District Improvement Plan

School Year: 2011 - 2012
District Name: Detroit Community Schools
ISD/RESA: Wayne RESA
Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Building Code: 82925

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

District Improvement Plan

Contents

Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **District Improvement Plan (DIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

District Information

District:	**Detroit Community Schools**
ISD/RESA:	**Wayne RESA**
Public/Non-Public:	**Public**
Grades:	**K,1,2,3,4,5,6,7,8,9,10,11,12**
District Code Number:	**82925**
City:	**DETROIT**
State/Province:	**Michigan**
Country:	**United States**

Vision, Mission and Beliefs

Vision Statement

The Vision of Detroit Community Schools is to empower students to achieve at their highest potential by creating a supportive, student-centered learning environment.

Mission Statement

The Mission of Detroit Community Schools is to awaken our students' highest aspirations and develop the capabilities they need to lead purposeful and productive lives. We believe that all students should be prepared to enter college, pursue a career or engage in other forms of meaningful work in our ever-changing global society. Therefore, we offer a rigorous educational program that integrates academic, artistic, and experiential learning within a supportive community characterized by encouragement, collaboration, and mutual respect.

Beliefs Statement

1. SUPPORTIVE RELATIONSHIPS

We believe students and their family members should encounter caring adults who understand and value their culture and who recognize the importance of forging supportive relationships as a basis for all learning. We work to realize this aspiration by: - Training teachers and staff to understand our students' culture and to serve as effective mentors. - Providing every student with access to a counselor, mentor or social worker. - Maintaining small class sizes. - Working with family members and care-givers as partners in their child's education.

2. HIGH ACADEMIC EXPECTATIONS

We believe that all students should be prepared to enter college, pursue a career or engage in other forms of meaningful work in our ever-changing global society. We work to realize this aspiration by: - Offering rigorous academic programs that will help all students meet state requirements. - Carefully monitoring and working to advance the academic progress of each student. - Offering Advanced Placement courses and other opportunities for students who want to do extra college preparatory work. - Exposing students to various career and world of work opportunities.

3. HEAD, HEART AND HANDS

We believe student achievement and life skills are enhanced through a well-rounded curriculum that integrates social, artistic and experiential learning methods. We work to realize this aspiration by: - Training our elementary school teachers to integrate artistic and experiential methods in the teaching of traditional subjects. - Integrating project based learning and studio courses (such as visual arts, music, drama, sculpture, wood working and metal working) into our core 6th through 12th grade curricula. - Providing a wide array of extracurricular activities. - Using collaborative teaching teams to develop curricula and improve teaching skills.

4. SAFE, SECURE AND COOPERATIVE ENVIRONMENT

We believe students learn best in an environment that is physically and emotionally safe and in a school culture that fosters cooperation, responsibility and self-discipline. We work to realize this aspiration by: - Establishing a clear code of conduct and holding students accountable for their actions. - Having trained security and mentoring staff present at all times.
- Engaging students as allies in the process of creating a safe and secure environment. - Fostering a school-wide culture of self-discipline, collaboration and mutual respect.

5. COMMUNITY CONNECTIONS
We believe in contributing to the well-being of the wider community and in creating new learning opportunities for our students and their families through partnerships with other community-based organizations. We work to realize this aspiration by: - Forging partnerships with other institutions in order to expand learning opportunities for our students. - Offering community-based apprenticeships, internships, or projects for our students - Creating educational and enrichment opportunities for our student's families and caregivers. - Fostering understanding of and care for our natural environment among our students.

Goals

Name	Development Status	Progress Status
Math Proficiency	Complete	Open
Reading Comprehension Proficiency	Complete	Open
Science Proficiency	Complete	Open
Social Studies Proficiency	Complete	Open

Goal 1: Math Proficiency

Content Area: Math
Development Status: Complete

Student Goal Statement: To increase math proficiency so that students are successful in all areas of study.

Gap Statement: Students achieved below state standards on the Mathematics MEAP and MME assessment.

4th Grade - 62% proficient
5th Grade- 53% proficient
6th Grade- 61% proficient
7th Grade- 61% proficient
8th Grade- 47% proficient
11th Grade - 4% proficient

Cause for Gap: Students bring a lack of knowledge base regarding concepts and skills in the area of mathematics.

The district has had curricular misalignment in the past and also had a lack of student and teacher curricular resources.

The district has undergone significant teacher turnover and has hired teachers with minimal years of teaching experience.

Comprehensive and aligned professional staff development was not made available to educators in the district.

Data had not been effectively used to determine progress or lack thereof. This lack of data usage did not provide intervention strategies to meet individual student needs in order to achieve academic success.

Truancy is also a contributing factor.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP
MME/ACT
NWEA - Northwest Evaluation Association
Classroom assessments
SVSU quarterly assessments

PowerSchool

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? The number of students proficient on the Mathematics MEAP will increase by 10%.

The number of students proficient on the Mathematics MME will increase by 10%.

The percentage of students scoring above 50% in the Scantron-Performance Series assessment for Mathematics for all grades will increase by 5% from the Fall assessment compared to the Spring assessment.

Contact Name: David Harwell

List of Objectives:

Name	Objective
Mathematics	All students will increase their proficiency on the Mathematics MEAP and MME by 10% by the end of the 2011-2012 school year.

1.1. Objective: Mathematics

Measurable Objective Statement to Support Goal: All students will increase their proficiency on the Mathematics MEAP and MME by 10% by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Connect and integrate abstract and concrete representations of concepts	Teachers will connect and integrate abstract representations of a concept with concrete representations of the same concept. Connecting different forms of representations helps students master the concept being taught and improves the likelihood that students will use it appropriately across a range of different contexts.
Systematic and Explicit Instruction	Teachers will focus on providing Systematic and Explicit Instruction - a proven research-based instructional strategy - utilizing and implementing to fidelity the curricular resources of Math Expressions for grades K-5 and Carnegie Mathematics for grades 6-12. (Systematic and Explicit Instruction involves a teacher demonstrating a specific plan (strategy) for solving the problem types and students using this plan to think their way through a solution.)

1.1.1. Strategy: Connect and integrate abstract and concrete representations of concepts

Strategy Statement: Teachers will connect and integrate abstract representations of a concept with concrete representations of the same concept.

Connecting different forms of representations helps students master the concept being taught and improves the likelihood that students will use it appropriately across a range of different contexts.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

The panel judges the level of evidence supporting this recommendation to be moderate. A substantial number of laboratory experiments provide support for the benefits of connecting and interleaving both abstract and concrete representations of problems. A growing number of classroom experiments and quasi-experiments provide further evidence that the recommendation can be practically and effectively implemented in courses at the K-12 and college levels, and with students of different abilities. These research efforts have explored these techniques in a variety of content domains particularly in mathematics, science, and technology.

Experimental research with both college students and K-12 learners finds that although students have an easier time acquiring an initial understanding of a concept presented in a concrete form, those same students are unable to use that knowledge in a different context (e.g., to solve a problem with the same underlying structure). On the other hand, when students are initially introduced to a concept using a more abstract representation, those students struggle slightly more to master the concept initially, but are then able to use their new understanding successfully in a different context. It seems that the greater initial difficulty in comprehending abstract instruction is compensated for by a greater ability to apply the concept to very different situations. Thus, teachers need to be aware of both the limits and benefits of providing initial instruction using concrete representations.

Research findings support the recommendation that teachers use both abstract and concrete representations of key concepts and highlight the critical aspects of the concept to be learned (e.g., pointing out to the student which variables in the mathematical function being taught are related to which aspects of the word problem).

This process of interleaving and connecting both concrete and abstract representations has been shown to support better mastery of the taught principle, as well as transfer to other tasks that require students to use the same principle or concept.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Extended Learning - Credit Recovery	2011-09-06	2012-06-30	Chief Academic Officer
Extended Learning - Summer School	2011-06-30	2012-08-15	CAO - Chief Academic Officer Building Principals
Extended Learning - SWAT - Students with Academic Tenacity	2011-09-06	2012-06-30	CAO - Chief Academic Officer Building Principals
Technology Integration - student engagement	2011-09-07	2012-06-30	Chief Academic Officer

1.1.1.1. Activity: Extended Learning - Credit Recovery

Activity Description: Staff will implement and offer credit recovery using the Education 2020 - e2020 software.

Education2020 helps school districts provide core and elective instruction in a virtual school setting for students in grades 6-12. Their courseware is aligned to state and national standards and has helped students recover and accrue credits for graduation and prepare for state, end-of-course, and key standardized tests since 1998.

With their web-based model, teacher-led video delivery, and proven instructional approach, e2020 offers some of the most engaging and individualized instruction of any virtual school solution available today. It combines best-practice pedagogy with next-gen technology that enables our school to customize content and settings while providing an opportunity for students to learn at their own pace and make meaningful academic gains.

Targeted students identified as being at risk of not graduating on-time through an internally conducted credit audit, will participate to accrue credits by attending after-school e2020 sessions.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: e2020 Site Manager

Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended Learning - Credit Recovery	Section 31 a	17,750.00	

1.1.1.2. Activity: Extended Learning - Summer School

Activity Description: DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP or MME, and require credit recovery to stay on track to graduate on time.

Fully trained teachers will work with identified students to meet their mathematical needs by providing prescriptively designed interventions.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity: Summer School Site Manager

Teachers

Planned Timeline: Begin Date - 2011-06-30, End Date - 2012-08-15

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended Learning - Summer School	Section 31 a	8,500.00	

1.1.1.3. Activity: Extended Learning - SWAT - Students with Academic Tenacity

Activity Description: DCS teachers will offer an after school program, SWAT - Students with Academic Tenacity, that will provide targeted additional instructional time after school that will provide prescriptive instruction resulting in increased student achievement.

Students participating in after-school programs exhibit positive academic outcomes, such as more regular attendance in school and better grades. Several studies do report that participants in after-school programs score higher on measures of reading and math skills, although a few studies found effects for math but not reading and vice versa.

The most striking pattern seems to be the interaction between student characteristics and scores on standardized tests. A number of studies report effects were greater for children with limited proficiency in English and for children who were in the lowest group of achievers at the beginning of the program. A second and more consistent finding related to student characteristics is that students who attend after-school programs more regularly and for longer periods of time seem to benefit the most. In all cases where data was examined by the "dosage" a student received of the program, results favored students who had participated in more of the program.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity: SWAT Site Manager

Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Extended Learning - SWAT - Students with Academic Tenacity	Section 31 a	22,500.00	

1.1.1.4. Activity: Technology Integration - student engagement

Activity Description: Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.

Additional examples of technology integration to increase and enhance students engagement are:

Study Island: Web-based instruction, practice, assessment and reporting built from Michigan's state?s standards
Carnegie's Cognitive Tutor: Software solutions that provides interactive instruction to supplement secondary math courses
Education 2020-e2020: Courseware aligned to state and national standards used to help students recover and accrue credits for graduation

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration - student engagement	Other		

1.1.2. Strategy: Systematic and Explicit Instruction

Strategy Statement: Teachers will focus on providing Systematic and Explicit Instruction - a proven research-based instructional strategy - utilizing and implementing to fidelity the curricular resources of Math Expressions for grades K-5 and Carnegie Mathematics for grades 6-12.

(Systematic and Explicit Instruction involves a teacher demonstrating a specific plan (strategy) for solving the problem types and students using this plan to think their way through a solution.)

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

Other Required Information for Strategy

Effective Strategies for Teaching Students with Difficulties in Mathematics - National Council of Teachers of Mathematics:
The National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1502, Tel: (703) 620-9840, Fax: (703) 476-2690, www.nctm.org.

Effect Sizes for Instructional Variables for Special Education Students and Other Low-Achieving Student-Instructional Strategy focusing on Systematic and explicit instruction:
Effect Size for Special Education Students = 1.19 Large
Effect Size for Low- Achieving Students = 0.58 Moderate to Large

Conclusion of this cited study using Effective Strategies for Teaching Students with Difficulties in Mathematics

In summary, the relatively small body of instruction- all research suggests several important teaching practices. For low-achieving students, the use of structured peer-assisted learning activities, along with systematic and explicit instruction and formative data furnished both to the teacher and to the students, appears to be most important. For special education students, explicit, systematic instruction that involves extensive use of visual representations appears to be crucial. In many situations with special education

students, it is often advantageous for students to be encouraged to think aloud while they work, perhaps by sharing their thinking with a peer. These approaches also seem to inhibit those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles are required for the solution. Instruction should ideally be in a small group of no more than six and (a) address skills that are necessary for the unit at hand, (b) be quite explicit and systematic, and (c) require the student to think aloud as she or he solves problems or uses graphic representation to work through problem-solving options. Finally, it should balance work on basic whole-number or rational-number op- erations (depending on grade level) with strategies for solv- ing problems that are more complex. These criteria should be considered in evaluating intervention programs for work-ing with these types of students.

Adapted from a research analysis written by Russell Gersten and Benjamin S. Clarke.

Effective Mathematics Instruction - By Kathlyn Steedly, Ph.D., Kyrie Dragoo, M.Ed., Sousan Arafeh, Ph.D., & Stephen D. Luke, Ed.D.

Effective Mathematics Instruction for Students with Learning Difficulties in Math: Four Approaches That Improve Results

There have been five meta- analyses on the subject, reviewing a total of 183 research studies (Adams &Carnine, 2003; Baker, Gersten, &Lee, 2002; Browder, Spooner, Ahlgrim- Delzell, Harris, &Wakeman, 2008; Kroesbergen &Van Luit, 2003; Xin & Jitendra, 1999). The studies combined in these meta-analyses involved students with a variety of disabilities?most notably, LD, but other disabilities as well, including mild mental retardation, AD/HD, behavioral disorders, and students with significant cognitive disabilities. The meta-analyses found strong evidence of instructional approaches that appear to help students with disabilities improve their math achievement. We now also have the National Mathematics Advisory Panel Report (2008) that further investigates successful mathematical teaching strategies and provides additional support for the research results.

According to these studies, four methods of instruction show the most promise.

These are:
Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts.
Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions.
Peer tutoring, an approach that involves pairing students together to learn or practice an academic task.
Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-07	2012-06-30	Chief Academic Officer
EBLI - Evidence Based Literacy	2011-08-	2012-06-	CAO - Chief Academic Officer Building

Instruction	15	30	Principals
Mathematics Coach	2011-09-06	2012-06-30	CAO - Chief Academic Officer Building Principal
PSD - Professional Staff Development - Mathematics	2011-08-15	2012-06-30	CAO Chief Academic Officer Building Principals

1.1.2.1. Activity: Differentiated Instruction

Activity Description: Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.

An example of this differentiation will occur is through the use of Carnegie Learning's, Cognitive Tutor - Adaptive Software.

Students develop, learn, and master secondary mathematics at different paces, and educators often need to identify supplemental materials that complement their core instruction with the aim to keep students from falling behind or failing a course or exit exam.

All students can achieve proficiency in mathematics with Carnegie Learning Adaptive Math Software Solutions. Their unique solution provides students with highly individualized and self-paced instruction that meets their exact needs to improve their secondary math skills.

Their supplemental instruction stands apart for strengthening student conceptual understanding of mathematics by integrating adaptive learning technologies, assessment, and rich problem solving activities.

Carnegie Learning Adaptive Math Software Solutions provides interactive instruction to supplement secondary math courses:

Bridge to Algebra (an algebra readiness curriculum)
Algebra I
Geometry
Algebra II

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction	General Funds	25,000.00	

1.1.2.2. Activity: EBLI - Evidence Based Literacy Instruction

Activity Type: Professional Development

Activity Description: DCS teachers will participate in professional staff development for EBLI - Evidence Based Literacy Instruction to enhance literacy in all content areas throughout the course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel.

EBLI instruction assists learners of all ages and ability levels in reaching their highest potential in reading - thus translating into mathematical success. EBLI works for everyone, from new readers and non-readers to students labeled learning disabled or dyslexic. From struggling readers and spellers to honors students wishing to improve their reading speed and comprehension for college entrance exams such as the ACT or SAT, instruction in EBLI will effectively and efficiently help all learners reach their reading goals.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principals

Teachers

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PSD - Professional Staff Development - EBLI	Title I Part A	16,000.00	

1.1.2.3. Activity: Mathematics Coach

Activity Description: DCES - Detroit Community Elementary School will implement a Mathematics Coach to provide on-going classroom support, modeling, and coaching for classroom teachers to

increase mathematical pedagogy.

Specific duties and responsibilities include:

Uses the data collected to implement Tier 2 and Tier 3 math interventions into a school-wide RtI model.
Coordinates and administers intervention services.
Demonstrates whole class modeling and/or team teaching.
Coaches and collaborates with teachers and principal.
Trains, assigns, and oversees intervention instructional assistants.
Analyzes and reviews data with teachers and principal.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principal

Actual staff responsible for implementing activity: Mathematics Coach

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mathematics Coach	Title I Part A	45,000.00	

1.1.2.4. Activity: PSD - Professional Staff Development - Mathematics

Activity Type: Professional Development

Activity Description: Teachers will participate in PSD - Professional Staff Development throughout the course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel utilizing and implementing to fidelity the mathematical curricular resources of Math Expressions for grades K-5 and Carnegie Mathematics for grades 6-12.

The purpose of the professional staff development is to increase the mathematical pedagogy of classroom teachers.

Planned staff responsible for implementing activity: CAO Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity: CAO Chief Academic Officer

Building Principals

Teachers

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PSD - Professional Staff Development - Mathematics	Title I Part A	25,000.00	

Goal 2: Reading Comprehension Proficiency

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: To increase reading comprehension so that students are successful in their areas of study.

Gap Statement: Students achieved below state standards on the MEAP and MME assessments in the area of reading.

3rd Grade - 71% proficient
4th Grade - 42% proficient
5th Grade- 47% proficient
6th Grade- 62% proficient
7th Grade- 42% proficient
8th Grade- 55% proficient
11th Grade - 20% proficient

Cause for Gap: Students bring a lack of knowledge base regarding concepts and skills in the area of reading.

The district has had curricular misalignment in the past and also had a lack of student and teacher curricular resources.

The district has undergone significant teacher turnover and has hired teachers with minimal years of teaching experience.

The district also experiences student transiency.

Comprehensive and aligned professional staff development was not made available to educators in the district.

Data was not effectively used to determine progress or lack thereof. This lack of data usage did not provide intervention strategies to meet individual student needs in order to achieve academic success.

Truancy is also a contributing factor.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP - Michigan Educational Assessment Program
ACT
EXPLORE
PLAN
PSAT
Pre-ACT
NWEA - Northwest Education Association
MLPP - Michigan Literacy Progress Profile
DRA - Diagnostic Reading Assessment
SRI - Scholastic Reading Inventory
REP - Registry Educational Program
PowerSchool
Study Island
SVSU quarterly assessments
Teacher surveys

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will see increased reading scores on the MLPP, DRA, MEAP, MME, Scantron-Perfromance Series, as well as student work samples.

Student attendance will show positive increases.

Data will be used on a regular basis to guide and inform instruction.

Contact Name: David Harwell

List of Objectives:

Name	Objective
Reading Comprehension Proficiency	The number of students proficient on the Reading MEAP will increase by 10%. The number of students proficient on the Reading MME will increase by 10%. The percentage of students scoring above 50% in the Scantron-Performance Series assessment for Reading for all grades will increase by 5% from the Fall assessment compared to the Spring assessment.

2.1. Objective: Reading Comprehension Proficiency

Measurable Objective Statement to Support Goal: The number of students proficient on the Reading MEAP will increase by 10%.

The number of students proficient on the Reading MME will increase by 10%.

The percentage of students scoring above 50% in the Scantron-Performance Series assessment for Reading for all grades will increase by 5% from the Fall assessment compared to the Spring assessment.

List of Strategies:

Name	Strategy
Focus on 5 Big Ideas of Reading: Reading Comprehension	Teachers will increase reading comprehension for students through the complex cognitive process of involving the intentional interaction between reader and text to extract meaning utilizing and implementing to fidelity the curricular resources of Journeys for grades K-5, Expert 21 and READ 180 for grades 6-8, and McDougal-Littell and READ 180 for grades 9-12.
Setting Objectives and Providing Feedback	Teachers will consistently analyze and utilize data from benchmark assessments (MLPP, DRA, Scantron-Performance Series, Explore, Plan) to assist students in setting objectives while providing timely feedback. Teachers will use the data warehouse, Orange Grove, as the 'engine' for this analyzing process. Setting objectives establishes a direction for learning. Once students understand the parameters of an objective, they should brainstorm to determine what they know and what they want to learn. Specific, timely, and regular feedback to students enhances their learning. Also, feedback should include an explanation of why an item is correct or incorrect and be criterion referenced. In other words, students should understand where they stand relative to a specific target of knowledge or skill. Orange Grove is an online application, a platform and a community of professionals all focused on supporting schools that desire to achieve and sustain high performance. Orange Grove came about after a group of school professionals, including teachers, principals, and school improvement experts, saw the need to respond to a recurring barrier they encountered while working in and with schools. Schools were spending ever-increasing amounts of time analyzing ever-increasing amounts of data, and then spending time creating larger and more complex School Improvement Plans in formats that changed every few years. Today, the Orange Grove application is used by more and more schools every week. The Orange Grove platform is enabling schools ease of access to transformational applications. The Orange Grove community continues to grow into an active professional community of school leaders, national experts, researchers, and school improvement specialists tackling hard questions and supporting each other on the journey to continuous high performance.

2.1.1. Strategy: Focus on 5 Big Ideas of Reading: Reading Comprehension

Strategy Statement: Teachers will increase reading comprehension for students through the complex cognitive process of involving the intentional interaction between reader and text to extract meaning utilizing and implementing to fidelity the curricular resources of Journeys for grades K-5, Expert 21 and READ 180 for grades 6-8, and McDougal-Littell and READ 180 for grades 9-12.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.
I.2.B.1 The school or program ensures that students have the supports they need to meet the required

standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Research on Reading Comprehension tells us that...

Readers who comprehend well are also good decoders. Teach decoding and word recognition strategies. Time spent reading is highly correlated with comprehension. Provide for lots of in-class reading, outside of class reading, independent reading. Encourage kids to read more and read widely - develop a passion for reading.

Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction. Reading Research Quarterly, 14, 481-533.

Ehri, L. (1991). Development of the ability to read words. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of Reading Research (pp. 383-417). New York: Longman.

What impact does Evidence Based Literacy Instruction have on reading achievement and spelling outcomes?
Date Submitted May 23, 2007
Written By Pam Brady Russ Doane Wendy Miller Kathy Roper Pam Wicks

What Works Clearinghouse

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-07	2012-06-30	Chief Academic Officer
EBLI - Evidence Based Literacy Instruction	2011-08-15	2012-06-30	CAO - Chief Academic Officer Building Principals
ELA - English Language Arts Coach	2011-09-06	2012-06-30	CAO - Chief Academic Officer Building Principal
PSD - Reading Comprehension	2011-08-22	2012-06-30	Chief Academic Officer
READ 180	2011-09-06	2012-06-30	Chief Academic Officer
Reading Interventionist 3-5	2011-09-06	2012-06-30	CAO - Chief Academic Officer Building Principal

Reading Interventionist K-2	2011-09-06	2012-06-30	CAO - Chief Academic Officer Building Principal

2.1.1.1. Activity: Differentiated Instruction

Activity Description: Differentiated Instruction

Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.

An example of this differentiation will occur through Read 180, an effective reading intervention program. This is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4?12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction	Other		

2.1.1.2. Activity: EBLI - Evidence Based Literacy Instruction

Activity Type: Professional Development

Activity Description: DCS teachers will participate in professional staff development for EBLI - Evidence Based Literacy Instruction to enhance literacy in all content areas throughout the course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel.

EBLI instruction assists learners of all ages and ability levels in reaching their highest potential in reading - thus translating into mathematical success. EBLI works for everyone, from new readers and non-readers to students labeled learning disabled or dyslexic. From struggling readers and spellers to honors students wishing to improve their reading speed and comprehension for college entrance exams such as the ACT or SAT, instruction in EBLI will effectively and efficiently help all learners reach their

reading goals.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-08-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
EBLI - Evidence Based Literacy Instruction	Title I Part A	64,000.00	

2.1.1.3. Activity: ELA - English Language Arts Coach

Activity Description: Detroit Community Elementary School will implement a ELA - English Language Arts Coach to provide on-going classroom support, modeling, and coaching for classroom teachers to increase reading pedagogy.

Specific duties and responsibilities include:

Supports the administration of district approved literacy assessments to monitor student progress.
Uses the data collected to implement Tier 2 and Tier 3 literacy interventions into a school-wide RtI model.
Coordinates and administers intervention services.
Demonstrates whole class modeling and/or team teaching.
Coaches and collaborates with teachers and principal.
Trains, assigns, and oversees intervention instructional assistants.
Analyzes and reviews data with teachers and principal.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principal

Actual staff responsible for implementing activity: ELA Coach

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ELA - English Language Arts Math Coach	Title I Part A	45,000.00	

2.1.1.4. Activity: PSD - Reading Comprehension

Activity Type: Professional Development

Activity Description: Teachers will participate in PSD - Professional Staff Development focusing on reading comprehension throughout the course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel utilizing and implementing to fidelity the English Language Arts curricular resources of Expert 21 and READ 180.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PSD - Reading Comprehension	Title II Part A	21,000.00	

2.1.1.5. Activity: READ 180

Activity Description: Teachers will provide and implement Read 180 as a targeted reading intervention for middle school and high school students below grade level in their reading comprehension and fluency.

Teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning. Following the READ 180 Instructional Model is proven to result in significant gains in reading achievement for students after one or two years participation.

Teachers begin the class by providing systematic instruction in reading skills and strategies, academic vocabulary, writing, and grammar to the whole class. Using the rBooks and Resources for Differentiated Instruction, the teacher works closely with students to meet their individual needs. Teachers end the day with Whole-Group reflection, where students have the opportunity to engage each other with what they have learned. SRI - Scholastic Reading Inventory assessments will be conducted quarterly to determine student progress.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Read 180 Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
READ 180	Section 31 a	212,000.00	

2.1.1.6. Activity: Reading Interventionist 3-5

Activity Description: Detroit Community Elementary School will implement a Reading Interventionist 3-5 to provide prescriptive intervention strategies to identified students reading below grade level expectations.

Specific duties and responsibilities include:

Supports the facilitation of monitoring student progress.
Uses the data collected to implement Tier 2 and Tier 3 literacy interventions into a school-wide RtI model.
Administers intervention services.
Analyzes and reviews data with teachers, ELA coach, and principal in order to provide appropriate intervention leading to increased student achievement.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principal

Actual staff responsible for implementing activity: Reading Interventionist 3-5

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Interventionist 3-5	Title I Part A	45,000.00	

2.1.1.7. Activity: Reading Interventionist K-2

Activity Description: Detroit Community Elementary School will implement a Reading Interventionist K-2 to provide prescriptive intervention strategies to identified students reading below grade level expectations.

Specific duties and responsibilities include:

Supports the facilitation of monitoring student progress.
Uses the data collected to implement Tier 2 and Tier 3 literacy interventions into a school-wide RtI model.
Administers intervention services.
Analyzes and reviews data with teachers, ELA coach, and principal in order to provide appropriate intervention leading to increased student achievement.

Planned staff responsible for implementing activity: CAO - Chief Academic Officer

Building Principal

Actual staff responsible for implementing activity: Reading Interventionist K-2

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Interventionist K-2	Title I Part A	45,000.00	

2.1.2. Strategy: Setting Objectives and Providing Feedback

Strategy Statement: Teachers will consistently analyze and utilize data from benchmark assessments (MLPP, DRA, Scantron-Performance Series, Explore, Plan) to assist students in setting objectives while providing timely feedback. Teachers will use the data warehouse, Orange Grove, as the 'engine' for this analyzing process.

Setting objectives establishes a direction for learning. Once students understand the parameters of an objective, they should brainstorm to determine what they know and what they want to learn. Specific, timely, and regular feedback to students enhances their learning. Also, feedback should include an explanation of why an item is correct or incorrect and be criterion referenced. In other words, students should understand where they stand relative to a specific target of knowledge or skill.

Orange Grove is an online application, a platform and a community of professionals all focused on supporting schools that desire to achieve and sustain high performance. Orange Grove came about after a group of school professionals, including teachers, principals, and school improvement experts, saw the need

to respond to a recurring barrier they encountered while working in and with schools. Schools were spending ever-increasing amounts of time analyzing ever-increasing amounts of data, and then spending time creating larger and more complex School Improvement Plans in formats that changed every few years.

Today, the Orange Grove application is used by more and more schools every week. The Orange Grove platform is enabling schools ease of access to transformational applications. The Orange Grove community continues to grow into an active professional community of school leaders, national experts, researchers, and school improvement specialists tackling hard questions and supporting each other on the journey to continuous high performance.

Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
V.2.A.1 Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.
V.2.B.2 Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

Other Required Information for Strategy

Classroom Instruction that Works
by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock
Association for Supervision and Curriculum Development (2001)

Setting objectives involves specific teacher and student behaviors, including both decision-making and communicating. First, teachers select and refine learning goals, These goals may be narrow or broad, specific or general. Studies of effective goal setting suggest that goals with a narrow focus will actually minimize learning, because students focus on what has been communicated as important. If goals are too focused, students will ignore related information. Second, goal setting is an act of communicating. Since students focus on what has been set forth as an objective, communicating those objectives becomes central to success. Setting objectives, then, becomes a thoughtful exercise in considering how to generalize selected learning objectives while ensuring student focus, then letting students in on the process through clear communication.

Key Research Findings

Instructional goals should not be too specific. When goals are too narrowly focused they can limit learning (Fraser, 1987; Walberg, 1999).

If students are encouraged to personalize the teacher's goals, then learning increases. Student ownership enhances learning focus. Studies show the benefits of students setting sub-goals derived from the larger teacher-defined goals (Bandura &Schunk, 1981; Morgan, 1985).

Some studies indicate that student learning "contracts" are effective in developing student ownership and completion of goals. A contract would be an agreement between student and teacher for a grade the students will receive if they meet established criteria (Kahle &Kelly, 1994; Miller &Kelley, 1994; Vollmer, 1995).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
9th grade Transition Academy	2011-08-22	2011-08-26	Building Principal
Attendance Liaisons	2011-09-07	2012-06-30	Building Principals
Benchmark Assessments	2011-09-20	2012-05-20	Chief Academic Officer Building Principals
PLC - Professional Learning Communities	2011-09-07	2012-06-30	Chief Academic Officer Building Principals
RtI Specialist	2011-09-07	2012-06-30	Chief Academic Officer Building Principal
Technology Integration - student engagement	2011-09-07	2012-06-30	Chief Academic Officer

2.1.2.1. Activity: 9th grade Transition Academy

Activity Description: 9th grade teachers will offer a 9th grade Transition Academy to incoming 9th grade students enrolled at DCHS - Detroit Community High School.

This 4-day Transition Academy will provide orientation activities, study skills, EBLI - Evidence Based Literacy Instruction strategies, initial assessment from the Scantron-Performance Series (to avoid losing classroom instruction), along with direction on how to use student planners to achieve homework success.

Planned staff responsible for implementing activity: Building Principal

Actual staff responsible for implementing activity: Freshmen Teachers

Planned Timeline: Begin Date - 2011-08-22, End Date - 2011-08-26

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
9th grade Transition Academy	Title I Part A	2,800.00	

2.1.2.2. Activity: Attendance Liaisons

Activity Description: DCS will implement Attendance Liaisons to increase student attendance which will lead to increased student achievement by having students present to receive proper instruction.

Attendance Liaisons will increase and improve student attendance by:
Monitoring daily attendance
Communicating with staff and parents
Conduct home visitations
Provide necessary transportation options for students

Truancy, or unexcused absence from school, has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults. As a risk factor for delinquent behavior in youth, truancy has been found to be related to substance abuse, gang activity, and involvement in criminal activities such as burglary, auto theft, and vandalism (Bell, Rosen, and Dynlacht, 1994; Dryfoos, 1990; Garry, 1996; Huizinga, Loeber, and Thornberry, 1995; Rohrman, 1993). Left unaddressed, truancy during the preteen and teenage years can have significant negative effects on the student, schools, and society. It is important to identify promising strategies to intervene with chronic truants, address the root causes of truancy, and stop youth's progression from truancy into more serious and violent behaviors.

Planned staff responsible for implementing activity: Building Principals

Actual staff responsible for implementing activity: Attendance Liaisons

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Attendance Liaisons	Title I Part A	50,000.00	

2.1.2.3. Activity: Benchmark Assessments

Activity Description: Teachers will administer Benchmark assessments, Scantron's Performance Series, to determine student achievement three times during the course of the school year: Fall, Winter, and Spring.

Every child learns at a different pace and has different instructional needs. Unfortunately, it is not easy to recognize these needs and provide each student with individualized instruction targeted at his or her proficiency level.

Performance Series from Scantron is a computer-adaptive test that will allow DCS to quickly pinpoint

the proficiency level of our students, across a range of subjects, that correspond with the specific standards of the state of Michigan. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

Planned staff responsible for implementing activity: Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-20, End Date - 2012-05-20

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Benchmark Assessments	General Funds	8,000.00	

2.1.2.4. Activity: PLC - Professional Learning Communities

Activity Description: Teachers will participate in PLC - Professional Learning Communities to work collaboratively in creating prescriptive intervention strategies for students achieving below grade level expectations.

In education circles, the term learning community has become commonplace. It is being used to mean any number of things, such as extending classroom practice into the community; bringing community personnel into the school to enhance the curriculum and learning tasks for students; or engaging students, teachers, and administrators simultaneously in learning - to suggest just a few.

A professional community of learners is one in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. This arrangement has also been termed communities of continuous inquiry and improvement.

As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement.

Planned staff responsible for implementing activity: Chief Academic Officer

Building Principals

Actual staff responsible for implementing activity: Principals

Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC - Professional Learning Communities	No Funds Required		

2.1.2.5. Activity: RtI Specialist

Activity Description: DCHS will implement an RtI - Response to Intervention Specialist to design prescriptive Tier 2 and Tier 3 intervention strategies to accelerate the learning of students achieving below grade level expectations.

Duties and Responsibilities will include:

Works collaboratively with principals and teachers to implement literacy screening, progress monitoring, and intervention.
Supports the administration of district approved literacy assessments to monitor student progress.
Uses the data collected to implement Tier 2 and Tier 3 literacy interventions into a school-wide RtI model.
Coordinates and administers intervention services.
Coaches and collaborates with teachers and principal.
Analyzes and reviews data with teachers and principal.

Planned staff responsible for implementing activity: Chief Academic Officer
Building Principal

Actual staff responsible for implementing activity: RtI Specialist

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
RtI Specialist	Title I Part A	25,000.00	

2.1.2.6. Activity: Technology Integration - student engagement

Activity Description: Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration - student engagement	No Funds Required		

Goal 3: Science Proficiency

Content Area: Science
Development Status: Complete

Student Goal Statement: To increase science proficiency so that students are successful in their areas of study.

Gap Statement: Students achieved below state standards on the MEAP assessment in the area of science.

5th grade - 26% proficient
8th Grade - 33% proficient

Cause for Gap: Students bring a lack of knowledge base regarding concepts and skills in the area of science.

The district has had curricular misalignment in the past and also had a lack of student and teacher curricular resources.

The district has undergone significant teacher turnover and has hired teachers with minimal years of teaching experience.

Comprehensive and aligned professional staff development was not made available to educators in the district.

Data has not been effectively used to determine progress or lack thereof. This lack of data usage did provide intervention strategies to
meet individual student needs in order to achieve academic success.

Truancy is also a contributing factor.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP
District end of the unit and course assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will see increased science scores on the MEAP as well as student work samples.

Student attendance will show positive increases.

Data will be used on a regular basis to guide and inform instruction.

Contact Name: David Harwell

List of Objectives:

Name	Objective
Science Proficiency	All students in grades 5 and 8 will increase their proficiency on the Science MEAP by 10% by the end of the 2011-2012 school year.

3.1. Objective: Science Proficiency

Measurable Objective Statement to Support Goal: All students in grades 5 and 8 will increase their proficiency on the Science MEAP by 10% by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
STEM- Science, Technology Engineering, Math - Critical Thinking Skills	Teachers will focus on providing scientific critical thinking skills and project based learning through the enhancement of a rigorous, relevant STEM education to DCS students. Through an engaging, hands-on curriculum, PLTW - Project Lead The Way encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning and a love of learning.

3.1.1. Strategy: STEM- Science, Technology Engineering, Math - Critical Thinking Skills

Strategy Statement: Teachers will focus on providing scientific critical thinking skills and project based learning through the enhancement of a rigorous, relevant STEM education to DCS students.

Through an engaging, hands-on curriculum, PLTW - Project Lead The Way encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning and a love of learning.

Selected Target Areas

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

PLTW alumni are 5 to 10 times more likely to pursue engineering and technology classes than other first-year college students.
On average, PLTW alumni have a GPA 0.21 points higher than the average GPA of all first-year college students.
PLTW students surveyed in Wisconsin middle schools and high schools reported being more engaged in schoolwork than did non-PLTW students.
PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.
79 percent of PLTW graduates completed four years of college-preparatory mathematics and 63 percent completed four years of college-preparatory science.
97 percent of PLTW alumni said they planned to pursue a four-year degree as opposed to 67 percent of non-PLTW students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-07	2012-06-30	Chief Academic Officer
PLTW - Project Lead The Way	2011-07-15	2012-06-30	Chief Academic Officer
Project Based Learning	2011-09-07	2012-06-30	Chief Academic Officer
Technology Integration - student engagement	2011-09-07	2012-06-30	Chief Academic Officer

3.1.1.1. Activity: Differentiated Instruction

Activity Description: Differentiated Instruction

Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.

An example of this differentiation occurs through PLTW-Project Lead The Way Engineering and Biomedical Sciences programs. These programs offer students an array of advantages, from career

readiness and hands-on experience to college preparatory?level classes, labs, and creative exercises. These programs are designed to appeal to all students, from those already interested in STEM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEM curricula. PLTW classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. PLTW sets the highest standards for rigorous, focused, and engaging study, developing students? innovative, collaborative, cooperative, and problem-solving skills.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction	General Funds	15,000.00	

3.1.1.2. Activity: PLTW - Project Lead The Way

Activity Type: Professional Development

Activity Description: Teachers will participate in PSD - Professional Staff Development throughout the course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel utilizing and implementing to fidelity the science curricular resources of PLTW - Project Lead The Way.

The professional staff development will cover engaging hands-on curriculum, problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

The PLTW middle and high school STEM education programs give students a brighter future by providing them with a foundation and proven path to college and career success in STEM-related fields. STEM education is at the heart of today's high-tech, high-skill global economy.

For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. PLTW sparks the ingenuity, creativity and innovation within all of our students.

The purpose of the professional staff development is to increase the science pedagogy of classroom teachers.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Science Teachers

Planned Timeline: Begin Date - 2011-07-15, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLTW - Project Lead The Way	Title II Part A	10,000.00	

3.1.1.3. Activity: Project Based Learning

Activity Description: Science teachers will implement Project Based Learning assignments to actively engage students.

What is Project Based Learning (PBL)?

In research conducted by the AutoDesk Foundation, teachers from seventeen schools agreed that PBL exhibited similar characteristics:

Characteristics of project- based learning

Students make decisions within a prescribed framework.
There?s a problem or challenge without a predetermined solution.
Students design the process for reaching a solution.
Students are responsible for accessing and managing the information they gather.
Evaluation takes place continuously.
Students regularly reflect on what they?re doing.
A final product (not necessarily material) is produced and is evaluated for quality.
The classroom has an atmosphere that tolerates error and change.

Generally speaking, students engaged in a project...

...have some choice in deciding what they will work on.
...plan their own project.
...participate in defining criteria and rubrics to assess their project.
...solve problems they encounter while working on their project.
...make some sort of presentation of their project.

The project-based learning approach creates a "constructivist" learning environment in which students construct their own knowledge. Whereas in the "old school" model the teacher was the task master -- in the "new school" model the teacher becomes the facilitator.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Science Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	General Funds	15,000.00	

3.1.1.4. Activity: Technology Integration - student engagement

Activity Description: Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.

An additional example of technology integration to increase and enhance students' engagement is:

PLTW's-Project Lead The Ways middle school program, Gateway To Technology (GTT). This is an activities-oriented program designed to challenge and engage the natural curiosity and imagination of middle school students. Taught in conjunction with a rigorous academic curriculum, the program is divided into six independent, nine-week units.

One of these units uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration - student engagement	General Funds	5,000.00	

Goal 4: Social Studies Proficiency

Content Area: Social Studies
Development Status: Complete

Student Goal Statement: To increase social studies proficiency so that students are successful in their areas of study.

Gap Statement: Students achieved below state standards on the MEAP assessment in the area of social studies.

6th Grade - 33% proficient
9th Grade - 34% proficient

Cause for Gap: Students bring a lack of knowledge base regarding concepts and skills in the area of social studies.

The district has had curricular misalignment in the past and also had a lack of student and teacher curricular resources.

The district has undergone significant teacher turnover and has hired teachers with minimal years of teaching experience.

Comprehensive and aligned professional staff development was not made available to educators in the district.

Data has not been effectively used to determine progress or lack thereof. This lack of data usage did provide intervention strategies to
meet individual student needs in order to achieve academic success.

Truancy is also a contributing factor.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP
District end of the unit and course assessments
Study Island

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? We will see increased scores on the Social Studies MEAP as well as student work samples.

Student attendance will show positive increases.

Data will be used on a regular basis to guide and inform instruction.

Contact Name: David Harwell

List of Objectives:

Name	Objective
Social Studies Proficiency	All students in grades 6 and 9 will increase their proficiency on the Social Studies MEAP by 10% by the end of the 2011-2012 school year.

4.1. Objective: Social Studies Proficiency

Measurable Objective Statement to Support Goal: All students in grades 6 and 9 will increase their proficiency on the Social Studies MEAP by 10% by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Nonlinguistic Representation	Teachers will implement modes of learning that will encourage students to make nonlinguistic representations of their thinking. These can take many forms. When students make concept maps, idea webs, dramatizations, and other types of nonlinguistic representation, they are actively creating a model of their thinking. Computer simulations also encourage exploration and experimentation by allowing learners to manipulate their learning experience and visualize results. When students then explain their models, they are putting their thinking into words. This may lead to new questions and discussions, which will in turn promote deeper thinking and better understanding.

4.1.1. Strategy: Nonlinguistic Representation

Strategy Statement: Teachers will implement modes of learning that will encourage students to make nonlinguistic representations of their thinking. These can take many forms. When students make concept maps, idea webs, dramatizations, and other types of nonlinguistic representation, they are actively creating a model of their thinking. Computer simulations also encourage exploration and experimentation by allowing learners to manipulate their learning experience and visualize results. When students then explain their models, they are putting their thinking into words. This may lead to new questions and discussions, which will in turn promote deeper thinking and better understanding.

Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.
III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

Other Required Information for Strategy

Classroom Instruction that Works by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock

Key Research Findings

Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic (through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001).

Visual representations help students recognize how related topics connect (NCTM, 2000).

Finding patterns helps students organize their ideas so that they can later recall and apply what they have learned. Research has shown an increase in understanding of geometry when students learn to represent and visualize three-dimensional forms (Bransford et al., 1999; Lehrer & Chazen, 1998).

After brainstorming to generate ideas, students can improve their reading, writing, and thinking skills by using thinking maps to help them organize key concepts in a visual way (Hyerle, 1996).

Using visual representation software in a science classroom helps students express their developing understanding of core chemistry concepts in the form of visual representations that are readily created and shared. These representations help students generate explanations of the phenomena they are investigating. (Michalchik, V., Rosenquist, A., Kozma, R., Kreikemeier, P., Schank, P., & Coppola, B., in press).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-07	2012-06-30	Chief Academic Officer
Project Based Learning	2011-09-07	2012-06-30	Chief Academic Officer
PSD - Professional Staff Development - Social Studies Alive!	2011-09-06	2012-06-30	Chief Academic Officer
Technology Integration - student engagement	2011-09-07	2012-06-30	Chief Academic Officer

4.1.1.1. Activity: Differentiated Instruction

Activity Description: Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.

An example of this differentiation stems from a common teaching strategy, Problem Solving Groupwork. In Problem Solving Groupwork activities, students work in heterogeneous groups to create projects that require multiple abilities and differentiation so that every student can contribute. Within a group, each student performs a defined role. Groups present their completed projects to the class.

Steps at a Glance

1. Review ground rules for working cooperatively in groups.
2. Give group members clearly defined roles and requirements.

3. Provide groups autonomy and time to prepare high-quality projects.
4. Have groups present to the class.
5. Debrief each presentation for deeper meaning and historical accuracy.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Social Studies Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction	No Funds Required		

4.1.1.2. Activity: Project Based Learning

Activity Description: Social Studies teachers will implement Project Based Learning assignments to actively engage students.

What is Project Based Learning (PBL)?

In research conducted by the AutoDesk Foundation, teachers from seventeen schools agreed that PBL exhibited similar characteristics:

Characteristics of project- based learning

Students make decisions within a prescribed framework.
There?s a problem or challenge without a predetermined solution.
Students design the process for reaching a solution.
Students are responsible for accessing and managing the information they gather.
Evaluation takes place continuously.
Students regularly reflect on what they?re doing.
A final product (not necessarily material) is produced and is evaluated for quality.
The classroom has an atmosphere that tolerates error and change.

Generally speaking, students engaged in a project...

...have some choice in deciding what they will work on.
...plan their own project.
...participate in defining criteria and rubrics to assess their project.
...solve problems they encounter while working on their project.
...make some sort of presentation of their project.

The project-based learning approach creates a "constructivist" learning environment in which students

construct their own knowledge. Whereas in the "old school" model the teacher was the task master -- in the "new school" model the teacher becomes the facilitator.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Social Studies teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	General Funds	10,000.00	

4.1.1.3. Activity: PSD - Professional Staff Development - Social Studies Alive!

Activity Type: Professional Development

Activity Description: Teachers will participate in PSD - Professional Staff Development throughout the course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel utilizing and implementing to fidelity the social studies curricular resources of TCI's Teacher Curriculum Institute- Social Studies Alive!

The purpose of the professional staff development is to increase the social studies pedagogy of classroom teachers.

Understanding by Design:
Grant Wiggins and Jay McTighe believe that teaching for deep understanding must begin with planning the big ideas students should learn. That's why you'll see an Essential Question at the start of every chapter.

Nonlinguistic Representation:
Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve comprehension. Graphic organizers and movement activities are key to TCI lessons.

Multiple Intelligences:
Howard Gardner believes that all students are intelligent - just not in the same ways. TCI activities address Gardner's seven intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal.

Cooperative Interaction:
Elizabeth Cohen's research shows that cooperative groupwork leads to learning gains and higher student achievement. Working in small groups is a cornerstone of TCI activities.

Spiral Curriculum:

Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively-understanding increasingly difficult concepts through a process of step-by-step discovery. TCI questioning strategies spiral from simple recall to higher-order thinking skills such as analysis and evaluation.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Social Studies Teachers

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PSD - Professional Staff Development - Social Studies Alive!	Title II Part A	10,000.00	

4.1.1.4. Activity: Technology Integration - student engagement

Activity Description: Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.

An additional example of technology integration to increase and enhance students engagement is through TCI?s- Teacher Curriculum Institute's- Reading Challenges that gets students to interact with content online and test their comprehension in a fun and engaging way.

Planned staff responsible for implementing activity: Chief Academic Officer

Actual staff responsible for implementing activity: Social Studies Teachers

Planned Timeline: Begin Date - 2011-09-07, End Date - 2012-06-30

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration - student engagement	General Funds	2,000.00	

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	$80,000.00	$0.00
Section 31 a	$260,750.00	$0.00
No Funds Required	$0.00	$0.00
Title I Part A	$362,800.00	$0.00
Title II Part A	$41,000.00	$0.00
Other	$0.00	$0.00

Assurances

Special Education

1. The District School Improvement Team reviews the CIMS data.

   Response: *No*
   Comments:

2. CIMS data is used to prepare the District Improvement Plan.

   Response: *No*
   Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

   Response: *Yes*
   Comments:

2. The district has a process to monitor adult and student use of the internet.

   Response: *Yes*
   Comments:

3. The district has an Internet Safety Policy in place.

   Response: *Yes*
   Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

   Response: *Yes*
   Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

   Response: *Yes*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

   Response: *Yes*
   Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

   Response: *Yes*
   Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

   Response: *Yes*
   Comments: *Carnegie Math Adaptive Software*
   READ 180
   Expert 21
   Study Island
   Reading Eggs
   Tune Into Reading
   e2020
   SMART Boards
   Document cameras

9. The district adjusts its curriculum to include technology literacy for all students.

   Response: *Yes*
   Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

    Response: *Yes*
    Comments: *Carnegie Math Adaptive Software*
    READ 180
    Expert 21
    Study Island
    Reading Eggs
    Tune Into Reading

e2020

Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	David	Harwell	Chief Academic Officer	dharwell@detcomschools.org
Mr.	Aaron	Williams	High School Principal	awilliams@detcomschools.org
Ms.	Georgette	Parks	K-8 Principal	gparks@detcomschools.org
Mrs.	Lynne	Grady	Teacher	lgrady@detcomschools.org
Mr.	Steven	Coomes	Teacher	scoomes@detcomschools.org
Mrs.	Donna	Hampton	Teacher	dhampton@detcomschools.org
Ms.	Jacqueline	Goshton	Federal Grants Assistant	jgoshton@detcomschools.org
Mr.	David	Thompson	Teacher	dthompson@detcomschools.org
Mrs.	Jennifer	Hewitt	Teacher	jhewitt@detcomschools.org
Mrs.	Kathleen	Richmond	Teacher	krichmond@detcomschools.org
Ms.	Linda	Simmons	Teacher	lsimmons@detcomschools.org
Mrs.	Becky	Curtiss	Finance Director	bcurtis@detcomschools.org
Ms.	Bernadete	Garren	Teacher	bgarren@detcomschools.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Stakeholders have been and remain involved in the planning, design, monitoring, and evaluation of our improvement plan in the following ways:
1. Stakeholders worked collaboratively to design School Improvement Plans.
2. The DIP has been aligned with the SIP's.
3. Stakeholders worked collaboratively to design both plans and to share with staff members.
4. Stakeholders meet quarterly to monitor and evaluate the effectiveness of this plan by analyzing data, sharing staff thoughts, and providing professional insight.
5. Stakeholders collaborate with administration to make adjustments to the improvement plan in order to achieve desired results.

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

Decisions about curriculum, instruction, and assessment are a result of weekly planning, PLC - Professional Learning Community conversations, SI - School Improvement meetings, PSD - Professional Staff Development, perception surveys and data, as well as content area meetings and collaborative conversations.

These areas are also addressed through analyzing student data, alignment to standards and expectations, and the desire to create continued student engagement.

Stakeholders participate in the planning, consideration, and adoption of curriculum, instruction, and assessment. As an example, science teachers are meeting with the Chief Academic Officer as well as building principals to seek new curricular resources that engage students in student-centered, hands-on activities that meet content expectations to increase student achievement.

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

DCS shares data through weekly grade level and PLC - Professional Learning Community meetings. Persons walking in our halls will encounter Data Dashboards @ DCS that provide data for students, staff, parents, and visitors to view. DCS will also offer the disaggregation of data through the use of Orange Grove.

Orange Grove revolutionizes student outcomes management by providing an intuitive, easy-to-use technology for schools to more efficiently gather, study and plan. More importantly Orange Grove gives schools more time and structure to do, including identifying specific student learning needs, installing interventions, monitoring their implementations with data and understanding the effects of interventions for course correction or amplification.

Statement of Non-Discrimination

Federal Office for Civil Rights

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

Contact Information

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

Name/Position:	Milo Tilton/Superintendent
Address:	12675 Burt Road, Detroit, MI 48223
Telephone Number:	313-537-3570

References

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

DCS staff members will need to participate in several effective, research-based PSD - Professional Staff Development opportunities in order to support the successful implementation of this school improvement plan:

*EBLI - Evidenced based Literacy Instruction
*Reading Apprenticeship
*Capturing Kids Hearts
*Professional Staff Development in the four content areas

Also, a critical learning activity that will provide successful implementation of this plan is for key stakeholders to participate regularly in grade level team meetings and Professional Learning Communities.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Through the collaboration of key stakeholders, DCS has integrated fiscal resources from the following areas to support this school improvement plan:

*Title Ia
*Title IIa
*31a
*General Fund
*Other grant resources

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

DCS supports the integration of technology to support student engagement, differentiate instruction, and increase student achievement.

DCS has integrated multiple sources of technology into curricular areas:

*Carnegie Math Adaptive Software
*e2020 - Education 2020
*Expert 21
*READ 180
*Study Island
*Reading Eggs
*Tune Into Reading
*NWEA - Northwest Evaluation Association