



School Improvement Plan

Winans Academy High School

Marvin L. Winans Academy of Performing Arts

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Marvin L. Winans Academy of Performing Arts (WAPA) is to prepare students for academic and performing arts excellence and responsible citizenship. The high school is located on the east side of Detroit and consist of 220 students which come from 10 local cities and make up a diverse population of students representing the surrounding African American community. The staff are from 13 neighboring communities. Some of the unique challenges that has affected Winans Academy is the increase in unemployment, urban flight, neighborhood destruction, increased crime rates, and increase in homelessness.

School's Purpose

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

The vision of the school is to expose Winans Academy students to the world through the art and to prepare students for college. The secondary functions are workforce preparation, socialization, and community-building, but ask a student, parent, school district administrator, or state school official the purpose of high school, and by far the most common response is that the mission of high school is to prepare students for postsecondary schooling. Student performance has shown a continuous improvement as the school works to reduce the transient trends that are present in high schools. The high school graduation rate is approximately 100 percent, with over 100 percent of graduates being accepted into a two or four year college or university. The school provides counseling services along with special education services to serve all students. Parents are involved in the school life through parent/teacher orientation, chaperone opportunities, communication via electronic means, parent organization, and open door policies that aim to ensure that parents feel a part of the school community.

Notable Achievements and Areas of Improvement

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

At the start of the 2012-2013 school year, several initiatives were implemented to increase student achievement. PLATO Assessments were utilized to identify students' strengths and weaknesses. Grade level mastery increased in mathematics and we are proud to report that our MME /ACT average score also increased. The 2013 average ACT composite was 17.2. Several initiatives and a great team are to thank for a 2.2 increase in our average ACT composite from last year. Winans Academy ranks 3rd compared to schools within the Detroit City School District. With continued growth within the next few years, it is the vision of the high school to outperform many of our neighboring districts/schools.

Since our inaugural graduating class in 2005, Marvin L. Winans Academy scholars have received acceptance and/or attended distinguished post-secondary institutions including, but not limited to the following:

Oral Roberts University, Florida Memorial University, Cornell University, Tuskegee University, Clark Atlanta University, Howard University, Berklee College of Music, Spelman College, Michigan State University, Notre Dame University, and Indiana University-Purdue University Indianapolis (IUPUI).

In 2010, the class valedictorian was also the recipient of the Gates Millennium Scholarship and continues her studies at Howard University.

Additional Information

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

Marvin L. Winans Academy of Performing Arts High School will continuously push students towards excellence. We will continue to set high goals and work hard to reach them.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process used to engage a variety of stakeholders were to ask parents, students and staff members if they were interested. The stakeholders were selected by application process and informed via email and telephone of their new roles. The outcome was 2 performing arts teachers, 3 academic teachers, the high counselor, the title 1 coordinator, 3 parents, and two students. The meetings were scheduled after school every other Friday.

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

The representation consisted of 3 academic teachers, 2 performing arts teachers, the high school assistant principal, the high school counselor, 3 parents, and 2 students. The responsibilities included record keeping, time keeping and decision making.

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

The improvement plan was communicated to all stakeholders in a final meeting in which each stakeholder received the final plan for a final review.

School Data Analysis

Introduction

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

Student Enrollment Data

How do student enrollment trends affect staffing?

It affects staffing in many ways economically. If we do not have enough students enrolled it can lead to furloughs, or possible layoffs.

How do student enrollment trends affect staff recruitment?

If affects staff recruitment because if enrollment grows the need for staff will grow, but if enrollment decreases it leads to the reduction of staff.

How do student enrollment trends affect budget?

If you do not have enough students enrolled in your school your overall budget will decrease.

How do student enrollment trends affect resource allocations?

Resource allocations can be reduced or decreased based on the current trends of enrollment.

How do student enrollment trends affect facility planning and maintenance?

Student enrollment affects facility planning by way of student enrollment. If enrollment decreases certain rooms are no longer needed which reduces the workload for maintenance.

How do student enrollment trends affect parent/guardian involvement?

Parent involvement is typically based upon the students that are enrolled. So with a larger enrollment there is a possibility for more parent involvement.

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

There is no affect on professional learning and or public relations based on student enrollment. We will always give the teachers the opportunity for professional learning. We have a continuous marketing plan.

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

The main challenge is keeping our 8th graders enrolled in our district. There is a large number of students that leave our middle school and do not continue on to high school.

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

Some of the actions are:

- Annual meetings with the 8th grade parents
- Establishment of a transition week from middle to high during the school year
- Quarterly meetings with the principal, the counselor and the 8th grade class
- Establishment of a transition to high school summer camp

What are the challenges you noticed based on student attendance?

Currently we have no challenges due to a high attendance percentage rate.

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

N/A

Student Achievement Data for All Students

This area includes data questions.

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

The content area that indicates the highest level of student achievement is ELA.

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

The content area that shows a positive trend in performance is Math.

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

None at this time.

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

The trend that is noticed is it is consistently the same students.

What factors or causes contributed to improved student achievement?

The implementation of our daily enrichment and a consistent ACT prep class.

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

Based upon our quarterly assessments.

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

The content area that indicates the lowest level of student achievement is Science.

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

N/A

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

The area in which student achievement is below the state targets of performance is Science.

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

The trend that is noticed is that the bottom 30% is male African Americans and new students to the district.

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

Some factors and causes that contribute to the decline in student achievement is high teacher turnover.

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

Because of the inability to continue programs due to having to train the new teachers to the district.

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

The implementation of in school tutoring, credit recovery, study hall, homework helper and enrichment in Math and ELA.

Subgroup Student Achievement

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

Response:

- African American or Black
- Male
- Economically Disadvantaged

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

Response:

- African American or Black
- Male

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

The content area that the achievement gap is closing for is mathematics.

How do you know the achievement gap is closing?*

Based upon the data from our assessments and the data from our MME/ACT scores.

What other data support the findings?

The MME/ACT scores.

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

The implementation of an enrichment class that the students have daily.

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

Based upon our assessments from our PLATO program.

What actions could be taken to continue this positive trend?

The implementation of a second enrichment class and increase involvement in after school tutoring.

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

Response:

- African American or Black
- Male

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

Response:

- African American or Black
- Female

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

The content area is Science.

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

Based upon our MME scores.

What other data support the findings?*

Our present ACT scores.

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

Some of the factors were high teacher turnover, and a change in the culture and climate of the school.

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

Based upon the assessment of the students and our annual MME scores.

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

In school tutoring, and retention of highly qualified teachers could help close the achievement gap.

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

N/A

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

We ensure this by informing all parents of the programs offered, then identifying students that qualify. Also by making sure they have access to those programs.

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

Students are identified by teacher referrals in addition to credit deficiencies.

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

We offer dual enrollment but the students must meet certain qualifications.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	0.0

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

We inform students and parents through news letters, our counselors corner, and on our website.

Label	Question	Value
	What is the total FTE count of teachers in your school?	8.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

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Label	Question	Value
	How many teachers have been teaching 4-8 years?	3.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	0.0

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

What impact might this data have on student achievement?

This data might show that there is a need for more veteran teachers in our school.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	15.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	50.0

What impact might this data have on student achievement?

This should not have a negative impact on student achievement because we have highly qualified building substitutes.

Perception Data - Students

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

The area that indicated the highest overall level of satisfaction is mathematics.

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

This area would be ELA.

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

The area with the lowest overall level of satisfaction would be science.

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

The area that shows a trend toward decreasing student satisfaction would be social studies.

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

The possible causes for the patterns we have identified is high teacher turnover and the loss of a high number of 8th graders from our district who do not return to our high school.

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

The actions that will be taken are the purchase of social studies alive to bring more technology and interest into our social studies classes.

Perception Data – Parents/Guardians

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

The overall highest level of satisfaction among parents is safe environment, the implementation of ACT prep, dual enrollment and daily enrichment classes.

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

The area that shows a trend toward increasing parent satisfaction is in the methods of communication.

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

The area that indicated the overall lowest level of satisfaction among parents is high teacher turnover.

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

The area that shows a trend toward decreasing parent satisfaction is high teacher turnover.

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

The possible causes are lack of communication with parents on a consistent basis, being open and transparent with the parents and not achieving academically at a high level in the past.

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

The actions will be to increase parent involvement by communicating on a consistent basis, increasing the number of parent workshops that are offered at the school and being open and transparent.

Perception Data – Teachers/Staff

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

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

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

The area that shows a trend toward increasing teacher/staff satisfaction is teamwork.

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

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

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

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

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

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

Other

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

N/A

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

The decisions about curriculum, instruction and assessment are made with our CIA team, superintendent , principals and management company.

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

At this time we are beginning to implement the Common Core State Standards.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Our school is a high school.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		Annual Education Report Scorecard

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school is a high school.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Eric McKiten ,site manager 7616 E. Nevada Detroit MI, 48234 313 365-5578 x 250	

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

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

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

Health and Safety (HSAT) Diagnostic

Introduction

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

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

Health and Safety (HSAT)

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

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

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

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

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

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

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	No	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

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

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

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

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

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

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

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

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

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

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

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

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written Policy, but not fully implemented	N/A

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

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

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

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

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

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

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

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

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

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	No Written Policy	N/A

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

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted by the assistant principal with all stakeholders involved including administration, teaching staff and a select group of students.

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

The results of the comprehensive needs assessment were as follows:

Demographic Data:

Marvin L. Winans Academy of Performing Arts High is a 9-12 grade school. With approximately 220 students enrolled. There are 13 special education students and 13 academic teachers. The breakdown for teachers per grade is as follows: 9th grade - 4, 10th grade - 4, 11th grade - 4 and 12th grade -1, teacher in other grades are responsible for instructing overlapping grade levels. There are 6 performing arts teachers. There is 1 administrator and 5 support staff. We have 1 Para professional, a curriculum leader, a counselor and a special education teacher. All 19 teachers are highly qualified. Our student population is 100% African-American. Para pros are 100% highly qualified. According to our free lunch applications, 86% of our households are economically disadvantaged.

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

The high school curriculum is aligned to the state standards and benchmarks. Common prep times are designed to allow content teachers to develop lessons plans that will meet the benchmarks determine by both local and federal guidelines as well as meet NCLB guidelines. The School Improvement Team also reviews assessment data to determine areas for improvement. In addition weekly assessments are provided to determine the effectiveness of instructional practices as well as to determine student mastery.

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?

The goals address the needs of the whole school population because the goals were created by the teaching staff, parents and students who were representatives of the school improvement team and the data used was from our assessments from PLATO, Explorer, PLAN, MME and ACT.

Component 2: Schoolwide Reform Strategies

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

The implementation of the enrichment class in reading, writing and mathematics help all student reach the State's standards. We also have created core high school objectives:

- Align all core curriculum to ACT College and Career Readiness Standards and High School Content Expectations, and
- Develop consistent school-wide core curriculum and assessments;
- Provide flexible opportunities to students for academic enrichment and acceleration, and
- Provide ongoing, collaborative, professional learning in differentiation and curricular and instructional improvement, then student achievement will increase for all students.

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 implementation of the enrichment time during the school day which is called seminar classes. Each student who is below grade level based on PLATO assessments will be grouped into grade-level instructional groups. The research is:

Baker, D.P., Fabrega, R., Galindo, C., & Mishook, J. (2004). Instructional time and national achievement:

Cross-national evidence. Prospectus: Quarterly Cooper, H., Valetine, J.C., Charlton, K., & Melson, A. The effects of modified school calendars on student achievement and on school and community attitudes. Review of Educational Research, 73(1), 1 - 52.

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

All of the strategies we are using are on the findings of the needs assessments. The schoolwide reform strategies are the foundation of our school improvement plan.

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

The strategies that are being used are in levels. They are described below:

PROGRAM

Tier I - Focus Course Program

Tier II - Enrichment Course Program

Tier II and Tier III - Extended Day Program

INSTRUCTIONAL METHODOLOGY

Tier I - Whole Group Instruction/Certified Instructors

Tier II - Small/Whole Group Instruction/Certified Instructors

Tier II and Tier III - Individualized/Independent Study w/Facilitator

SELECTION PROCESS

Tier I - Students are assigned according to their previous year's mathematics course mastery (79% below or 80% above)

Tier II - Students are assigned according to the results of the mathematics pre assessment

Tier II and Tier III - Students requiring Credit Recovery or electing Credit Advancement

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

Working in School-based Discussions, will look at existing curriculum to assess alignment with standards and to define common understandings, knowledge and skills in each core course in grades 9th - 12th grade. Faculty and Staff will also be asked to provide perspectives on the issues listed above, including levels, embedded honors, instructional materials, course sequences, resources needed, and most importantly, the best ways to both challenge and support every student.

Working in School-based Discussions, student will be asked to provide perspectives on issues relating to curriculum and instruction, including levels, embedded honors, instructional materials, course sequences, support and resources needed to support improvements, and most importantly, the best ways to both challenge and support every student. District-wide student input will be gathered through the Student Counsel.

Each group outlined above will address the following four essential questions regarding curriculum alignment:

- How will Winans challenge all learners while simultaneously offering authentic, equitable access to high quality, rigorous, standards-based instruction?
- How will Winans maintain the comprehensive nature and individual flavor of each of its schools while aligning the curriculum with the standards for consistency?
- How will Winans prepare staff to meet the instructional needs of a wide variety of learners?
- How will Winans design the curricular alignment process so that authentic instruction is not suppressed by teaching to the test?

And finally faculty and staff representatives from the high school's core departments will be involved in District-wide Content Discussions, to analyze and weigh input and to develop a District-wide alignment plan 9th and 12th grade courses. This plan will be submitted as a recommendation to the PreK-12 Alignment Team. Through interactive collaboration among the District-Wide Curriculum, Instruction, and Assessment Teams and the CIA Team, recommendations will be made to the Superintendent.

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?

The school's teacher turnover rate for this school year is 30%.

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

The experience level of key teaching and learning personnel is at least five years.

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

We post new positions early to make sure that the highest quality teachers are available. In addition to local advertisements, we post positions at all Michigan colleges and universities and attend the teacher recruitment fairs at each school. We use a hiring rubric to rate prospective teachers after meeting with an interview team. New teachers receive a mentor teacher to guide them through their first three years of teaching.

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

We post new positions early to make sure that the highest quality teachers are available. In addition to local advertisements, we post positions at all Michigan colleges and universities and attend the teacher recruitment fairs at each school. We use a hiring rubric to rate prospective teachers after meeting with an interview team. New teachers receive a mentor teacher to guide them through their first three years of teaching.

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?

One of the initiatives the school has implemented to attempt to lower the turnover rate of highly qualified teachers is to increase the rate pay for teachers.

Component 5: High Quality and Ongoing Professional Development

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

- Saturday, September 14, 2013 from 9 A.M. - 3 P.M. @ Nevada Campus
- Saturday, October 12, 2013 from 9 A.M. - 3 P.M. @ Dominican Campus
Zing Customer Service Training (K-12th)
- Saturday, November 16, 2013 from 9 A.M. - 3 P.M. @ Dominican Campus
Culture and Climate: The Will to Lead, the Skill to Teach (K-12th)
- Saturday, December 14, 2013 from 9 A.M. - 3 P.M. @ Dominican Campus
Integrating Writing Across the Curriculum (K-12th)
- Saturday, January 18, 2013 from 9 A.M. - 3 P.M. @ Dominica Campus
Effective Strategies for Teaching Reading (K-12th)
- Saturday, March 15, 2013 from 9 A.M. - 3 P.M. @ Dominican Campus
Integrating Reading Across the Curriculum (K-12th)
- Saturday, April 12, 2013 from 9 A.M. - 3 P.M. @ Dominican Campus
Project-Based Learning (K-12th)
- Saturday, May 10, 2013 from 9 A.M. - 3 P.M. @ Dominican Campus
The Skillful Teacher (K-12th)

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

In the 2014-2015 academic year our target subjects will be Mathematics and English Literacy across the district. We plan to continue to facilitate PLWs and provide support in mathematics.

Faculty and Staff representatives from the high school's core departments will be involved in District-wide Content Discussions, to analyze and weigh input and to develop a District-wide alignment plan 9th and 12th grade courses. This plan will be submitted as a recommendation to the PreK-12 Alignment Team. Through interactive collaboration among the District-Wide Curriculum, Instruction, and Assessment Teams and the CIA Team.

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

Component 6: Strategies to Increase Parental Involvement

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

Working in School-based Discussions, parents and community members will be asked to provide perspectives on issues relating to curriculum and instruction, including levels, embedded honors, instructional materials, course sequences, support and resources needed to support improvements, and most importantly, the best ways to both challenge and support every student. District-wide parent input will be gathered through the Parent Group

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

Parents were asked to be involved in program implementation. The school will provide parents with the strategies and tools that are necessary to assist in reading and math activities with their children. We have parents who volunteer on a regular basis.

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

The School Improvement team has three parents that work with Title One director to review and evaluate our programs. The team evaluates our parent involvement components by counting the number of parents that are actively involved in our program. We collect information on the number of parents who attend conferences, return surveys, parent volunteers, parent/teacher phone calls, the number of parents that attend student programs and the number of parents that attend parent meetings. We also conduct surveys to determine the number of families that have access to the internet. This helps us to determine if this will be an effective way to increase communication with parents and to seek increased input on our 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		

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

Parents are encouraged to attend all parent meetings, parent education presentations, and curriculum fairs. Each year during our open house parents are given info with the state grade level expectations. Parent/Teacher conferences are scheduled four times a year. Conferences are held in the afternoons and evenings to accommodate parents' schedules. Parent/teacher/student compacts and a copy of the parent involvement policy are given to parents at our parent orientation. Teachers also review and interpret assessment (Explore, PLAN, ACT, MME and Plato) results with parents at the conferences. Throughout the school year teachers initiate contact with the parent to share strengths and concerns and to offer specific advice or activities, which can be used at home to strengthen the student's performance.

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

Parents will be surveyed during the school year on their satisfaction with our programs and services. We will also evaluate the number of parents who participate in parent activities and on committees. We will also evaluate the number of parents who respond to surveys and evaluate the number of parents who volunteer in the building.

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

Parent surveys at parent/teacher conferences will provide the most information. Parents overall report satisfaction with our programs, teachers, and services. Parents who participate in programs and that are involve student participation more often than events that are just for parents. We continue to work on getting parent involvement at the school level. Our parents have struggled to attend these meetings even after making a commitment to be there. We use the parent responses to evaluate our parent communication efforts and to address the parent concerns about pull out programs. We have had increased participation at family nights. By offering so gifts for attending. Parents and students participated in the math/ science and literacy events. We have found that by offering dinner we have gotten more participation.

8. Describe how the School-Parent Compact was developed.

Parent/teacher/student compacts and a copy of the parent involvement policy are given to staff and parents. Parents on the School Improvement Team and at the Title I meeting review the content of the School-Parent Compact and Parent Involvement policy and make any changes if necessary. Both documents were last revised in the spring of 2014.

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)?

The teachers review the compact at parent teacher conferences. The teachers offer the parents ideas for how the parents can help their children at home and listen to their concerns.

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

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

Teachers review and interpret assessment (Explore, PLAN, ACT, MME and Plato) results with parents at the conferences. Throughout the

School Improvement Plan

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school year teachers call parents to share strengths and concerns and to offer advice or activities, which can be used at home to strengthen the student's performance. We track our teachers parent initiated phone calls on a monthly phone log. Teachers are available to meet with parents during preparation times, before school and after school. Teachers e-mail addresses are given to parents so that they can contact teachers any time. Parents and students can communicate after hours if they have questions about school work and other school events. Parents are informed of their student's progress at least twice quarterly.

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?

We do not have a preschool.

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?

Teachers meet in grade and content level teams meet to decide lesson plans and assessments. Each team is given an assessment growth spreadsheet from our CIA team with the state and grade level assessments listed. Student progress on assessments is recorded on the spreadsheet throughout the year.

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

The teachers review test scores from multiple sources will be collected analyzed by the teaching staff to determine student needs. (Explore PLAN, ACT, MME and Plato). Teacher teams meet twice weekly to review the assessment data and to determine the pyramid of interventions strategies used to improve the achievement of individual students. Assessment data is analyzed annually by content area and grade level team and our CIA to determine any curriculum or instruction gaps that may exist.

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

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

Students are identified by reviewing their scores on state assessments. The CIA team reviews summative and formative assessment data (Explore, PLAN, ACT, MME and Plato) on each student to determine their progress toward mastering the state grade level expectations. Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with research based intervention strategies. Our intervention plan is a three tier process.

Whole Group Instruction/Certified Instructors

Small/Whole Group Instruction/Certified Instructors

Individualized/Independent Study w/Facilitator

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?

Students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with research based intervention strategies. Our intervention plan is a three tier process.

PROGRAM

Math Focus Course Program

Math Enrichment Course Program

Extended Day Program

RtI INTERVENTION LEVEL

Tier I.

Tier II.

Tier II and Tier III.

PRIMARY INSTRUCTIONAL METHODOLOGY

Whole Group Instruction/Certified Instructors

Small/Whole Group Instruction/Certified Instructors

Individualized/Independent Study w/Facilitator

SELECTION PROCESS

Students are assigned according to their previous year's mathematics course mastery (79% below or 80% above)

Students are assigned according to the results of the mathematics pre-assessment

Students requiring Credit Recovery or electing Credit Advancement

STUDENT POPULATION

Entire HS Student Body

(11 Support Classes)

Lowest Performing HS Students

School Improvement Plan

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(30 Students max/class)

HS Students who Failed a Mathematics Course

(1 Class w/ 30 Students Total)

GRADE LEVELS

Grouped According to Grade Level

Targeted/Mixed Groups

Mixed Groups

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

Students' individual needs being addressed through differentiated instruction in the classroom through multiple sources of assessment.

Leveled, guided-reading instruction is used by classroom teachers, with differentiated levels of support dependent upon student needs.

Questions are scaffolded to meet the needs of individual students. Modifications and accommodations are made as needed and are reported to parents on a Modification Checklist. Manipulatives and visual representations are used in most math lessons.

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.

The fund from Title I and Section 31a grants are used to provide teachers and paraprofessionals. Title I, Title IIa, Title VI, and GSRP are used to provide professional development, materials and technology to support the goals in our plan. The programs support all subject area goals and our parent involvement component. The general fund is for highly qualified 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.

We will use all available funding sources to ensure that the required Schoolwide plan components are met. Each year the school improvement team I meets to review and approve the schoolwide plan. The program and allocations will be reviewed and funding decisions will be made. All funds from Title I, Part A will be used to support the plan without supplanting existing programs. Additional funds needed to support the plan will be allocated from all other available sources.

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.

N/A

Evaluation:

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

The CIA team meets several times a year to review data and to discuss needed changes to programs. Teachers meet each week and evaluate the progress of grade level and individual students. We monitor student progress quarterly to make sure that individual students are making progress and to design programs if they are not. We use PLAN, ACT, MME and Plato data to evaluate the effectiveness of our program.

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.

Each year the CIA team, teachers and administration review the results of state assessments and review the school improvement plan. The CIA team reviews our progress toward our goals and decide on professional learning workshops and strategies for the next school year. The CIA team use's the information and additional data and completes the school data profile and finalizes school improvement.

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 CIA team meets several times a year to review data and to discuss needed changes to programs. Teachers meet each week and evaluate the progress of grade level and individual students. We monitor student progress quarterly to make sure that individual students are making progress and to design programs if they are not. We use PLAN, ACT, MME and Plato data to evaluate the effectiveness of our program.

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?

We investigate best practice strategies and with CIA team and teachers help seek additional professional learning workshops to aid our teachers.

School Improvement Goals

Overview

Plan Name

School Improvement Goals

Plan Description

ELA, Mathematics, Parent Involvement

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 June 2014, the number of students that meet or exceed 80% proficiency in reading and writing will increase by 5%.	Objectives: 2 Strategies: 5 Activities: 9	Academic	\$56300
2	Goal: Mathematics Proficiency	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$53800
3	Increase Parental Involvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: By June 2014, the number of students that meet or exceed 80% proficiency in reading and writing will increase by 5%.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

80% of All Students will demonstrate a proficiency By June 2014, the number of students that meet or exceed 80% proficiency in reading and writing will increase by 5%. in English Language Arts by 06/13/2014 as measured by State assessments, teacher constructed grade level/content level assessments; and teacher input..

Strategy 1:

Professional Learning Workshops - Professional Learning Workshops

Strategy Statement: All high school ELA teachers will be trained strategies that will enhance students reading comprehension and fluency.

Research Cited: Research

Baker, D.P., Fabrega,R., Galindo, C., & Mishook, J.(2004). Instructional time and national achievement:

Cross-national evidence. Prospectus: Quarterly

Cooper, H., Valentine, J.C., Charlton, K., & Melson, A. The effects of modified school calendars on student

achievement and on school and community attitudes. Review of Educational Research, 73(1), 1 – 52.

Tier:

Activity - : Reading Strategies Professional Learning workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Professional Learning Workshops: Critical Literacy, Reading Apprenticeship, Teaching Vocabulary, and Active Reading Strategies	Professional Learning			08/29/2013	06/13/2014	\$1000	Title I Part D	Principal, Curriculum Coach, Content Leader

Activity - Classroom Instruction Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in strategies and procedures that will strengthen their ability to provide instruction that is engaging, rigorous, and relevant: Reading in the Content, Project-Based Learning, Rigor and Relevance, Questioning and Discussion Techniques, Using Collaborative Groups, Data-Driven Instruction, Developing a Professional Learning Community, Critical Friends, etc.	Professional Learning			09/13/2013	06/13/2014	\$1500	General Fund	Principal and Curriculum Coach

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Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers in the ELA department will meet at least once a week to review student test data, hold discussions and plan strategies to improve student achievement. The Content Leader will develop a binder to document student test data for each teacher, agendas, sign-in sheets, and copies of other information shared.	Professional Learning			09/13/2013	06/13/2014	\$0	No Funding Required	Principal and Curriculum Coach

Strategy 2:

Increase Instructional Time Reading - Students will increase their instructional time on through completing PLATO prescriptions during seminar, after school, and/or at home.

Research Cited: Baker, D.P., Fabrega,R., Galindo, C., & Mishook, J.(2004). Instructional time and national achievement:

Cross-national evidence. Prospectus: Quarterly

Cooper, H., Valentine, J.C., Charlton, K., & Melson, A. The effects of modified school calendars on student achievement and on school and community attitudes. Review of Educational Research, 73(1), 1 – 52.

Tier:

Activity - PLATO Prescriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive PLATO prescriptions based on their testing. The prescriptions will be completed over an extended period of time at home, in seminar classes, and after school in the computer lab. Seminar classes will work on PLATO prescriptions at least once a week by rotating into computer lab or using portable computer lab. Prescription completions will be factored into seminar.	Academic Support Program			09/17/2013	06/13/2014	\$21000	Title I Part A	Curriculum coach, Content Leaders, ELA teachers

Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student who is below grade level based on PLATO assessments must attend after-school tutoring in Reading. Student's attendance and academic progress will impact the ELA course grade.	Academic Support Program			09/13/2013	06/13/2014	\$17500	Section 31a	Principal, After school tutoring coordinator, Curriculum Coach

School Improvement Plan

Winans Academy High School

Activity - Seminar Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student who is below grade level based on PLATO assessments will be grouped into grade-level instructional groups. Students must attend seminars that will address the Reading deficiencies that are identified in the PLATO prescriptions. Student's attendance and academic and PLATO prescriptions progress will impact the seminar grade.	Academic Support Program			09/13/2013	06/13/2014	\$0	No Funding Required	Principal Counselor, Curriculum Coach

Strategy 3:

Educational Excursions - Students will attend Educational Excursions that are aligned with Common Core/Instructional Objectives. Teachers will prepare lesson plans for all Educational Excursions. Students will participate in pre- and post-field trip learning activities. Each field trip activity, pre- and post- field trip learning activities will be documented in the teacher's lesson plan.

Tier:

Activity - Objective-focused Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will prepare lesson plans for all Educational Excursions. Students will participate in pre- and post-field trip learning activities. Each field trip activity, pre- and post- field trip learning activities will be documented in the teacher's lesson plan.	Extra Curricular			09/13/2013	06/13/2014	\$12800	Title I Part A	Principal, Curriculum Coach, Content Leader, Teachers

Strategy 4:

Writing Portfolios - All ELA Teachers will create a Writing Portfolio for each student. Each ELA teacher will provide an orientation to the students in their class about the implementation of Writing Portfolios. The portfolio will house the writing samples that a student completes throughout the year and should reflect the progress of a student's writing.

Tier:

Activity - Writing Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Winans Academy High School

All students will complete a minimum of four writing assignments and participate in at least two facilitated peer critiques to improve the quality of writing samples. The writing assignments will be placed in the student's writing portfolio.	Implementa tion			09/13/2013	06/13/2014	\$0	No Funding Required	Principal, Curriculum Coach, Content Leader, ELA Teachers
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Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency - in English Language Arts by 06/13/2014 as measured by By June 2014, the number of WAPA high school students who meet or exceed 80% proficiency in Writing will increase by 5 % as measured by the EXPLORE, PLAN, MME, and ACT..

Strategy 1:

Writing Instructional Capacity - All ELA Teachers will participate in up to 12 hours of professional development to increase writing instructional capacity; specifically in teaching writing strategies, alignment to common core, and integration of writing content and strategies across the curriculum.

Research Cited: Research

Baker, D.P., Fabrega,R., Galindo, C., & Mishook, J.(2004). Instructional time and national achievement:

Cross-national evidence. Prospectus: Quarterly

Cooper, H., Valentine, J.C., Charlton, K., & Melson, A. The effects of modified school calendars on student achievement and on school and community attitudes. Review of Educational Research, 73(1), 1 – 52.

Tier:

Activity - Interdisciplinary Writing focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in three hours or more of professional development to learn how to incorporate writing in their content areas. At least one faculty meeting a month will become faculty discussions of progress of writing and sharing of ideas for improvement. Content area meetings will be used to discuss students' writing progress.	Professiona l Learning			09/13/2013	06/13/2014	\$2500	General Fund	Principal, Curriculum Coach, Content Leader

Goal 2: Goal: Mathematics Proficiency

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

80% of All Students will demonstrate a proficiency By June 2014, the number of students that meet or exceed 80% proficiency in math will increase by 5%. in Mathematics by 06/13/2014 as measured by MME, PLATO and teacher constructed grade level/content level assessments..

Strategy 1:

Increase Instructional Time in Mathematics - Students will increase their instructional time on mathematics through completing PLATO prescriptions during seminar, after school, and/or at home.

Research Cited: Baker, D.P., Fabrega,R., Galindo, C., & Mishook, J.(2004). Instructional time and national achievement:

Cross-national evidence. Prospectus: Quarterly

Cooper, H., Valentine, J.C., Charlton, K., & Melson, A. The effects of modified school calendars on student achievement and on school and community attitudes. Review of Educational Research, 73(1), 1 – 52.

Tier:

Activity - PLATO Prescriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will receive PLATO prescriptions based on their testing. The prescriptions will be completed over an extended period of time at home, in seminar classes, and after school in the computer lab. Seminar classes will work on PLATO prescriptions at least once a week by rotating into computer lab or using portable computer lab. Prescription completions will be factored into seminar and mathematics classes.	Academic Support Program			09/17/2013	06/13/2014	\$21000	Title I School Improvement (ISI)	Curriculum coach and mathematics teachers
Activity - Extended Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are below grade level based on PLATO assessments must attend after school tutoring in mathematics. Student's attendance and academic progress will impact the mathematics course grade.	Academic Support Program			09/13/2013	06/13/2014	\$17500	Section 31a	After school tutoring coordinator and mathematics teachers
Activity - Seminar Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Winans Academy High School

Each student who is below grade level based on PLATO assessments will be grouped into grade-level instructional groups. Students must attend seminars that will address the Mathematics deficiencies that are identified in the PLATO prescriptions. Student's attendance and academic and PLATO prescriptions progress will impact the seminar grade.	Academic Support Program			09/13/2013	06/13/2014	\$0	No Funding Required	Principal, Counselor, Curriculum Coach
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Strategy 2:

Rigorous and Engaging Instruction - Teachers will provide rigorous, engaging and relevant mathematics instruction in all courses.

Research Cited: Peter D. Hart Research Associates/Public Opinion Strategies, Rising to the challenge: Are High School Graduates Prepared for College and Work? A study of Recent High School Graduates, College Instructors, and Employers (Washington D.C. Achieve Inc., February 2005)

Tier:

Activity - Mathematics Professional Learning Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity Description: Teacher Representatives from the mathematics department will attend local and state mathematics-focused conferences and workshops to stay abreast of current laws, curriculum and resources for mathematics. Representatives who attend conference and workshops must make presentations at content area/faculty meetings. All mathematics teachers will attend STEM-focused and Common Core trainings.	Professional Learning			09/17/2013	06/13/2014	\$2500	Title I Part A	Principal & Mathematics Content Leader

Activity - Classroom Instructional Capacity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will be trained in strategies and procedures that will strengthen their ability to provide instruction that is engaging, rigorous, and relevant: Reading in the Content, Active Reading, Project-Based Learning, Rigor and Relevance, Questioning and Discussion Techniques, Using Collaborative Groups, Data-Driven Instruction, Developing a Professional Learning Community, Critical Friends, etc.	Getting Ready			09/13/2013	06/13/2014	\$0	No Funding Required	Principal and Curriculum Coach

School Improvement Plan

Winans Academy High School

Activity - Professional Learning Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers in the mathematics department will meet at least once a week to review student test data, hold discussions and plan strategies to improve student achievement. The Content Leader will develop a binder to document student test data for each teacher, agendas, sign-in sheets, and copies of other information shared.	Professional Learning			09/13/2013	06/13/2014	\$0	No Funding Required	Principal, teachers and curriculum coach

Strategy 3:

Educational Excursions - Students will attend Educational Excursions that are aligned with Common Core/Instructional Objectives. Teachers will prepare lesson plans for all Educational Excursions. Students will participate in pre- and post-field trip learning activities. Each field trip activity, pre- and post- field trip learning activities will be documented in the teacher's lesson plan.

Tier:

Activity - Objective-focused Excursions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will prepare lesson plans for all Educational Excursions. Students will participate in pre- and post-field trip learning activities. Each field trip activity, pre- and post- field trip learning activities will be documented in the teacher's lesson plan.	Extra Curricular			10/01/2013	06/13/2014	\$12800	Title I Part A	Principal, Curriculum Coach, Content Leader, Teachers

Goal 3: Increase Parental Involvement

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to By June 2014, 50% or more of high school parents will be involved in the educating of their children. by 08/30/2013 as measured by Sign-in sheets for all school meetings and events; parent surveys; teacher surveys, and observations..

Strategy 1:

Parent Involvement - By June 2014, 50% of high school parents will have been involved in the education of their child(ren) as measured by the number of volunteer hours completed, participation in parent conferences, participation in school events, the number of chaperone hours completed, etc.

Tier:

School Improvement Plan

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communications with parents have not been timely and varied enough; lack of whole staff training on PR with parents; not enforcing school volunteer policies caused the continued gap in result	Parent Involvement			08/26/2013	06/13/2014	\$0	No Funding Required	Principal, Curriculum Coach, Content Leader

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	The teachers in the ELA department will meet at least once a week to review student test data, hold discussions and plan strategies to improve student achievement. The Content Leader will develop a binder to document student test data for each teacher, agendas, sign-in sheets, and copies of other information shared.	Professional Learning			09/13/2013	06/13/2014	\$0	Principal and Curriculum Coach
Classroom Instructional Capacity	All mathematics teachers will be trained in strategies and procedures that will strengthen their ability to provide instruction that is engaging, rigorous, and relevant: Reading in the Content, Active Reading, Project-Based Learning, Rigor and Relevance, Questioning and Discussion Techniques, Using Collaborative Groups, Data-Driven Instruction, Developing a Professional Learning Community, Critical Friends, etc.	Getting Ready			09/13/2013	06/13/2014	\$0	Principal and Curriculum Coach
Parent Involvement	Communications with parents have not been timely and varied enough; lack of whole staff training on PR with parents; not enforcing school volunteer policies caused the continued gap in result	Parent Involvement			08/26/2013	06/13/2014	\$0	Principal, Curriculum Coach, Content Leader
Writing Assignments	All students will complete a minimum of four writing assignments and participate in at least two facilitated peer critiques to improve the quality of writing samples. The writing assignments will be placed in the student's writing portfolio.	Implementation			09/13/2013	06/13/2014	\$0	Principal, Curriculum Coach, Content Leader, ELA Teachers

School Improvement Plan

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Professional Learning Community	The teachers in the mathematics department will meet at least once a week to review student test data, hold discussions and plan strategies to improve student achievement. The Content Leader will develop a binder to document student test data for each teacher, agendas, sign-in sheets, and copies of other information shared.	Professional Learning			09/13/2013	06/13/2014	\$0	Principal, teachers and curriculum coach
Seminar Classes	Each student who is below grade level based on PLATO assessments will be grouped into grade-level instructional groups. Students must attend seminars that will address the Reading deficiencies that are identified in the PLATO prescriptions. Student's attendance and academic and PLATO prescriptions progress will impact the seminar grade.	Academic Support Program			09/13/2013	06/13/2014	\$0	Principal Counselor, Curriculum Coach
Seminar Classes	Each student who is below grade level based on PLATO assessments will be grouped into grade-level instructional groups. Students must attend seminars that will address the Mathematics deficiencies that are identified in the PLATO prescriptions. Student's attendance and academic and PLATO prescriptions progress will impact the seminar grade.	Academic Support Program			09/13/2013	06/13/2014	\$0	Principal, Counselor, Curriculum Coach

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Instruction Professional Development	All ELA teachers will be trained in strategies and procedures that will strengthen their ability to provide instruction that is engaging, rigorous, and relevant: Reading in the Content, Project-Based Learning, Rigor and Relevance, Questioning and Discussion Techniques, Using Collaborative Groups, Data-Driven Instruction, Developing a Professional Learning Community, Critical Friends, etc.	Professional Learning			09/13/2013	06/13/2014	\$1500	Principal and Curriculum Coach
Interdisciplinary Writing focus	All teachers will participate in three hours or more of professional development to learn how to incorporate writing in their content areas. At least one faculty meeting a month will become faculty discussions of progress of writing and sharing of ideas for improvement. Content area meetings will be used to discuss students' writing progress.	Professional Learning			09/13/2013	06/13/2014	\$2500	Principal, Curriculum Coach, Content Leader

School Improvement Plan

Winans Academy High School

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Objective-focused Excursions	Teachers will prepare lesson plans for all Educational Excursions. Students will participate in pre- and post-field trip learning activities. Each field trip activity, pre- and post- field trip learning activities will be documented in the teacher's lesson plan.	Extra Curricular			10/01/2013	06/13/2014	\$12800	Principal, Curriculum Coach, Content Leader, Teachers
Mathematics Professional Learning Workshops	Activity Description: Teacher Representatives from the mathematics department will attend local and state mathematics-focused conferences and workshops to stay abreast of current laws, curriculum and resources for mathematics. Representatives who attend conference and workshops must make presentations at content area/faculty meetings. All mathematics teachers will attend STEM-focused and Common Core trainings.	Professional Learning			09/17/2013	06/13/2014	\$2500	Principal & Mathematics Content Leader
PLATO Prescriptions	Each student will receive PLATO prescriptions based on their testing. The prescriptions will be completed over an extended period of time at home, in seminar classes, and after school in the computer lab. Seminar classes will work on PLATO prescriptions at least once a week by rotating into computer lab or using portable computer lab. Prescription completions will be factored into seminar.	Academic Support Program			09/17/2013	06/13/2014	\$21000	Curriculum coach, Content Leaders, ELA teachers
Objective-focused Excursions	Teachers will prepare lesson plans for all Educational Excursions. Students will participate in pre- and post-field trip learning activities. Each field trip activity, pre- and post- field trip learning activities will be documented in the teacher's lesson plan.	Extra Curricular			09/13/2013	06/13/2014	\$12800	Principal, Curriculum Coach, Content Leader, Teachers

Title I Part D

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

Winans Academy High School

: Reading Strategies Professional Learning workshops	Teachers will attend Professional Learning Workshops: Critical Literacy, Reading Apprenticeship, Teaching Vocabulary, and Active Reading Strategies	Professional Learning			08/29/2013	06/13/2014	\$1000	Principal, Curriculum Coach, Content Leader
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day	Each student who is below grade level based on PLATO assessments must attend after-school tutoring in Reading. Student's attendance and academic progress will impact the ELA course grade.	Academic Support Program			09/13/2013	06/13/2014	\$17500	Principal, After school tutoring coordinator, Curriculum Coach
Extended Day	Students who are below grade level based on PLATO assessments must attend after school tutoring in mathematics. Student's attendance and academic progress will impact the mathematics course grade.	Academic Support Program			09/13/2013	06/13/2014	\$17500	After school tutoring coordinator and mathematics teachers

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLATO Prescriptions	Each student will receive PLATO prescriptions based on their testing. The prescriptions will be completed over an extended period of time at home, in seminar classes, and after school in the computer lab. Seminar classes will work on PLATO prescriptions at least once a week by rotating into computer lab or using portable computer lab. Prescription completions will be factored into seminar and mathematics classes.	Academic Support Program			09/17/2013	06/13/2014	\$21000	Curriculum coach and mathematics teachers

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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