

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

#### 1 Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

##### 1.1 Curriculum

**1.1a There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. GUIDANCE: Consider how accurate IEFA curriculum is infused across all content areas and every grade level.**

B. A. Winans School participates in all of the district wide Curriculum planning and design. We also design our instruction and assessment to follow this curriculum.

**1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adopting system).**

We at the school level are active participants in this entire process from design to implementation.

**1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.**

We at the school level are active participants in this entire process from design to implementation.

**1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).**

With 7 plus grades of students from preschool age 3 to fifth grade we are constantly aware of the needs of students as they transfer between grades and as they prepare to move into the 6th grade at the Middle School.

**1.1e The school curriculum provides specific links to continuing education, cultural awareness, life and career options. GUIDANCE: If applicable, consider what curriculum changes have been necessary in light of the state's Montana High School Initiative and/or the district's Carl Perkins Plan.**

Winans School has several guest speakers the expose our students to career possibilities. These include university professors, a cinematographer that has worked underwater with deep water South Pacific Research and the Livingston Rotary partnership with our 4th grade classes. Each month a Rotarian visits classes and tells how goals have helped them to reach career goals.

**1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. GUIDANCE: Consider the development and revision cycle to insure that the district and school curriculum is continually updated.**

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. GUIDANCE: Consider the development and revision cycle to insure that the district and school curriculum is continually updated.**

Winans School staff are active participants in this curriculum assessment and design process. In addition to the district systematic process, Winans utilizes scheduled staff meeting times on an ongoing basis to evaluate how curriculum is meeting the students' needs. Information from the meetings is shared with the curriculum director and appropriate vertical teams.

- 1.1g The curriculum provides access to a common academic core for all students. "Common academic core – that is culturally responsive and available to all students." GUIDANCE: If applicable, consider what specific steps are being taken to close the achievement gap and ensure that American Indian students have access to a rigorous, common academic core?**

All students in Winans School have equal opportunity for access to a challenging environment that is designed for success for all students.

## **2 Evaluation/Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### **2.1 Evaluation/Assessment**

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Montana's Content and Performance Standards. GUIDANCE: Consider how local assessments are designed and used to assess classroom implementation of IEFA.**

Winans School uses the AIMSWEB Math and Reading assessment with all students 3 times per year.

We also use the Pearson Success Tracker for online Math assessment and instruction. The MAP testing and DRA and Lexia Reading assessment and programs are also under consideration. Winans is currently working towards ability-leveled placement in math and reading with additional assessment resources to be administered for placement.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with the standards and relevant to the school culture.**

We are in a process of evaluation of our assessment in both Reading and Math. Our weekly design teams work on each of these subjects. Along with the standardized instruments the staff constantly observing student performance in projects that provide students with experiences to apply & develop their skills. Teachers have formed committees aligned with math and reading assessment to aid the planning of ability-based leveled math and reading block schedules.

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.**

Each lesson or unit begins with a statement of purpose. This anticipatory set is used to motivate students and keep them informed about what is expected of them. This Psycho

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.**

cybernetic process is critical to helping students learn about how they best learn.

- 2.1d Test scores are used to identify curriculum gaps.**

We have expanded from just the use of the CRT to include several of the AIMSWEB tests, The Pearson Success Tracker and our teams are now reviewing other tests for monitoring growth.

Winans will use research-proven and standards-based math and reading assessments that are school-wide to place students in ability-leveled math and reading block scheduling. These assessments are yet to be determined by the teacher/administration/parent committees. Currently we are using AIMSweb, Pearson Success Tracker, and the previous year's CRT results as a school-wide standard.

- 2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes. GUIDANCE: Consider how the academic progress of American Indian students is monitored to ensure they receive appropriate instructional support.**

In addition to classroom assessments aligned with district curriculum, we use AIMSweb benchmark assessments, Pearson Success Tracker, and previous CRT scores to help support the use of additional interventions to aid students in achieving proficiency. We use the AIMSWEB Math Concepts and Application to measure math comprehension.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.**

We are developing a math assessment based on our district "Math Ins and outs". Teachers are using district-wide, grade-leveled determined "ins and outs" for math with greater consistency to guide students to proficiency by the end of the school year. Additionally, teachers work as a team to fill curriculum gaps during a block scheduled math skills instructional time.ath "ins and outs".

- 2.1g Implementation of the state-required Assessment Program is coordinated by school and district leadership.**

Winans will use research-proven and standards-based math and reading assessments that are school-wide to place students in ability-leveled math and reading block scheduling. These assessments are yet to be determined by the teacher/administration/parent committees. Currently we are using AIMSweb, Pearson Success Tracker, and the previous year's CRT results as a school-wide standard. CRT assessments are given during the required time period according to state directions and standards.

The teachers are all carefully trained and monitored on the CRT assessment. We are careful to apply what are appropriate "standard accommodations."

- 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.**

The teachers at Winans School have used direct observation of student performance to modify their instruction and to provide feedback to the district curriculum. Teachers continuously review student work both formatively and cumulatively to inform classroom instruction and curriculum. CRT released items are reviewed in 3rd, 4th, and 5th grades

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy and obtain information on student progress.**  
to guide test-taking skills and allow student self-reflection. m development.

### **3 Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

#### **3.1 Instruction**

- 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms. GUIDANCE: If applicable consider what changes in instructional strategies have been necessary in light of the state's Montana High School Initiative, the state's RTI Initiative and or the district's Carl Perkins Plan.**

The Winans School teachers use a variety of instructional techniques depending on the needs of the concepts. The higher level thinking skills are best learned in project or team based projects.

- 3.1b Instructional strategies and learning activities are aligned with the district and school learning goals, and assessment expectations for student learning and specific cultural needs.**

The Winans Staff is involved in an aggressive school improvement process. We have redesigned our daily schedule do provide for a block of time in both Reading and Math when all classes have these content areas at the same time. This schedule change was started on Jan 19, 2010. This will allow students to be taught at their skill level instead of just at their age or grade level. The staff are now meeting in Math and Reading design teams weekly to assess where we are in this improvement process and "what's next"?

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.**

We have just changed the daily schedule to help us better group students for skill levels in Reading and Math. Our teachers are constantly assessing the effectiveness of their methods.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. GUIDANCE: Consider whether teachers have sufficient background knowledge regarding IEFA.**

The teachers content knowledge is only assessed during the hiring process and during evaluations by their supervisors.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.**

We are now using the computer generated Pearson Success tracker in grades 2 through 5. We have no smart boards in the building and three online computer/projectors that are in constant use.

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 3.1f Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum. GUIDANCE: Consider whether instructional materials, including textbooks and supplemental materials, have been reviewed for bias.**

We are a part of the school districts assessment of appropriate materials.

- 3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.**

The Winans School teachers collaborate as much as time allows. We would like to increase this time and expand it to include the staff from East Side school.

- 3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.**

There is a great deal of monitoring homework. One of the goals of homework is to inform and involve the parents in the students learning.

#### **4 School Culture**

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

##### **4.1 School Culture**

- 4.1a There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment (e.g., culture reviews/school opinion surveys).**

Start and continue on-going surveys of student, staff, and parents.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.**

Staff development is relevant to staff needs. Collaboration time is supported through daily student schedules.

- 4.1c Teachers hold high expectations for all students academically, culturally, emotionally, physically and behaviorally. This is evidenced in their practice.**

Teachers use differentiated instruction to meet the academic, cultural, emotional, physical and behavioral needs off all students.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.**

All staff work together to create a consistent formal and informal learning environment.

- 4.1e Teachers recognize and accept their professional role in student success and failure.**

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 4.1e Teachers recognize and accept their professional role in student success and failure.**
- Our teacher support for the school improvement plan is strong evidence of this.
- 4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.**
- First, identify the changing skill needs of students and assign staff accordingly.
- 4.1g Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation).**
- Teacher's use two formal parent-teacher conferences a year, classroom newsletters, emails and phone calls, and open houses to communicate with families.
- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.**
- Student work is displayed, different forms of positive reinforcement is used to encourage appropriate behaviors, homework program is instilled to help students who would like extra support.
- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.**
- Classroom and school wide newsletters, emails and phone calls are used to communicate.
- 4.1j There is evidence that student achievement is highly valued and publicly celebrated in a manner that is culturally appropriate (e.g., displays of student work, assemblies).**
- Classroom teachers display student work samples both inside and outside of the classroom to celebrate and encourage the best efforts of all students.
- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity through policies, curriculum and instruction. GUIDANCE: Consider how the learning environment reflects the implementation of IEFA.**
- Our districts policies are based off of a commitment to equality and appreciation of diversity taught through literature, discussions and classroom projects. Our goal is to increase their awareness and knowledge of possible physical, socio-economic, and intellectual differences of people in and out of our communities.
- 5 Student, Family, Community Support Programs/Services**
- The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.
- 5.1 Student, Family, Community Support Programs/Services**

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 5.1a Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students, based on high expectations and Montana Content and Performance Standards. GUIDANCE: If applicable, consider how your district/school has partnered with tribes and/or American Indian educators for successful implementation of IEFA.**
- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance).**
- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning. GUIDANCE: If applicable, consider what outreach efforts your district/school has employed to specifically increase collaboration and communication with families/communities of American Indian students to address their needs.**
- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction. GUIDANCE: If applicable, consider which supplemental services and programs have been put in place to specifically ensure American Indian students have increased academic success.**
- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.**
- 6 Professional Development**  
The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
- 6.1 Professional Development**
- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.**  
  
The best professional development that we have had in years was the effective Schools training with Larry Lezotte. From this training the entire staff has started an extensive

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.**  
school improvement process. One of the first steps in this process has been a redesign of the school day. Starting on Jan 19, 2010 we now have blocks of time in both reading and math so that we will begin grouping students by their skill needs instead of just their age. We have also had training with a neurologist about Math learning. Differentiated Instruction was the topic of a two day workshop this fall.
- 6.1b The school has an intentional plan for building instructional capacity through ongoing professional development. GUIDANCE: Consider what professional development plans have been created to ensure individual teacher and school-wide IEFA implementation efforts are implemented and assessed. If applicable consider what professional development plans have been created to ensure individual teacher and school-wide implementation of the state's Montana High School Initiative, the state's RTI initiative and/or the district's Carl Perkins Plan.**  
Our instructional capacity has and will continue to improve because of the school improvement process that we are engaged in.
- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.**  
The improved student performance and the monitoring of this growth is a cor of our improvement plans.
- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.**  
This is inherent in our plan.
- 6.1e Professional development is on-going and job-embedded. Specific to the learning community.**  
We hope that the school district can support our needs for professional development that is required to maintain the student growth that we are predicting.
- 6.1f Professional development planning shows a direct connection to an analysis of student achievement data.**  
The training we had this year has been directly related to our school improvement plan
- 6.2 Professional Growth and Evaluation**
- 6.2a The school/district provides a clearly defined evaluation process.**  
The school district has a professional development committee to evaluate the training.

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.**

This is a challenge with the state of the District budget.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.**

We use the Effective Schools committees and teacher evaluations to improve staff proficiency.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards.**

This is just a part of the constant reflection that we are doing to improve instruction.

- 6.2e The school/district improvement plan identifies specific instructional leadership needs and the school board has strategies to address them.**

With the clear recognition that experience most often correlates with effectiveness, LPS instructional leaders nonetheless feel that students will be better served if solid evidence of instructional competency, rather than seniority, factors most in decisions regarding teacher placements within the district. Through the negotiations and policy processes, the Board and the Livingston Education Association will consider this topic together. Teachers and administrators will work together toward a solution. The Board is working with administrators and teachers to develop a comprehensive, effective evaluation model for the district. Teachers have expressed the desire to provide formal feedback to administrators.

Aging facilities present special problems for organizational structure and resources; the Board is currently seeking to address facility issues through renovation projects.

- 6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.**

This is constant part of each teachers evaluation.

## **7 Leadership**

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

### **7.1 Leadership**

#### **7.1a Leadership has developed and sustained a shared vision.**

The shared vision in Winans School is greatly focused on the Effective Schools research and our plans to follow these guidelines. We have just restructured the school day for shared blocks of time for Reading and Math.

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 7.1b Leadership decisions are focused on student academic performance and are data driven and collaborative. GUIDANCE: Consider how leadership monitors and prioritizes data-based organizational/academic needs that will increase American Indian student achievement. GUIDANCE: If applicable consider how leadership ensures classroom implementation of the state's Montana High School Initiative, the state's RTI Initiative and/or the district's Carl Perkin's Plan.**

This school improvement plan is directly focused on improving the academic performance of all students.

- 7.1c There is evidence that the school/district school improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.**

We use multiple assessments to monitor the placement of students in the leveled groups during the shared reading and math blocks.

- 7.1d Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to Montana's academic content standards for public schools.**

We have the district's curriculum materials that were chosen by the districts vertical design teams.

- 7.1e Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.**

We do respect this need and do avoid distractions as much as possible.

- 7.1f Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure and removes barriers in order to sustain continuous school improvement.**

We have no Title 1 program this year even though the percent of students on the lunch program would qualify us.

- 7.1g The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe, culturally sensitive and effective learning environment. GUIDANCE: Consider how leadership ensures classroom implementation of the districts/schools IEFA policy and curriculum.**

Winans School has a very safe and nurturing environment.

- 7.1h District and school leadership provides a process for the development and the implementation of continuous school improvement.**

Our school improvement plan is designed to remove barriers and to sustain continuous school improvement

- 7.1i There is evidence that the school board has an intentional focus on student academic performance.**

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

**7.1i There is evidence that the school board has an intentional focus on student academic performance.**

Policy guides the school board to focus intentionally on student academic performance. Additionally, the board requests reports on academic indicators from the curriculum director, superintendent, and principals. In 2007-2008, the board adopted a “safe and nurturing” emphasis; in 2008-2009, a “project-based learning” emphasis; and, begun 2009, has focused on building renovation projects, each intended to remove barriers to engagement and academic success. The board approves the intentional (written) curricular framework and support resources, and monitors progress via standardized assessment reports as well as less formal indicators.

**7.1j There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, efficiency and a safe culturally responsive environment.**

This is inherent in the school improvement process.

**8 Organizational Structure and Resources**

The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.

**8.1 Organization of School**

**8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.**

The Winans Staff is involved in an aggressive school improvement process. We have redesigned our daily schedule do provide for a block of time in both Reading and Math when all classes have these content areas at the same time. This schedule change was started on Jan 19, 2010. This will allow students to be taught at their skill level instead of just at their age or grade level. The staff are now meeting in Math and Reading design teams weekly to assess where we are in this improvement process and “what’s next”?

This is based upon our study of the School Effectiveness Research as presented to us by Larry Lezotte

**8.1b The master class schedule reflects all students have access to all of the curriculum.**

Yes including the Reading and Math shared time blocks.

**8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.**

The instructional staff are actively involved in the constant reassessment of all student needs

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning**

This is an integral part of their self reflection and their evaluation process.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).**

We hold weekly Design Team meeting to assess the progress of the school improvement in Math and Reading

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, cultural needs, etc.).**

Yes

- 8.2 Resource Allocation and Integration**

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.**

We have not Title 1 instructor at Winans School even though our free and reduced lunch program numbers qualify us.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.**

The flexibility to plan or make data-based or need-based decisions regarding discretionary funds and resources is severely limited by budget shortfall. The budget director presents the board, administration, and teachers with regular updates regarding potential budget crises and solution options. The district is currently exploring options for grant funding to meet curricular and instructional goals identified through gap analysis, needs assessment, and data analysis.

- 8.2c The school board analyzed funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.**

No this needs improvement.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district. GUIDANCE: Consider how district/school IEFA funds are used to develop curriculum, offer professional development and/or deliver instruction to students.**

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district. GUIDANCE: Consider how district/school IEFA funds are used to develop curriculum, offer professional development and/or deliver instruction to students.**

We get minimal safe school funds for our DARE program, and NO Tile 1 staffing at Winans School.

### **9 Comprehensive and Effective Planning**

The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning

#### **9.1 Defining the School Vision, Mission and Beliefs**

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.**

The Winans Staff has developed a mission statement that includes a shared vision between school and community.

#### **9.2 Development of the Profile**

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.**

The staff makes use of CRT tests, Aimsweb benchmarks, individual classroom assessments.

- 9.2b The school/district uses data for school improvement planning.**

Winans school has decided to develop and implement a new school wide schedule. Eventually this will allow for teaching students to specific skills rather than age and grade.

#### **9.3 Defining Desired Results for Student Learning**

- 9.3a School and district plans reflect learning research, current local, state and national expectations for student learning and are reviewed by a planning team.**

Winans school currently uses AIMS Web benchmarks. The recent Leozotte training has been a factor in developing the recent schedule.

## **B A Winans School**

### **Five-Year Comprehensive Education Plan**

#### **Category/Correlate Quality Indicator Notes**

**9.3b The school/district analyzes their students' unique learning needs.**

CRT tests allow staff to look at learning needs at 3rd-5th grades. AIMS Web benchmarks and Pearson Success Tracker may also be used.

**9.3c The desired results for student learning are defined.**

Each grade levels' benchmarks are clearly identified.

**9.4 Analyzing Instructional and Organizational Effectiveness**

**9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.**

Winans Staff has expressed concern for our current lack of staffing for Title I or Gifted programs. The data reflects a professional and dedicated staff.

**9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.**

Winans school does use PIR days for building instructional and organizational effectiveness. However, this could be strengthened to a much greater degree if specialists were allowed more opportunities for meaningful professional development related to their specific areas.

**9.5 Development of the Improvement Plan**

**9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.**

Winans continues to work on Development of the Improvement Plan.

**9.5b The plan identifies the resources, timelines and persons responsible for carrying out each activity.**

The school plan needs to be more specific in identifying the resources, timelines and persons responsible.

**9.5c The means for evaluating the effectiveness of the improvement plan are established.**

There is no established way for evaluating the effectiveness of the plan at this time.

## B A Winans School

### Five-Year Comprehensive Education Plan

#### Category/Correlate Quality Indicator Notes

- 9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.**

The improvement plan is aligned.

**9.6 Implementation and Documentation**

- 9.6a The plan is implemented as developed.**

There should be follow up to insure the plan is being implemented.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.**

This occurs through the various assessments used along with staff collaboration.

- 9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.**

CRT tests, AIMSWEB, and Pearson Success Tracker are indications of student performance that Winans school uses.

- 9.6d There is evidence of attempts to sustain the commitment to continuous improvement.**

Staff meetings, collaboration, dedicated staff members working before and after school, as well as during lunch breaks and on weekends, seems indicative of commitment to continuous improvement