017-2018, due to declining enrollment teaching staff was decreased to 8. Teachers resigned for higher pay in other districts.

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

0-3 years 0

4-6 years 25%

7-10 years 25%

11+ years 25%

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

Teachers are given the opportunity to participate in the decision making process through electronic and paper surveys, participating on the School Improvement Team, providing feedback at professional development and planning sessions. Academic and behavior expectations are high. Staff participate in team building exercises/activities which help to foster a strong team relationship. This feeling of belonging encourages staff to take ownership of school goals and expectations.

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

Offering opportunities for teachers to facilitate trainings in a peer to peer learning environment. Teachers are allowed to purchase books of their choice annually to build capacity. Mentor teachers assist with lesson development and other classroom concerns or needs. Teachers are given the opportunity to participate in conferences. Achievement bonuses are also paid to teachers. Because of the teacher shortage, nationwide, teachers have many choices and have left for higher salaries.

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

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

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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.

The SIT team in alliance with the CIA department has outlined a professional learning plan based off of student achievement data (MStep, Performance Series and ACT Explorer) and the 2017-2018 CNA:

Differentiated Instruction

Brain-Based Learning

Connected Mathematics Program (CMP)

Literacy

Reader's/Writer's Workshop

Common Core State Standards (CCSS)

Next Generation Science Standards (NGSS)

Flipped Classroom

Rigor, Relevance and Relationships (Re-form model)

Classroom Management

Culture and Climate

Cultural Sensitivity Training

Teaching Basic Mathematics

Data driven instruction

Social Studies Alive curriculum

Effective use of Technology (Power School, IXL Math, Promethean Boards)

Educational Impact

Special Education

Next Generation Science

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

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

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	The curriculum department is undergoing staffing issues. Potential curriculum members are being sought.	

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

1118 (c) Parents participate in the evaluation of the plan during PTO meetings, parent conferences, school to home communications and conversations with parents. Evaluations are provided to participants at the end of the activity. Evaluations are reviewed to make the necessary adjustments to the programs as necessary. Parents are given anonymous surveys to evaluate all programs.

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

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

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

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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. Parents are also invited to

Winans Middle School annual Grandparent's Day.

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

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

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

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

14. Provide other reasonable support as requested: Parents are allowed use of the school's Skillman center to assist them with employment searches, and obtaining information on educational programs for themselves. The school's social worker meets with parents when needs occur, e.g. burnout. Winans Academy's homeless liaison will offer assistance in case of homelessness. Instructional staff meet with parents when needed to offer assistance in the education of their child(ren).

1118(f) Accessibility for disabled parents, LEP parents, parents of migratory children: Winans Academy Middle School to offer assistance to parents with disability by having staff who are located on the second or lower level to meet with parents on the first floor. Wide doors are able to allow parents in wheelchairs to enter the building, there is a wheelchair ramp and there is a school elevator. Winans Middle School has experienced no migratory children.

1118 (c) Policy Involvement

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

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the school's lobby.

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

1118 (c) Parents participate in the evaluation of the plan during PTO meetings, parent conferences, school to home communications and conversations with parents. Evaluations are provided to participants at the end of the activity. Evaluations are reviewed to make the necessary adjustments to the programs as necessary. Parents are given anonymous surveys to evaluate all programs. Also, during monthly Parent Organization Meetings time is allotted for parents' to voice their opinion regarding student programs, as well as a suggestion box strategically placed in an isolated area to allow anonymity.

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

The results of the evaluation indicate that parents believe that the staff at Winans Middle School are effective in educating their child(ren) and that they are pleased with the many programs/events that the school offers for them and their child(ren). The SIT organizes and records the results from the survey with the results being used at monthly SIT meetings to update schoolwide programs.

8. Describe how the school-parent compact 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 Open House, parent conferences and PTO meetings for parents to read and parents are asked to sign.

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

N/A

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

Parents assist in the development of the School-Parent Compact through discussions in PTO meetings, workshops and parent surveys. At the beginning of each school year, a Title I meeting is held for all parents. There is a sign-in sheet and agenda to document parent attendance and content. School-Parent Compacts are given and explained to parents at the Open House, the first parent conference and first PTO meeting for parents to read, discuss with their child and parents/student/teacher are asked to sign.

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

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

Winans Middle School provides individual student academic assessment results to parents through quarterly report cards that include an explanation of grades and comments. Standardized test scores are sent home and time is set aside at PTO meetings and parent conferences to explain the test results in a language that parents can understand. Teachers send biweekly (when requested or necessary), and quarterly progress reports home. School wide data is displayed through the AER on the web. Teachers contact parents through notes and phone calls. Electronic communication being posted weekly on "DOJO"

Component 7: Preschool Transition Strategies

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

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

Reading/ELA

Grade Span: 6-8

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

Writing

Grade Span: 6-8

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

Math

Grade Span: 6-8

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

Science

Grade Span: 6-8

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

Social Studies

Grade Span:6-8

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

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

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

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

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

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

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

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

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

ELA

Grade Span: 6-8

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

Writing

Grade Span: 6-8

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

Math

Grade Span: 6-8

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

Science

Grade Span: 6-8

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

Social Studies

Grade Span: 6-8

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

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

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

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

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

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

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

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

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

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

School Reform Strategies: General fund, Title I

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

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

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

Strategies to Increase Parental Involvement: Title I, Part A

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

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

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

State Grant funds, local grant funds.

The principal and staff are engaged in ongoing professional development. Outside consultants are brought in to present best practices in differentiated instruction, reading, writing, mathematics, and science in an effort to close the achievement gap. Staff are afforded opportunities to attend off-site professional development and conferences designed to improve student achievement. Saginaw Valley State University provides professional development to administration and staff. Winans Academy has a District Curriculum Instruction & Assessment team who provide ongoing professional learning. Instructional staff are involved in monthly Professional Learning Communities SY 2018-2019

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(PLC), Small Learning Communities (SLC) where they engage in a book club centered research based strategies. Wayne RESA provides trainings and technical support to strengthen staff skills. Technology workshops are scheduled to assist teachers in infusing technology into the classroom. Parent workshops are scheduled to assist parents in assisting their children.

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

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

Evaluation:

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

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

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

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

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

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

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

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

2018-2019 Plan for School Improvement Plan

Overview

Plan Name

2018-2019 Plan for School Improvement Plan

Plan Description

SIP

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	By 2022 50% of students will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$114000
2	By 2022 60 % of all students will be proficient in math.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$138000
3	By 2022 60% of all students will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$96000

Goal 1: By 2022 50% of students will be proficient in social studies.

Measurable Objective 1:

A 20% increase of Sixth, Seventh and Eighth grade Male Black or African-American, Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency in the mastery of social studies state standards. in Social Studies by 06/21/2019 as measured by Increase proficiency level on NWEA & MStep Assessments.

Strategy 1:

Purchase TCI Curriculum - Teaching history through, Social Studies Alive interactive curriculum, will assist students in retaining and understanding the value of past cultures and civilization with the use of technology.

Category: Social Studies

Research Cited: Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve comprehension. Graphic organizers and movement activities are key to TCI lessons. <http://www.teachtci.com/social-studies-teaching-strategies.html>

Tier: Tier 3

Activity - Teacher Training on History Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on History Alive! program in order to increase student achievement.	Academic Support Program	Tier 3	Implement	09/04/2018	06/21/2019	\$4000	Title II Part A	Curriculum Department Principal

Activity - Increase Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who struggle in reading comprehension appear to have challenges mastering the social studies content. Para professionals will out students that are reading below grade level to work on fluency and comprehension. English teachers will train para professionals on using the Hooked on Phonics program for Tier 3 students that are not on grade level.	Direct Instruction	Tier 3	Implement	09/04/2018	06/21/2019	\$80000	Title I Part A	Principal

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are not on grade level will attend our after school tutoring program to increase reading proficiency. An adaptive assessment will be used (NWEA) to determine individual student deficits and a prescription for direct instruction will be used by the tutor to increase student achievement.	Direct Instruction	Tier 3	Implement	09/04/2018	06/21/2019	\$30000	Title I Part A	Principal Teachers

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Activity - Monitor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly progress monitoring to ensure all students are making adequate gains.	Other	Tier 3	Implement	09/04/2018	06/21/2019	\$0	General Fund	Principal Curriculum Team

Goal 2: By 2022 60 % of all students will be proficient in math.

Measurable Objective 1:

A 20% increase of Sixth, Seventh and Eighth grade Male Black or African-American, Bottom 30% and Economically Disadvantaged students will demonstrate a proficiency 20% of students will increase proficiency annually in math in Mathematics by 06/21/2019 as measured by 20% annual increase in mathematics achievement by students..

Strategy 1:

Additional Math Class - Additional math class focused on basic skills. Students will have an additional math class that will concentrate on decreasing individual deficits. The homogenous grouping will come from NWEA data which will allow classes to move at their ability level to close foundational gaps.

Category: Mathematics

Research Cited: NEA Research Reviews of the Research on Best Practices in Education: <http://www.nea.org/tools/16899.htm>.

Tier: Tier 3

Activity - Teacher Training on NWEA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum department will teach skills building math essentials course. Professional learning will be ongoing to provide teachers.	Academic Support Program	Tier 3	Getting Ready	09/04/2018	06/21/2019	\$0	General Fund	Principal Curriculum Department

Strategy 2:

Improve Math Curriculum - By aligning the K-8 math curriculum vertically, most notably 6th-8th will increase students' mastery of concepts through implementation of the connected mathematics curriculum.

Category: Mathematics

Tier: Tier 3

Activity - Math Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have ongoing professional learning on implementing Connected Math Project.	Professional Learning	Tier 3	Implement	09/04/2018	06/21/2019	\$12000	Other	Principal

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Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of the math curriculum will be conducted to ensure the resources are being implemented with fidelity.	Walkthrough	Tier 3	Implement	09/04/2018	06/21/2019	\$0	General Fund	Principal and Curriculum Coach

Strategy 3:

Close Foundational Gaps - Title I Staff, para professionals, will provide extra time, resources and assistance to students not achieving state standards in math.

Category: Mathematics

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

Tier: Tier 3

Activity - Push In/Pull Outs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para Professionals will work with students who are not on grade level in small groups.	Academic Support Program	Tier 2	Implement	09/04/2018	06/21/2019	\$82000	Title I Part A	Principal Curriculum Coach Title I Director

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will implement IXL in math for after school. (ASAP) program will meet twice a week for one hour for students not on grade level based on MStep and NWEA.	Academic Support Program	Tier 3	Implement	09/04/2018	06/21/2019	\$20000	Title I Part A	Principal Curriculum Coach Title I Director

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic teachers will instruct a four week summer for students who have not met proficiency.	Academic Support Program	Tier 3	Implement	10/08/2018	05/24/2019	\$24000	Title I Part A	Principal Curriculum Department Title I Director

Goal 3: By 2022 60% of all students will be proficient in science.

Measurable Objective 1:

A 20% increase of Sixth, Seventh and Eighth grade Female Black or African-American, Bottom 30% and Economically Disadvantaged students will increase student growth 20% of students will increase proficiency annually in science. in Science by 06/21/2019 as measured by Increase proficiency level on NWEA & MStep Assessments.

Strategy 1:

Increase Inquiry - Increase student inquiry in the Science Curriculum - Instructional Staff will implement Bloom's higher level thinking skills (analysis, synthesis and evaluation) to drive inquiry during teaching.

Category: Science

Research Cited: Heather Banchi and Randy Bell (2008) stated four forms of inquiry based learning in Science that build inquiry, guided inquiry and open inquiry.

Tier: Tier 3

Activity - Educational Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide field trips to various venues for students	Field Trip			09/04/2018	06/21/2019	\$8000	Title I Part A	Principal Lead teacher

Activity - Quality Lab experiments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Materials		Getting Ready	09/04/2018	06/21/2019	\$5000	Title I Part A	Curriculum Coach

Activity - Additional Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I staff, para professionals, will work with students who haven't met mastery on the state assessment or NWEA exam.	Academic Support Program	Tier 3	Implement	09/04/2018	06/21/2019	\$80000	Title I Part A	Principal Curriculum Coach Title I Director

Strategy 2:

Professional Learning - Science teachers will attend internal and external professional learning based off of CNA results, researched best practices, differentiated instruction, science inquiry curriculum trainings with our Authorizer (SVSU), local science trainings with our ISD Wayne RESA.

Category: Science

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

Tier:

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will attend internal and external professional learning based on CNA results.	Professional Learning			09/04/2018	06/21/2019	\$3000	Title I Part A	Curriculum Coach Principal
Activity - Monitor Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Walkthrough		Getting Ready	09/04/2018	06/21/2019	\$0	General Fund	Principal Curriculum Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation	Weekly monitoring of direct instruction to ensure science curriculum and resources are being taught with fidelity.	Walkthrough		Getting Ready	09/04/2018	06/21/2019	\$0	Principal Curriculum Team
Monitor Implementation	Weekly monitoring of the math curriculum will be conducted to ensure the resources are being implemented with fidelity.	Walkthrough	Tier 3	Implement	09/04/2018	06/21/2019	\$0	Principal and Curriculum Coach
Teacher Training on NWEA	The curriculum department will teach skills building math essentials course. Professional learning will be ongoing to provide teachers.	Academic Support Program	Tier 3	Getting Ready	09/04/2018	06/21/2019	\$0	Principal Curriculum Department
Monitor Program	Weekly progress monitoring to ensure all students are making adequate gains.	Other	Tier 3	Implement	09/04/2018	06/21/2019	\$0	Principal Curriculum Team

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Science teachers will attend internal and external professional learning based on CNA results.	Professional Learning			09/04/2018	06/21/2019	\$3000	Curriculum Coach Principal
Summer School	Academic teachers will instruct a four week summer for students who have not met proficiency.	Academic Support Program	Tier 3	Implement	10/08/2018	05/24/2019	\$24000	Principal Curriculum Department Title I Director
Increase Comprehension	Students who struggle in reading comprehension appear to have challenges mastering the social studies content. Para professionals will out students that are reading below grade level to work on fluency and comprehension. English teachers will train para professionals on using the Hooked on Phonics program for Tier 3 students that are not on grade level.	Direct Instruction	Tier 3	Implement	09/04/2018	06/21/2019	\$80000	Principal

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Educational Excursions	Instructional staff will provide field trips to various venues for students	Field Trip			09/04/2018	06/21/2019	\$8000	Principal Lead teacher
Additional Academic Support	Title I staff, para professionals, will work with students who haven't met mastery on the state assessment or NWEA exam.	Academic Support Program	Tier 3	Implement	09/04/2018	06/21/2019	\$80000	Principal Curriculum Coach Title I Director
Push In/Pull Outs	Para Professionals will work with students who are not on grade level in small groups.	Academic Support Program	Tier 2	Implement	09/04/2018	06/21/2019	\$82000	Principal Curriculum Coach Title I Director
After School Tutoring	Students who are not on grade level will attend our after school tutoring program to increase reading proficiency. An adaptive assessment will be used (NWEA) to determine individual student deficits and a prescription for direct instruction will be used by the tutor to increase student achievement.	Direct Instruction	Tier 3	Implement	09/04/2018	06/21/2019	\$30000	Principal Teachers
After School Tutoring	Instructional staff will implement IXL in math for after school. (ASAP) program will meet twice a week for one hour for students not on grade level based on MStep and NWEA.	Academic Support Program	Tier 3	Implement	09/04/2018	06/21/2019	\$20000	Principal Curriculum Coach Title I Director
Quality Lab experiments	There is a need for students to conduct lab experiments while studying units and themes; students' retain more knowledge when real-world applications are applied to concepts.	Materials		Getting Ready	09/04/2018	06/21/2019	\$5000	Curriculum Coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on History Alive!	Teachers will receive training on History Alive! program in order to increase student achievement.	Academic Support Program	Tier 3	Implement	09/04/2018	06/21/2019	\$4000	Curriculum Department Principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Teacher Training	Math teachers will have ongoing professional learning on implementing Connected Math Project.	Professional Learning	Tier 3	Implement	09/04/2018	06/21/2019	\$12000	Principal