



District Improvement Plan

Detroit Community Schools

Ms. Sharon McPhail, Superintendent
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Detroit, MI 48223-3314

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Introduction

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.

Executive Summary

Introduction

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

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

Description of the School System

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

Detroit Community Schools (DCS) was founded in 1997 as a public school academy under the auspices of Saginaw Valley State University. DCS currently serves grades K-12. DCS is located in Detroit on Burt Road between Plymouth & Schoolcraft at the far southern end of Detroit's "Brightmoor" community. Brightmoor is a community that has been hard hit with urban blight: It has hundreds of abandoned homes and businesses.

At its inception, DCS was located on Grandville Avenue. In 2005, the Board of Directors secured financing for the purchase and renovation of a 120,000 square foot former industrial facility, located on nine acres, on Burt Road in Detroit. The current DCS campus features a state of the art High School, six (6) modern modular buildings which house the elementary/middle schools, beautiful grounds and room for expansion.

DCS consists of 2 schools: An elementary/middle school-grades K-8 and a high school. At the end of the 2012-2013 school year, Superintendent McPhail directed that the elementary/middle school be separated into a K-5 elementary school and a 6-8 middle school. Ms. McPhail assigned a principal to each of these schools. This was done to focus more attention on the critical middle school grades.

DCS' October enrollments have averaged 940 students during the past 3 years. Our high school has averaged 500 students. Approximately 90% of DCS students reside in the surrounding 5 zip codes.

System's Purpose

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

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.

Notable Achievements and Areas of Improvement

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

DCS has had the following notable achievements over the past 2 years:

- The Michigan Department of Education (MDE) named DCS High School as a 2013-2014 Reward School. DCS High School is one of only 347 schools in the State of Michigan to earn this recognition. Please note that DCS was placed in the 2nd highest category: "High Progress Schools". DCS's Reward status is a particularly notable achievement in that DCS High School previously was designated a Persistently Lowest Achieving School (PLA) since 2010!

- All graduating seniors received full scholarships to 2 and 4 year institutions: One such award was the prestigious Gates Millennium Scholarship (GMS) awarded by The Bill & Melinda Gates Foundation to DCS Senior Nicholas Powell. Nicholas was one of only 1,000 students nation-wide to be selected for the GMS Class of 2014. Nicholas and the other awardees beat out more than 52,000 students who applied for this scholarship. In addition, Nicholas was one out of only four students in the State of Michigan to earn a Gates Millennium Scholarship.

- DCHS' Michigan Merit Examination (MME) proficiency scores increased significantly in just one year:

	Spring 2012	Spring 2013
Mathematics	2%	11%
Reading	15%	21%

- DCHS increased the graduation rate and decreased the dropout rate:

2010-11	82.71%	15.79%
2011-12	82.71%	14.29%
2012-13	86.55%**	10.92%

Percentage of 2012-13 DCS Seniors who actually graduated as a result of the Senior Graduation Project: 98%!

- Effective February 2014, hundreds of additional DCS students will earn tuition-free college credits along with their high school diploma. All 457 of DCS' high school students (grades 9-12) will earn one college credit from Wayne County Community College at the end of the spring 2014 semester. The entire DCS student-body is enrolled in a one-hour per week course, taught by Wayne County Community College professors. The course, CPD 100 focuses on Career and Professional Development. It will assist students in making career choices. Development of self-confidence, motivation, human relation skills and stress reduction in the classroom and workplace are accentuated. Study skills, time management and conflict resolution are emphasized. WC3 has provided scholarships to offset the cost of tuition for the Career and Professional Development course.

Wayne County Community College has also accepted and enrolled 23 high school seniors in Psychology 101. WC3 will send college professors three times each week during the spring semester to DCS to teach the psychology course. Students successfully completing the course work will earn three-college credits at the end of the spring semester in May 2014. Students will not be required to pay for the course. The District performed a talent showcase at the prestigious Music Hall Center for the Performing Arts in downtown Detroit. The program included poetry readings, modern dance, individual vocal and choir vocal performances.

Additional Information

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

None

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Monthly meetings were held with all interested parents. Likewise instructional staff met weekly with principals and members of the School Wide Academic Team (SWAT) to discuss the instructional needs of the schools. Agendas and minutes were maintained.

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

Parents and teachers advised that additional support in reading comprehension was needed. The extended day program tutorial program in reading and mathematics and Read 180 program were cited as critical components of the district's improvement plan.

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

The final District Improvement Plan was presented to the public at the June 2014 Board of Directors meeting. Upon approval, it will be posted on the district's website and hard copies will be available in the Main office.

District Additional Requirements Diagnostic

Introduction

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

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	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).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

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Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes	All teachers have been trained in the use of Smart Board technology and have Smart Boards in their classrooms. Effective use of technology is incorporated into weekly lesson plans. All teacher lesson plans are reviewed and approved monthly by school principals.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	All 2nd and 3rd grade students receive weekly computer training in keyboarding, accessing the Internet, elementary word processing and spreadsheet preparation, etc. All K-8 teachers have access to a dedicated computer lab that they use as needed. All high school students are required to take and pass at least one elective in Intro to Computers. In addition, Superintendent McPhail mandated that all high school English compositions and term papers must be prepared using a word processing software. This requirement was implemented to ensure all of our students get some experience with computers	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	All high school students are required to submit English papers with the use of computers. All of our K-12 teachers stay abreast of creative use of technology in classroom lessons.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Sharon McPhail, Chief Administrative Officer 12675 Burt Road Detroit, MI 48223 313.537.3570	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

District Improvement Plan

Overview

Plan Name

District Improvement Plan

Plan Description

Describes the objectives, goals and strategies to increase positive student behavior and improve mathematics, science, reading comprehension, writing, and social studies proficiency at DCS.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase their proficiency in the Mathematics.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$256717
2	All students will increase their proficiency in Reading Comprehension.	Objectives: 1 Strategies: 3 Activities: 19	Academic	\$353393
3	All students in Grades 6 and 9 will become proficient in social studies.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$3274
4	All students will demonstrate appropriate behavior to enhance a positive learning environment.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$227750
5	All students will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	All students will increase their proficiency in Science.	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$9367

Goal 1: All students will increase their proficiency in the Mathematics.

Measurable Objective 1:

10% of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency by performing at or above grade level expectations in Mathematics by 06/19/2015 as measured by MEAP, MME and Scantron Performance Series.

Strategy 1:

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.

Research Cited: Mareno, R., & Mayer, R.C. (1999). Multimedia-supported metaphors for meaning making in mathematics. *Cognition and Instruction*, 17, 215-248.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

National Council of Teachers and Mathematics. (2011). *Number and Operations*. Retrieved from <http://www.nctm.org/standards/content>.

Watts, Jennifer (Ph.D). (Febr. 13, 2009). *A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program*. Charlottesville, VA: Magnolia Consulting Group, LLC. Retrieved from: www.studyisland.com/salesheets/StudyIsland09RTIReport.pdf

Tier:

Activity - Extended Learning-Credit Recovery & Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time. Educators will work with identified students to meet their mathematical needs by providing prescriptively designed interventions. Schools: All Schools	Academic Support Program			07/07/2014	08/07/2014	\$38028	Title I Part A	High School Principal, Elementary and Middle School Principals.
Activity - Extended Day Enrichment Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>DCS teachers will offer an after school program, that will provide targeted additional instructional time after school that will provide prescriptive instruction resulting in increased student achievement.</p> <p>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.</p> <p>Schools: All Schools</p>	Direct Instruction			09/15/2014	06/19/2015	\$10390	Title I Part A	High School Principal, Middle School principal and Elementary School Principal.
Activity - Block Schedule-Modified	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Implement a Block Schedule that has been 'Modified' at DCS Elementary/Middle School that will feature an 'A' and 'B' schedule. The schedule will feature 3 double blocked classes of Mathematics every other day providing increase instructional time and intervention time. Each double-blocked period will run 130 minutes resulting in the following: Un-Fragmented Instruction- Some schools have as many as eight different periods a day. If we asked adults to change desks, jobs, bosses, workplaces and topics eight different times a day they would revolt. This fragmentation leaves little time for connections to be built between topics or reflection. Little time is left in one day to teach any subject in depth or have time for practice. Impersonal, factory like environments- The push to get kids through six, seven, or eight classes a day does not give students or teachers a chance to develop the relationships that foster learning. While teachers may see as many as 180 students a day, students have to interact with eight different adults each day. If we are to truly meet the needs of the next generations of students, we must not leave students lost in a numbers crunch. Discipline problems are caused by too many distractions- Releasing hundreds of teens into crowded hallways has the expected effect of creating conflicts. These are often carried into the classroom and soak up potential learning time. Cutting down on class interruptions would allow more time to teach and less disruptions. Instructional Possibilities are limited- In 55-65 minute periods present in many schools there is not enough time to start class, end class, and expose students to the curriculum. This is a problem for labs, discussion, or any activity that might enhance the learning of students. Traditional scheduling prohibits varying learning time for students- Not all students learn at the same rate and the rigid traditional schedule does not allow for those students who need extra time. They fall behind and can often cause discipline problems for teachers thereby eating up more teaching time.</p> <p>Schools: Detroit Community Schools - Elementary</p>	Other			09/02/2014	06/19/2015	\$0	General Fund	Elementary /Middle School Principals
Activity - Instructional Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional Interventionists will analyze local and state mathematics assessment data to provide additional/supplemental prescribed intervention to increase student achievement. The Interventionists will utilize research based strategies and materials to deliver differentiated instruction. Schools: All Schools	Academic Support Program			09/02/2014	06/19/2015	\$52344	Title I Part A	Data Team Principals Instructional Interventionists S.W.A.T.
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Activity - Parent Support with Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Parent Coordinator will focus on helping parents read and understand student assessment data from MME, NWEA, ACT, Scantron and other Common Core assessments. Schools: All Schools	Parent Involvement			09/03/2014	06/26/2015	\$33547	Title I Part A	Parent Coordinator

Strategy 2:

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 Holt 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.)

Research Cited: Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.

National Council of Teachers of Mathematics. (2007). Effective Strategies for Teaching Students with Difficulties in Mathematics. Reston, VA. Retrieved from: www.nctm.org.

Tomlinson, C.A., Imbeau, M.B. (2010). Leading and Managing: A Differentiated Classroom. Alexandria, VA: ASCD.

Tier:

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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DCS - Detroit Community Elementary School and Detroit Community High School will utilize the services of Instructional Coaches to provide on-going classroom support, modeling, and coaching for classroom teachers to increase teacher pedagogy. Specific duties and responsibilities include: Uses the data collected to implement Tier 2 and Tier 3 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. Analyzes and reviews data with teachers and principal to create differentiated lesson plans. Schools: All Schools	Academic Support Program			09/02/2014	06/19/2015	\$52344	Title I Part A	SWAT Staff (School Wide Academic Team) Elementary Principal
Activity - Professional Development-Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 Go Math for grades K-8 and Math 180 for high school. The purpose of the professional staff development is to increase the mathematical pedagogy of classroom teachers. Schools: All Schools	Professional Learning			08/18/2014	06/12/2015	\$7500	Title II Part A	HS, MS and Elementary School Principals.
Activity - Technology Integration-Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras and classroom computers. Additional examples of technology that will enhance students' engagement are: TI Calculator-Students learn how to make calculations, use tables, graph functions with "life size" interactive calculator. Study Island-Web based instruction, practice, assessment and reporting built from Michigan's state's standards. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	Title I Part A	High School Principal and High school mathematics teachers. Middle School Principal and middle school mathematics teachers.
Activity - Math 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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MATH 180 is a revolutionary new math intervention program designed to address the needs of struggling students and their teachers equally. Its groundbreaking instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support. Students benefit from this partnership by receiving consistent instruction that is fully optimized and allows them to master skills and advance at an accelerated pace. It will be used in Grades 6-12.	Direct Instruction			09/02/2014	06/19/2015	\$0	Title I Part A	Mathematics teachers
Schools: All Schools								

Activity - ACT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This course is for students that will be taking the ACT exam during the upcoming school year. The course moves at a fairly rapid pace and homework is expected to be completed by students. Classes are held twice per week, and students are required to attend every class session since each session will offer information that could increase their test scores. Students will take official previously administered exams so as to maximize the "feel" of the real test. All exams will be scored completely, and progress will be monitored.	Direct Instruction			09/15/2014	02/27/2015	\$8300	Title I Part A	Selected HS Mathematics teachers
Schools: Detroit Community Schools - High School								

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.	Other			09/02/2014	06/19/2015	\$2500	Title II Part A, No Funding Required	Data Administrator or Principals Teachers
Schools: All Schools								

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Activity - Differentiated Instructions/ISLP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. As an example of this differentiation will occur is through the use of Houghton Mifflin Mathematics products. 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.</p> <p>All students can achieve proficiency in mathematics with Pearson Math . 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. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p> <p>Schools: All Schools</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	General Fund	Principals Teachers
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DCS will utilize the services of paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.</p> <p>Schools: All Schools</p>	Academic Support Program			09/02/2014	06/19/2015	\$51764	Section 31a	Elementary /Middle/High School Praprofessionals

Goal 2: All students will increase their proficiency in Reading Comprehension.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency by performing at or above grade level expectations in English Language Arts by 06/19/2015 as measured by ACT, EXPLORE, PLAN, MLPP, DRA, SRI, MEAP and Scantron Performance Series..

Strategy 1:

Focus on 5 Big Ideas of Reading: Reading Comprehension - Teachers will increase reading comprehension for students through the complex cognitive process of

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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 and READ 180 for grades 6-8, and McDougal-Littell and READ 180 for grades 9-12.

Research Cited: -Brady, P., Doane, R., Miller, W., Roper, LK., & Wicks, P. (Date submitted: May 23, 2007). What impact does Evidence Based Literacy Instruction have on reading achievement and spelling outcomes? Flushing, MI: E.B.L.I., LLC.

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.

Tier:

Activity - Differentiated Instruction/ISLP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p> <p>Schools: All Schools</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	Other	School Principals and K-12 classroom and ELA teachers

Activity - EBLI-Evidence Based Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Detroit Community Schools - Elementary</p>	Professional Learning			09/02/2014	06/19/2015	\$0	Title I Part A	Principals & K-8 teachers

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Activity - Professional Development-Reading Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 READ 180. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$0	Title II Part A	Principals & teachers
Activity - English Language Arts Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Detroit Community Elementary School will continue an 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. Schools: All Schools	Academic Support Program			09/03/2013	06/13/2014	\$35407	Title I Part A, Title I Part A	Elementary & Middle School Principals
Activity - READ 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>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.</p> <p>Teachers begin the class by providing systematic instruction in reading skills and strategies, academic vocabulary, writing, and grammar to the whole class. Using the eBooks 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.</p> <p>Schools: All Schools</p>	Academic Support Program			09/02/2014	06/19/2015	\$52344	Title I Part A	Read 180 teachers
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Activity - ACT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>This course is for students that will be taking the ACT exam during the upcoming school year. The course moves at a fairly rapid pace and homework is expected to be completed by students. Classes are held twice per week, and students are required to attend every class session since each session will offer information that could increase their test scores. Students will take official previously administered exams so as to maximize the "feel" of the real test. All exams will be scored completely, and progress will be monitored.</p> <p>Schools: Detroit Community Schools - High School</p>	Direct Instruction			09/16/2013	02/28/2014	\$3951	Title I Part A	Selected HS ELA Teachers

Activity - System 44	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will provide and implement System 44 as a targeted reading intervention for students below grade level in their reading comprehension and fluency. System 44 was designed for our most challenged readers, those reading at a basic or below-basic level. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered and provides educators with a comprehensive set of tools designed to meet this challenge.</p> <ul style="list-style-type: none"> -Proven-effective phonics instruction -Highly motivating and age-appropriate adaptive technology -Validated assessment for screening, placement, and progress monitoring <p>Students spend a minimum of 20 minutes on the Software alternating between small-group differentiation and modeled/independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer-school programs.</p> <p>Schools: All Schools</p>	Academic Support Program			09/03/2013	06/13/2014	\$22750	Title I Part A, Section 31a	Instructional Interventionists
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Activity - Instructional Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Detroit Community Elementary School will implement Instructional Interventionists to provide prescriptive intervention strategies to identified students reading below grade level expectations.</p> <p>Specific duties and responsibilities include:</p> <ul style="list-style-type: none"> 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, Instructional Coach, and principal in order to provide appropriate intervention leading to increased student achievement. <p>Schools: Detroit Community Schools - Elementary</p>	Other			09/02/2014	06/19/2015	\$52344	Title I Part A	Principal Instructional Interventionists

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DCS will utilize the services of paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.</p> <p>Schools: All Schools</p>	Academic Support Program			09/02/2014	06/19/2015	\$51764	Section 31a	Paraprofessionals

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Activity - Parent Support with Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement Coordinator will focus on helping parents read and understand student assessment data from MME,NWEA,ACT, Scantron and other Common Core Assessments. Schools: All Schools	Parent Involvement		Monitor	09/03/2014	06/26/2015	\$33547	Title I Part A	Parent Coordinator

Strategy 2:

Setting Objectives and Providing Feedback - Teachers will consistently analyze and utilize data from benchmark assessments (MLPP, DRA, MEAP, MME, 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.

Research Cited: Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria, VA: ASCD.

McTighe, J., Tomlinson, C.A. (2006). Integrating Differentiated Instruction & Understanding by Design. Alexandria, VA: ASCD.

Silva, Elena. (2007). On The Clock: Rethinking the Way Schools Use Time. Washington, D.C.: Education Sector Reports. January. <http://www.educationsector.org>.

Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practices: Today's Standards for Teaching and Learning In America's Schools, Portsmouth, NH: Heinemann.

Tier:

Activity - 9th Grade Transition Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>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, 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.</p> <p>Schools: Detroit Community Schools - High School</p>	Academic Support Program			07/07/2014	08/08/2014	\$2000	Title I Part A	Selected 9th Grade teachers
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Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.</p> <p>Schools: All Schools</p>	Academic Support Program			09/02/2014	06/19/2015	\$2500	Title II Part A, General Fund	Building Principals

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will participate in PLC - Professional Learning Communities to work collaboratively in creating prescriptive intervention strategies for students achieving below grade level expectations.</p> <p>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.</p> <p>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.</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building Principals and Teachers</p>
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Activity - Block Schedule-Modified	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

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<p>Implement a Block Schedule that has been 'Modified' at DCS Elementary/Middle School that will feature an 'A' and 'B' schedule. The 'A' schedule will feature 3 double blocked classes of Mathematics, Science, and an Elective. Each double-blocked period will run 130 minutes resulting in the following: Un-Fragmented Instruction- Some schools have as many as eight different periods a day. If we asked adults to change desks, jobs, bosses, workplaces and topics eight different times a day they would revolt. This fragmentation leaves little time for connections to be built between topics or reflection. Little time is left in one day to teach any subject in depth or have time for practice. Impersonal, factory like environments- The push to get kids through six, seven, or eight classes a day does not give students or teachers a chance to develop the relationships that foster learning. While teachers may see as many as 180 students a day, students have to interact with eight different adults each day. If we are to truly meet the needs of the next generations of students, we must not leave students lost in a numbers crunch. Discipline problems are caused by too many distractions- Releasing hundreds of teens into crowded hallways has the expected effect of creating conflicts. These are often carried into the classroom and soak up potential learning time. Cutting down on class interruptions would allow more time to teach and less disruptions. Instructional Possibilities are limited- In 55-65 minute periods present in many schools there is not enough time to start class, end class, and expose students to the curriculum. This is a problem for labs, discussion, or any activity that might enhance the learning of students. Traditional scheduling prohibits varying learning time for students- Not all students learn at the same rate and the ridged traditional schedule does not allow for those students who need extra time. They fall behind and can often cause discipline problems for teachers thereby eating up more teaching time.</p> <p>Schools: Detroit Community Schools - Elementary</p>	Other			09/02/2014	06/19/2015	\$0	General Fund	Principal
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Activity - Extended Learning-Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time. Educators will work with identified students to meet their needs by providing prescriptively designed interventions.</p> <p>Schools: All Schools</p>	Direct Instruction			07/07/2014	08/08/2014	\$76056	Title I Part A, Title I Part A	Principals Teachers

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Activity - Technology Integration-Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers. Schools: All Schools	Technology			09/02/2014	06/19/2015	\$2000	Title I Part A	Principals Teachers Information Technology staff

Activity - Extended Day Enrichment Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended day enrichment/tutoring is offered to all students in grades 2-12 that are struggling in their core courses. The program is offered 2 days per week after school for 40 weeks. Schools: All Schools	Direct Instruction			09/15/2014	06/19/2015	\$17730	Title I Part A	Elementary & High School teachers

Strategy 3:

Technology Integration - Instructional staff will utilize technology to aid in differentiated instruction and to close the gap between subgroups in the area of reading to increase comprehension. Elementary teachers will implement Study Island, Reading Eggs, and Reading Eggspression. These technology based programs assist students in focusing on the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will create assignments specific to the needs of the students according to the data analysis. The assignments are prescriptive interventions to aid students in reaching individual goals. The programs provide a data analysis report for progress monitoring.

Research Cited: -Pflaum, W. (2004). The Technology Fix: The Promise and Reality of Computers in Our Schools. Alexandria, Virginia: ASCD.

Statement: William Pflaum recounts his yearlong journey of visiting schools to research how technology impacts the classroom. In this book he cites research and provides insight into the key roles that computers play in the classroom and clarifies what we must do to ensure that the promise of technology is fulfilled. One recommendation is that computer use focuses on assessment.

- Styers, M. & Broussard, J. (2011) Study Island Scientific Research Base. Charlottesville, VA: Magnolia Consulting.

Retrieved from: <http://www.magnoliaconsulting.org/Study%20Island%20Foundational%20Report.pdf>

-Watts, Jennifer (Ph.D.). (Febr. 13, 2009). A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program. Charlottesville, VA: Magnolia Consulting Group, LLC. www.studyisland.com/salesheets/StudyIsland09RTIReport.pdf

-Zemelman, S., Daniels, H., Hyde, A., (2005). Best Practices: Today's Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

Tier:

Activity - Reading Eggs/Eggspression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Elementary teachers will use the interactive on-line early reading program, Reading Eggs and Reading Eggspression, to assist in differentiating instruction. The program is grounded in extensive educational research and assesses essential reading skills. The program is designed to use activities to make learning to read engaging and interesting. It provides teachers with an alternative to pen/pencil instruction and assessments, and generates reports for progress monitoring.	Supplemental Materials			09/02/2014	06/19/2015	\$500	General Fund	Teachers
Schools: Detroit Community Schools - Elementary								

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will use the on-line interactive program, Study Island, to assist in differentiating instruction. The program allows students to assess their reading skills according to their grade level content expectations. The program is designed to provide questions and activities that are aligned to the Grade Level Content Expectations. It provides teachers with an alternative to pen/pencil instruction and assessments, and generates reports for progress monitoring.	Supplemental Materials			09/02/2014	06/19/2015	\$500	General Fund	Praprofessionals Teachers Instructional Coach
Schools: All Schools								

Goal 3: All students in Grades 6 and 9 will become proficient in social studies.

Measurable Objective 1:

10% of Sixth and Ninth grade students will demonstrate a proficiency by performing at or above grade level expectations. in Social Studies by 06/19/2015 as measured by MEAP and Scantron Performance Series.

Strategy 1:

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.

Research Cited: 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).

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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).

Tier:

Activity - Differentiated Instruction/ISLP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.</p> <p>An example of this differentiation stems from a common teaching strategy, problem solving group-work. In problem solving group-work 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.</p> <p>Steps at a Glance</p> <ol style="list-style-type: none"> 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. <p>All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p> <p>Schools: All Schools</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	6th and 9th Grade Social Studies teachers
Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>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 studentsconstruct 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.</p> <p>Schools: All Schools</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	General Fund	Social Studies Teachers.
Activity - Social Studies Alive!	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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. 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.</p> <p>Schools: All Schools</p>	Professional Learning			09/02/2014	06/19/2015	\$0	Title II Part A	Social Studies Teachers
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Activity - Technology Integration-Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.</p> <p>Schools: All Schools</p>	Technology			09/02/2014	06/19/2015	\$0	General Fund	Social Studies Teachers

Strategy 2:

Active Participation - Teachers will assign activities that extend learning beyond the textbook and classroom by coordinating field trips according to grade level content, leading students in completing writing assignments that consider or solve problems, and guide students in participating in community projects to promote real-world

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application.

Research Cited: -Zemelman, S., Daniels, H., Hyde, A. (2005). Best Practice: Today's Standards for Teaching & Learning in America's Schools. Portsmouth, NH: Heinemann.

Statement: The authors share researched best practices in teaching to aid teachers in improving pedagogy in all subject areas. "To make concepts real, social studies must involve active participation in the classroom and the wider community.

-Zemelman, S., Daniels, H., Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

Statement: The authors first wrote about the importance of extending social studies learning outside the classroom before writing a book with a similar name in 2005(see above title). The authors stated that "active involvement in social studies should include information gathering, representatives of many social and governmental organizations are happy to visit classrooms... Genuine responses from community leaders to students' letters, proposals on community projects, and real advocacy are usually long remembered by students as rich and exciting learning experiences."

-Schmoker, M. (2011). Focus: Elevating the Essentials To Radically Improve Student Learning. Alexandria, VA: ASCD.

Statement: In this book, the author has studied research by (Wineburg & Martin, 2004. Reading and rewriting history. Educational Leadership, 62(1), 42-45.) who stated the importance of placing reading and writing at the the core of social studies if we want students to care about what they are learning.

-Resource for Constitution Day. This information is reported from the Michigan Department of Education from the Office of School Improvement:

Michigan educators can utilize a new opportunity to make teaching and learning of the U.S. Constitution a school-wide event in which all professional and support staff can contribute. As a result of an amendment by Senator Robert C. Byrd (D-West Virginia) to the consolidated Appropriations Act of 2005, which was signed into law as Public Law 108-447 by President George W. Bush on December 8, 2004, all education institutions receiving Federal funds must hold an educational program on the United States Constitution on September 17th, for the students served by the educational institution. If September 17th falls on a Saturday, Sunday or holiday, the law allows the celebration to take place during the preceding or following week. Michigan Governor Jennifer M. Granholm has proclaimed Monday, September 18, 2006 as Constitution Day in Michigan for schools and the public to reflect on the importance of the U. S. Constitution.

Tier:

Activity - Constitution Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff in the district will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including; writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility. Schools: All Schools	Direct Instruction			09/02/2014	10/31/2014	\$0	No Funding Required	Principal Teachers Instructional Coach

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will schedule field trips that connect to the topics being taught and align to Common Core Content Standards in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum, Charles H. Wright Museum of African American History and Greenfield Village; The Detroit Historical Museum; and virtual field trips on Interactive Boards. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip, including gathering information from the field trip experience to complete comprehension questions.</p> <p>Schools: All Schools</p>	Field Trip			09/02/2014	06/19/2015	\$3274	Title I Part A, Title I Part A	Principals Teachers Paraprofessionals
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Goal 4: All students will demonstrate appropriate behavior to enhance a positive learning environment.

Measurable Objective 1:

demonstrate a behavior that promotes a safe environment for the school culture and climate by 06/19/2015 as measured by a 25% reduction in the number of students who receive behavior infractions.

Strategy 1:

Behavior interventionists - The Detroit Community School District will employ Behavior Interventionists in order to improve student behavior and promote a safe learning environment. The Behavior Interventionists will utilize the Ripple Effects program to implement character education strategies and provide behavior interventions to at-risk student.

Research Cited: Dunlap, G. & Fox, L. (December 2011). Function-Based Interventions for Children with Challenging Behavior. *Journal of Early Intervention*, 33, 333-343.

Frey, A., Park, K.L., Browne-Ferrigno, T. & Korfhage, T. (2010). The Social Validity of Program-Wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, 12, 222-236.

Effectiveness Studies Summary Research Methods and Results. Ripple Effects Whole Spectrum Intervention System. Retrieved from: <http://rippleeffects.com/research/evidence.html>

Tier:

Activity - Ripple Effects	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Ripple Effects for Kids is a research-based tool to help children build resilience and handle the non-academic issues that get in the way of school success. 140 engaging, interactive, reading-independent tutorials build key social-emotional abilities that are more connected to school success than IQ: self-understanding, empathy, impulse control, management of feelings, assertiveness, decision-making and connection to community. The result is kids who know themselves, stand up for their beliefs, solve problems, feel for and connect with diverse others -- and do well in school. Ripple Effects Coach for Staff is a software-based professional development program. It provides just in time professional development for teachers, counselors and other school personnel. This program trains staff on classroom leadership, management of diversity and diverse learners and implementation best practices for evidence-based programs. It provides a computerized method to scale and sustain effective interventions for all students year after year. Retrieved from: http://www.rippleeffects.com/education/software/coach4i.html The Behavior Interventionist will participate in professional development of the Ripple Effects program once during the month of September and will be provided with on-going support throughout the school year. The Behavior Interventionist will provide training to teachers as needed throughout the school year.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>			<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$45500</p>	<p>Title I Part A</p>	<p>Principals Teachers Behavior Interventionists</p>
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Activity - Attendance Liaisons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>DCS will continue using 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.</p> <p>Schools: Detroit Community Schools - High School</p>	<p>Behavioral Support Program</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$31000</p>	<p>Section 31a</p>	<p>Attendance Liaison Director, Student Support Services</p>
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Strategy 2:

Classroom Management - Teachers will participate in a Glasser book study activity, professional development, and will have access to teacher mentors and an instructional coach to assist with implementing research based classroom management practices.

Research Cited: Danielson, Charlotte. (2009). Enhancing Professional Practice: A Framework For Teaching. 2nd ed. Alexandria: VA. ASCD.

Glasser,W., (2010), Every Student Can Succeed, William Glasser, Inc., Los Angeles, CA.

Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J., (2007). Organizing Instruction and Study to Improve Student Learning. (NCER 2007-2004). Washinton, DC: National Center for Education Research, Institute of Education Sciences Practice Guide, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>.

Tomlinson, C.A., Imbeau, M.B. (2001). Learning and Managing A Differentiated Classroom. Alexandria, VA: ASCD.

Tier:

Activity - Capturing Kids Hearts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Detroit Community Schools

<p>Detroit Community School District has implemented "Capturing Kids Hearts" by the Flippen Group. The program teaches the principles that enhance character education and decreases discipline problems. It teaches the leader how to build relationships with students and staff. This program is utilized for K-12 students and staff. All staff members receive training and materials needed to establish the program schoolwide. Staff will participate in a follow-up professional development once during the month of September and will receive ongoing support from the Instructional Coach throughout the school year.</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$1000</p>	<p>Title I Part A</p>	<p>Principals All Instructional Staff All Non Instructional staff</p>
<p>Schools: All Schools</p>								

Activity - Charlotte Danielson Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers have received on-going and sustainable professional development of the Charlotte Danielson Framework. Instructional Coaches will provide on-campus continuous support to teachers to implement the activity to fidelity. The framework is designed to provide teachers with the tools needed to graduate from a novice to a distinguished educator. The four domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities, assist teachers in applying research based strategies to improve classroom management. Staff will participate in a follow-up professional development once during the month of September and will receive ongoing support from the Instructional Coach throughout the school year.</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals Teachers Instructional Coaches Paraprofessionals</p>
<p>Schools: All Schools</p>								

Activity - Teacher Mentors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Detroit Community Schools will implement a teacher mentor plan to provide on- going classroom support and modeling for classroom teachers to increase reading pedagogy as part of working in a Professional Learning Community. The mentors collaborate with classroom teachers to make decisions regarding the curriculum and progress of programs. 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; demonstrates whole class modeling and/or team teaching; mentors and collaborates with teachers and principal; analyzes and reviews data with teachers and principal.</p> <p>Schools: All Schools</p>	Behavioral Support Program			09/02/2014	06/19/2015	\$10250	Title II Part A	Special Education Teachers Special Education Director Principals Instructional Coaches Support staff
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Strategy 3:

Safety & Support - The Detroit Community School District will invest in increasing security and parental involvement to increase academic achievement and to promote positive student behavior.

Research Cited: Cole, E. (1995). Responding to School Violence: Understanding Today for Tomorrow. Canadian Journal of School Psychology, Fall Vol. 11, pp.108-116.

Elias, Zins (Ed.). (2003). Bullying, Peer Harassment, and Victimization in the Schools : the Next Generation of Prevention. New York : Haworth Press.

Crime, Violence, Discipline, and Safety in U.S. Public Schools, Findings from the School Survey on Crime and Safety: 2005-06

Fishbaugh, Schroth, & Berkeley. (2003). Ensuring Safe School Environments : Exploring Issues, Seeking Solutions. Mahwah, N.J. : Lawrence Erlbaum Associates.

Tier:

Activity - Student Support Services/In-School Suspensions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Continue into Year 2, the Student Support Services department. This action was taken to remove student discipline issues from the classroom allowing the teacher to focus on continuing the lesson: It includes combining student discipline function with attendance, social work, art therapy & guidance counseling services. Student Support Services also is responsible for managing In School Suspensions Program as an alternative to out-of-school suspensions.</p> <p>Schools: All Schools</p>	Other			09/02/2014	06/19/2015	\$0	Other	Director of Student Support Services Guidance Counselors Social Worker Dean of Students Art Therapist

Activity - Security Officers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Detroit Community Schools

The Detroit Community School District will continue to employ supplemental security guards to promote a safe and secure environment. Our security guards will continue to be trained in classroom management techniques. Schools: All Schools	Behavioral Support Program			08/18/2014	06/26/2015	\$140000	Section 31a	Principals Director of Security Security Guards
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Goal 5: All students will become proficient writers.

Measurable Objective 1:

10% of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency by performing at or above grade level expectations. in English Language Arts by 06/19/2015 as measured by MEAP and MME.

Strategy 1:

Writing Assessment - Teachers will receive ongoing training and support to effectively implement the 6+1 Writing Traits and the Step-Up-To-Writing Model. Teachers will be able to assess student writing and provide the necessary interventions.

Research Cited: -Kozlow, M., Bellamy, P. (2004). Experimental study on the Impact of the 6+1 Writing Model on Student Achievement in Writing. Portland, OR: Northwest Regional Educational Library.

-Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practices: Today's Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

-Step Up To Writing Research Base. Sopris West Educational Services, A Cambium Learning Company. 2001-2003 Research Results. Retrieved from:

http://www.soprislearning.com/cs/Satellite?c=CLG_Content_C&childpagename=Sopris%2FSopris_Layout&cid

Tier:

Activity - 6+1 Writing Traits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in ongoing professional development of the 6+1 Writing Traits. The model will guide teachers on how to instruct and assess the structure of ideas, organization, word choice, sentence fluency, and presentation to improve writing proficiency. Teachers will meet in weekly grade level meetings and Professional Learning Community meetings to discuss the progress of implementing this assessment. Teachers will guide students in practicing these traits in assignments that include the writing process, summarizing and note taking, and various writing topics for writing prompts. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$0	General Fund	Principals Teachers Instructional Interventionist

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Detroit Community Schools

Activity - Step-Up to Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Step Up to Writing ® features research-based, hands-on writing strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study and critical thinking skills. This comprehensive resource creates a common writing language throughout the grade levels and content areas. With multiple strategies for each phase of the writing process, Step Up can fill in the gaps in the core curriculum or act as the core writing instruction. Retrieved from: http://www.stepuptowriting.com</p> <p>Schools: All Schools</p>	Professional Learning			09/02/2014	06/19/2015	\$0	General Fund	Principals Teachers Instructional Interventionists

Strategy 2:

Writing Best Practices - Teachers will implement best practices in writing by differentiating instruction and use informal and formal diagnostic assessments to determine intervention needs; determine student interest; and identify learning styles. Flexible Grouping, writing projects, and writing centers will be utilized to exercise differentiated instructional practices.

Research Cited: -Tomlinson, C.A., Imbeau, M.B. (2001). Learning and Managing A Differentiated Classroom. Alexandria, VA: ASCD

-Zemelman, S., Daniels, H., & Hyde, A. (2005). Best Practices: Today's Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann.

-Woods, Mary. (2002). 16 Writing Lessons to Prepare Students for the State Assessment and More. New York, NY: Scholastic Professional Books.

Tier:

Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will assign students to groups based on readiness, interest, or learning objective for direct instruction to demonstrate how to use the five steps of the writing process on a specific writing topic.</p> <p>Schools: Detroit Community Schools - Elementary</p>	Other			09/03/2013	06/13/2014	\$0	General Fund	Principals Data Team Teachers

Activity - Writing Projects/Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will assign individual and group writing projects of various themes to allow students to apply the writing process, writing strategies, and to exercise expression according to interest. Teachers will utilize writing centers to focus on individual writing skills.</p> <p>Schools: All Schools</p>	Other			09/02/2014	06/19/2015	\$0	General Fund	SWAT Teachers Principals

Goal 6: All students will increase their proficiency in Science.

Measurable Objective 1:

10% of Fifth, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency by performing at or above grade level expectations. in Science by 06/19/2015 as measured by ACT, PLAN,EXPLORE, MEAP, Scantron Performance Series.

Strategy 1:

S.T.E.A.M. Science Technology Engineering Arts & Mathematics - STEAM Program strives to inspire joy at the idea of discovery, to create a culture that fosters innovation, and to prepare our students for effective involvement in an increasingly technological society. We engage our students with interdisciplinary courses that incorporate advanced technology-integrated projects, as well as encourage inquiry, integrity, collaboration, creativity, problem-solving, and critical reasoning. Through their challenging experiences in the program, students will:

- Demonstrate critical thinking, curiosity, adaptability, and initiative in order to be both contributors to and influential in a technological society;
 - Exhibit an appreciation for the skills and imagination needed to design, create, and utilize advanced technologies;
 - Engage in and explore the interconnectedness of the fields of Science, Technology, Engineering, Design Arts, and Mathematics;
 - Practice and master the skills necessary to successfully pursue a higher degree in one of the disciplines of Science, Technology, Engineering, and Mathematics;
- Develop as leaders and support one another through collaboration and team building.

Tier:

Activity - Differentiated Instruction/ISLP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. S.T.E.A.M. 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 STEAM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEAM curricula. Project based learning classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. STEAM sets the highest standards for rigorous, focused, and engaging study, developing students innovative, collaborative, cooperative, and problem-solving skills. Schools: Detroit Community Schools - High School	Direct Instruction			09/02/2014	06/19/2015	\$0	General Fund	HS Teachers

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Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science teachers in Grades 6-12 will implement Project Based Learning assignments to actively engage students.</p> <p>What is Project Based Learning (PBL)?</p> <p>In research conducted by the AutoDesk Foundation, teachers from seventeen schools agreed that PBL exhibited similar characteristics:</p> <p>Characteristics of project- based learning</p> <p>Students make decisions within a prescribed framework.</p> <p>There?s a problem or challenge without a predetermined solution.</p> <p>Students design the process for reaching a solution.</p> <p>Students are responsible for accessing and managing the information they gather. Evaluation takes place continuously.</p> <p>Students regularly reflect on what they?re doing.</p> <p>A final product (not necessarily material) is produced and is evaluated for quality. The classroom has an atmosphere that tolerates error and change.</p> <p>Generally speaking, students engaged in a project...</p> <p>...have some choice in deciding what they will work on.</p> <p>...plan their own project.</p> <p>...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.</p> <p>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.</p> <p>Schools: All Schools</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	General Fund	MS and HS Science Teacher

Activity - Technology Integration-Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.</p> <p>Schools: All Schools</p>	Academic Support Program			09/02/2014	06/19/2015	\$0	General Fund	MS & HS Science Teachers

Strategy 2:

Critical Thinking and Observation Skills - Teachers will focus on providing scientific inquiry along with critical thinking and observational skills by implementing project based learning through the enhancement of a rigorous, relevant Science, Technology, Engineering, Arts and Mathematics(STEM) education to DCS students.

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Detroit Community Schools

Research Cited: -Bottoms, Gene, and Uhn, John. (September, 2007). Project Lead The Way Works: A New Type of Career and Technical Program (Research Brief). Atlanta, GA: Southern Regional Education Board.

-Pflaum, W. (2004). The Technology Fix: The Promise and Reality of Computers in Our Schools. Alexandria, Virginia: ASCD.

Rogers, George, E., Merrill, Chris, (Ed.). (Fall 2006). The Effectiveness of Project Lead The Way Curricula in Developing Pre-engineering Competencies as Perceived by Indiana Teachers. Journal of Technology Education. Vol. 18, No. 1.

EJournals, Retrieved from: <http://scholar.lib.vt.edu/ejournals/JTE/v18n11/rogers.html>.

Tier:

Activity - Differentiated Instruction/ISLP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. An example of this differentiation occurs through S.T.E.A.M. 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 STEAM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEAM curricula. STEAM classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. sets the highest standards for rigorous, focused, and engaging study, developing students' innovative, collaborative, cooperative, and problem-solving skills. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p> <p>Schools: All Schools</p>	Other			09/02/2014	06/19/2015	\$0	General Fund	Teachers

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DCS will utilize the services of a science paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.</p> <p>Schools: All Schools</p>	Other			09/03/2013	06/13/2014	\$5867	Title I Part A	Principals Teachers Paraprofessionals

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Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Science teachers will implement Project Based Learning assignments to actively engage students.</p> <p>What is Project Based Learning (PBL)?</p> <p>In research conducted by the AutoDesk Foundation, teachers from seventeen schools agreed that PBL exhibited similar characteristics:</p> <p>Characteristics of project- based learning</p> <p>Students make decisions within a prescribed framework.</p> <p>There?s a problem or challenge without a predetermined solution.</p> <p>Students design the process for reaching a solution.</p> <p>Students are responsible for accessing and managing the information they gather. Evaluation takes place continuously.</p> <p>Students regularly reflect on what they?re doing.</p> <p>A final product (not necessarily material) is produced and is evaluated for quality. The classroom has an atmosphere that tolerates error and change.</p> <p>Generally speaking, students engaged in a project...</p> <p>...have some choice in deciding what they will work on.</p> <p>...plan their own project.</p> <p>...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.</p> <p>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.</p> <p>Schools: All Schools</p>	Other			09/03/2013	06/13/2014	\$0	General Fund	Principals Teachers
Activity - Technology Integration-Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, iPads, document cameras, and classroom computers.</p> <p>Schools: All Schools</p>	Technology			09/02/2014	06/19/2015	\$0	General Fund	Principals Teachers Information Technology staff

Strategy 3:

Reading Comprehension for Science Proficiency - Teachers will increase reading comprehension and knowledge of science concepts for students. Teachers will complete this task through the complex cognitive process of involving the intentional interaction between reader and text to extract meaning in order to gain a better understanding of complex scientific concepts and by the utilization of technology based programs.

Research Cited: -Ambruster, B.B., Lehr, F., & Osborn, J. (2000). Put Reading First: The Research Building Blocks for Teaching Children to Read. National Institute for

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Detroit Community Schools

Literacy.

-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.

Tier:

Activity - iPad Interaction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery by implementing technology through the use of interactive textbooks using iPads.</p> <p>iPad is a gorgeous, full-screen experience full of interactive diagrams, photos, and videos. No longer limited to static pictures to illustrate the text, now students can dive into an image with interactive captions, rotate a 3D object, or have the answer spring to life in a chapter review. They can flip through a book by simply sliding a finger along the bottom of the screen. Highlighting text, taking notes, searching for content, and finding definitions in the glossary are just as easy. And with all their books on a single iPad, students will have no problem carrying them wherever they go.</p> <p>Schools: Detroit Community Schools - High School</p>	Technology			09/02/2014	06/19/2015	\$1000	Other	Teachers

Activity - Professional Development-Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in PSD - Professional Staff Development focusing on science concepts to increase teacher pedagogy.</p> <p>Schools: All Schools</p>	Professional Learning			09/02/2014	06/19/2015	\$0	Title II Part A	Teachers

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.</p> <p>Schools: All Schools</p>	Other			09/02/2014	06/19/2015	\$2500	No Funding Required, Title II Part A	Principals Science Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessments	Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.	Other			09/02/2014	06/19/2015	\$2500	Data Administrator or Principals Teachers
Teacher Mentors	Detroit Community Schools will implement a teacher mentor plan to provide on-going classroom support and modeling for classroom teachers to increase reading pedagogy as part of working in a Professional Learning Community. The mentors collaborate with classroom teachers to make decisions regarding the curriculum and progress of programs. 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; demonstrates whole class modeling and/or team teaching; mentors and collaborates with teachers and principal; analyzes and reviews data with teachers and principal.	Behavioral Support Program			09/02/2014	06/19/2015	\$10250	Special Education Teachers Special Education Director Principals Instructional Coaches Support staff

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Professional Development-Mathematics	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 Go Math for grades K-8 and Math 180 for high school. The purpose of the professional staff development is to increase the mathematical pedagogy of classroom teachers.	Professional Learning			08/18/2014	06/12/2015	\$7500	HS, MS and Elementary School Principals.
Professional Development-Reading Comprehension	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 READ 180.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals & teachers
Benchmark Assessments	Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.	Other			09/02/2014	06/19/2015	\$2500	Principals Science Teachers

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Benchmark Assessments	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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.	Academic Support Program			09/02/2014	06/19/2015	\$2500	Building Principals
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Social Studies Alive!	<p>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!</p> <p>The purpose of the professional staff development is to increase the social studies pedagogy of classroom teachers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	Professional Learning			09/02/2014	06/19/2015	\$0	Social Studies Teachers
Professional Development-Science	Teachers will participate in PSD - Professional Staff Development focusing on science concepts to increase teacher pedagogy.	Professional Learning			09/02/2014	06/19/2015	\$0	Teachers

Other

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

Detroit Community Schools

<p>iPad Interaction</p>	<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery by implementing technology through the use of interactive textbooks using iPads. iPad is a gorgeous, full-screen experience full of interactive diagrams, photos, and videos. No longer limited to static pictures to illustrate the text, now students can dive into an image with interactive captions, rotate a 3D object, or have the answer spring to life in a chapter review. They can flip through a book by simply sliding a finger along the bottom of the screen. Highlighting text, taking notes, searching for content, and finding definitions in the glossary are just as easy. And with all their books on a single iPad, students will have no problem carrying them wherever they go.</p>	<p>Technology</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$1000</p>	<p>Teachers</p>
<p>Student Support Services/In-School Suspensions</p>	<p>Continue into Year 2, the Student Support Services department. This action was taken to remove student discipline issues from the classroom allowing the teacher to focus on continuing the lesson: It includes combining student discipline function with attendance, social work, art therapy & guidance counseling services. Student Support Services also is responsible for managing In School Suspensions Program as an alternative to out-of-school suspensions.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Director of Student Support Services Guidance Counselors Social Worker Dean of Students Art Therapist</p>
<p>Differentiated Instruction/ISLP</p>	<p>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. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	<p>Direct Instruction</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>School Principals and K-12 classroom and ELA teachers</p>

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, iPads, document cameras, and classroom computers.	Technology			09/02/2014	06/19/2015	\$0	Principals Teachers Information Technology staff
Project Based Learning	<p>Science teachers will implement Project Based Learning assignments to actively engage students.</p> <p>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.</p>	Other			09/03/2013	06/13/2014	\$0	Principals Teachers

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Technology Integration- Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.	Academic Support Program			09/02/2014	06/19/2015	\$0	MS & HS Science Teachers
Project Based Learning	<p>Social Studies teachers will implement Project Based Learning assignments to actively engage students.</p> <p>What is Project Based Learning (PBL)?</p> <p>In research conducted by the AutoDesk Foundation, teachers from seventeen schools agreed that PBL exhibited similar characteristics:</p> <p>Characteristics of project- based learning</p> <p>Students make decisions within a prescribed framework.</p> <p>There?s a problem or challenge without a predetermined solution.</p> <p>Students design the process for reaching a solution.</p> <p>Students are responsible for accessing and managing the information they gather. Evaluation takes place continuously.</p> <p>Students regularly reflect on what they?re doing.</p> <p>A final product (not necessarily material) is produced and is evaluated for quality. The classroom has an atmosphere that tolerates error and change.</p> <p>Generally speaking, students engaged in a project...</p> <p>...have some choice in deciding what they will work on.</p> <p>...plan their own project.</p> <p>...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.</p> <p>The project-based learning approach creates a "constructivist" learning environment in which studentsconstruct 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.</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies Teachers.

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Benchmark Assessments	<p>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.</p> <p>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.</p> <p>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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.</p>	Academic Support Program			09/02/2014	06/19/2015	\$0	Building Principals
Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.	Technology			09/02/2014	06/19/2015	\$0	Social Studies Teachers
Writing Projects/Centers	Teachers will assign individual and group writing projects of various themes to allow students to apply the writing process, writing strategies, and to exercise expression according to interest. Teachers will utilize writing centers to focus on individual writing skills.	Other			09/02/2014	06/19/2015	\$0	SWAT Teachers Principals

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<p>Block Schedule-Modified</p>	<p>Implement a Block Schedule that has been 'Modified' at DCS Elementary/Middle School that will feature an 'A' and 'B' schedule. The 'A' schedule will feature 3 double blocked classes of Mathematics, Science, and an Elective. Each double-blocked period will run 130 minutes resulting in the following: Un-Fragmented Instruction- Some schools have as many as eight different periods a day. If we asked adults to change desks, jobs, bosses, workplaces and topics eight different times a day they would revolt. This fragmentation leaves little time for connections to be built between topics or reflection. Little time is left in one day to teach any subject in depth or have time for practice. Impersonal, factory like environments- The push to get kids through six, seven, or eight classes a day does not give students or teachers a chance to develop the relationships that foster learning. While teachers may see as many as 180 students a day, students have to interact with eight different adults each day. If we are to truly meet the needs of the next generations of students, we must not leave students lost in a numbers crunch. Discipline problems are caused by too many distractions- Releasing hundreds of teens into crowded hallways has the expected effect of creating conflicts. These are often carried into the classroom and soak up potential learning time. Cutting down on class interruptions would allow more time to teach and less disruptions. Instructional Possibilities are limited- In 55-65 minute periods present in many schools there is not enough time to start class, end class, and expose students to the curriculum. This is a problem for labs, discussion, or any activity that might enhance the learning of students. Traditional scheduling prohibits varying learning time for students- Not all students learn at the same rate and the ridged traditional schedule does not allow for those students who need extra time. They fall behind and can often cause discipline problems for teachers thereby eating up more teaching time.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Principal</p>
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<p>Project Based Learning</p>	<p>Science teachers in Grades 6-12 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.</p>	<p>Direct Instruction</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>MS and HS Science Teacher</p>
<p>6+1 Writing Traits</p>	<p>Teachers will participate in ongoing professional development of the 6+1 Writing Traits. The model will guide teachers on how to instruct and assess the structure of ideas, organization, word choice, sentence fluency, and presentation to improve writing proficiency. Teachers will meet in weekly grade level meetings and Professional Learning Community meetings to discuss the progress of implementing this assessment. Teachers will guide students in practicing these traits in assignments that include the writing process, summarizing and note taking, and various writing topics for writing prompts.</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Principals Teachers Instructional Interventionist</p>

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Step-Up to Writing	Step Up to Writing ® features research-based, hands-on writing strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study and critical thinking skills. This comprehensive resource creates a common writing language throughout the grade levels and content areas. With multiple strategies for each phase of the writing process, Step Up can fill in the gaps in the core curriculum or act as the core writing instruction. Retrieved from: http://www.stepuptowriting.com	Professiona l Learning			09/02/2014	06/19/2015	\$0	Principals Teachers Instructional Intervention ists
Differentiated Instructions/ISLP	Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. As an example of this differentiation will occur is through the use of Houghton Mifflin Mathematics products. 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 Pearson Math . 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.All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.	Direct Instruction			09/02/2014	06/19/2015	\$0	Principals Teachers
Flexible Grouping	Teachers will assign students to groups based on readiness, interest, or learning objective for direct instruction to demonstrate how to use the five steps of the writing process on a specific writing topic.	Other			09/03/2013	06/13/2014	\$0	Principals Data Team Teachers

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<p>Block Schedule-Modified</p>	<p>Implement a Block Schedule that has been 'Modified' at DCS Elementary/Middle School that will feature an 'A' and 'B' schedule. The schedule will feature 3 double blocked classes of Mathematics every other day providing increase instructional time and intervention time. Each double-blocked period will run 130 minutes resulting in the following: Un-Fragmented Instruction- Some schools have as many as eight different periods a day. If we asked adults to change desks, jobs, bosses, workplaces and topics eight different times a day they would revolt. This fragmentation leaves little time for connections to be built between topics or reflection. Little time is left in one day to teach any subject in depth or have time for practice. Impersonal, factory like environments- The push to get kids through six, seven, or eight classes a day does not give students or teachers a chance to develop the relationships that foster learning. While teachers may see as many as 180 students a day, students have to interact with eight different adults each day. If we are to truly meet the needs of the next generations of students, we must not leave students lost in a numbers crunch. Discipline problems are caused by too many distractions- Releasing hundreds of teens into crowded hallways has the expected effect of creating conflicts. These are often carried into the classroom and soak up potential learning time. Cutting down on class interruptions would allow more time to teach and less disruptions. Instructional Possibilities are limited- In 55-65 minute periods present in many schools there is not enough time to start class, end class, and expose students to the curriculum. This is a problem for labs, discussion, or any activity that might enhance the learning of students. Traditional scheduling prohibits varying learning time for students- Not all students learn at the same rate and the rigid traditional schedule does not allow for those students who need extra time. They fall behind and can often cause discipline problems for teachers thereby eating up more teaching time.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Elementary /Middle School Principals</p>
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<p>Differentiated Instruction/ISLP</p>	<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. An example of this differentiation occurs through S.T.E.A.M. 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 STEAM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEAM curricula. STEAM classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. sets the highest standards for rigorous, focused, and engaging study, developing students' innovative, collaborative, cooperative, and problem-solving skills. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Teachers</p>
<p>Reading Eggs/Eggspression</p>	<p>Elementary teachers will use the interactive on-line early reading program, Reading Eggs and Reading Eggspression, to assist in differentiating instruction. The program is grounded in extensive educational research and assesses essential reading skills The program is designed to use activities to make learning to read engaging and interesting. It provides teachers with an alternative to pen/pencil instruction and assessments, and generates reports for progress monitoring.</p>	<p>Supplemental Materials</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$500</p>	<p>Teachers</p>
<p>Study Island</p>	<p>All instructional staff will use the on-line interactive program, Study Island, to assist in differentiating instruction. The program allows students to assess their reading skills according to their grade level content expectations. The program is designed to provide questions and activities that are aligned to the Grade Level Content Expectations. It provides teachers with an alternative to pen/pencil instruction and assessments, and generates reports for progress monitoring.</p>	<p>Supplemental Materials</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$500</p>	<p>Praprofessionals Teachers Instructional Coach</p>

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Differentiated Instruction/ISLP	Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. S.T.E.A.M. 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 STEAM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEAM curricula. Project based learning classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. STEAM sets the highest standards for rigorous, focused, and engaging study, developing students innovative, collaborative, cooperative, and problem-solving skills.	Direct Instruction			09/02/2014	06/19/2015	\$0	HS Teachers
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Constitution Day	All instructional staff in the district will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including; writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility.	Direct Instruction			09/02/2014	10/31/2014	\$0	Principal Teachers Instructional Coach

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<p>Benchmark Assessments</p>	<p>Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Principals Science Teachers</p>
<p>Charlotte Danielson Framework</p>	<p>Teachers have received on-going and sustainable professional development of the Charlotte Danielson Framework. Instructional Coaches will provide on-campus continuous support to teachers to implement the activity to fidelity. The framework is designed to provide teachers with the tools needed to graduate from a novice to a distinguished educator. The four domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities, assist teachers in applying research based strategies to improve classroom management. Staff will participate in a follow-up professional development once during the month of September and will receive ongoing support from the Instructional Coach throughout the school year.</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Principals Teachers Instructional Coaches Paraprofessionals</p>

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<p>Differentiated Instruction/ISLP</p>	<p>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 group-work. In problem solving group-work 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.</p> <p>Steps at a Glance</p> <ol style="list-style-type: none"> 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. <p>All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	<p>Direct Instruction</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>6th and 9th Grade Social Studies teachers</p>
<p>Benchmark Assessments</p>	<p>Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Data Administrat or Principals Teachers</p>

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Professional Learning Communities	<p>Teachers will participate in PLC - Professional Learning Communities to work collaboratively in creating prescriptive intervention strategies for students achieving below grade level expectations.</p> <p>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.</p> <p>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.</p>	Professional Learning			09/02/2014	06/19/2015	\$0	Building Principals and Teachers
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Section 31a

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

Detroit Community Schools

Attendance Liaisons	DCS will continue using 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.	Behavioral Support Program			09/02/2014	06/19/2015	\$31000	Attendance Liaison Director, Student Support Services
Security Officers	The Detroit Community School District will continue to employ supplemental security guards to promote a safe and secure environment. Our security guards will continue to be trained in classroom management techniques.	Behavioral Support Program			08/18/2014	06/26/2015	\$140000	Principals Director of Security Security Guards
Paraprofessionals	DCS will utilize the services of paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.	Academic Support Program			09/02/2014	06/19/2015	\$51764	Elementary /Middle/High School Paraprofessionals
Paraprofessionals	DCS will utilize the services of paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.	Academic Support Program			09/02/2014	06/19/2015	\$51764	Paraprofessionals

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System 44	<p>Teachers will provide and implement System 44 as a targeted reading intervention for students below grade level in their reading comprehension and fluency.</p> <p>System 44 was designed for our most challenged readers, those reading at a basic or below-basic level. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered and provides educators with a comprehensive set of tools designed to meet this challenge.</p> <ul style="list-style-type: none"> -Proven-effective phonics instruction -Highly motivating and age-appropriate adaptive technology -Validated assessment for screening, placement, and progress monitoring <p>Students spend a minimum of 20 minutes on the Software alternating between small-group differentiation and modeled/independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer-school programs.</p>	Academic Support Program			09/03/2013	06/13/2014	\$0	Instructional Interventionists
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Title I Part A

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

Detroit Community Schools

<p>READ 180</p>	<p>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 eBooks 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.</p>	<p>Academic Support Program</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$52344</p>	<p>Read 180 teachers</p>
<p>9th Grade Transition Academy</p>	<p>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, 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.</p>	<p>Academic Support Program</p>			<p>07/07/2014</p>	<p>08/08/2014</p>	<p>\$2000</p>	<p>Selected 9th Grade teachers</p>
<p>Extended Learning-Summer School</p>	<p>DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time. Educators will work with identified students to meet their needs by providing prescriptively designed interventions.</p>	<p>Direct Instruction</p>			<p>07/07/2014</p>	<p>08/08/2014</p>	<p>\$38028</p>	<p>Principals Teachers</p>

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Math 180	MATH 180 is a revolutionary new math intervention program designed to address the needs of struggling students and their teachers equally. Its groundbreaking instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support. Students benefit from this partnership by receiving consistent instruction that is fully optimized and allows them to master skills and advance at an accelerated pace. It will be used in Grades 6-12.	Direct Instruction			09/02/2014	06/19/2015	\$0	Mathematics teachers
Field Trips	Teachers will schedule field trips that connect to the topics being taught and align to Common Core Content Standards in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum, Charles H. Wright Museum of African American History and Greenfield Village; The Detroit Historical Museum; and virtual field trips on Interactive Boards. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip, including gathering information from the field trip experience to complete comprehension questions.	Field Trip			09/02/2014	06/19/2015	\$1194	Principals Teachers Paraprofessionals
Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras and classroom computers. Additional examples of technology that will enhance students' engagement are: TI Calculator-Students learn how to make calculations, use tables, graph functions with "life size" interactive calculator. Study Island-Web based instruction, practice, assessment and reporting built from Michigan's state's standards.	Direct Instruction			09/02/2014	06/19/2015	\$0	High School Principal and High school mathematics teachers. Middle School Principal and middle school mathematics teachers.
Instructional Interventionists	Instructional Interventionists will analyze local and state mathematics assessment data to provide additional/supplemental prescribed intervention to increase student achievement. The Interventionists will utilize research based strategies and materials to deliver differentiated instruction.	Academic Support Program			09/02/2014	06/19/2015	\$52344	Data Team Principals Instructional Interventionists S.W.A.T.

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Instructional Coach	DCS - Detroit Community Elementary School and Detroit Community High School will utilize the services of Instructional Coaches to provide on-going classroom support, modeling, and coaching for classroom teachers to increase teacher pedagogy. Specific duties and responsibilities include: Uses the data collected to implement Tier 2 and Tier 3 interventions into a school-wide Rtl model. Coordinates and administers intervention services. Demonstrates whole class modeling and/or team teaching. Coaches and collaborates with teachers and principal. Analyzes and reviews data with teachers and principal to create differentiated lesson plans.	Academic Support Program			09/02/2014	06/19/2015	\$52344	SWAT Staff (School Wide Academic Team) Elementary Principal
Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.	Technology			09/02/2014	06/19/2015	\$2000	Principals Teachers Information Technology staff
EBLI-Evidence Based Literacy Instruction	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.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals & K-8 teachers

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Detroit Community Schools

<p>English Language Arts Coach</p>	<p>Detroit Community Elementary School will continue an 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.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$2907</p>	<p>Elementary & Middle School Principals</p>
<p>Ripple Effects</p>	<p>Ripple Effects for Kids is a research-based tool to help children build resilience and handle the non-academic issues that get in the way of school success. 140 engaging, interactive, reading-independent tutorials build key social-emotional abilities that are more connected to school success than IQ: self-understanding, empathy, impulse control, management of feelings, assertiveness, decision-making and connection to community. The result is kids who know themselves, stand up for their beliefs, solve problems, feel for and connect with diverse others -- and do well in school. Ripple Effects Coach for Staff is a software-based professional development program. It provides just in time professional development for teachers, counselors and other school personnel. This program trains staff on classroom leadership, management of diversity and diverse learners and implementation best practices for evidence-based programs. It provides a computerized method to scale and sustain effective interventions for all students year after year. Retrieved from: http://www.rippleeffects.com/education/software/coach4i.html The Behavior Interventionist will participate in professional development of the Ripple Effects program once during the month of September and will be provided with on-going support throughout the school year. The Behavior Interventionist will provide training to teachers as needed throughout the school year.</p>	<p>Behavioral Support Program</p>			<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$45500</p>	<p>Principals Teachers Behavior Interventionists</p>

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Extended Learning-Summer School	DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time. Educators will work with identified students to meet their needs by providing prescriptively designed interventions.	Direct Instruction			07/07/2014	08/08/2014	\$38028	Principals Teachers
Extended Day Enrichment Program	Extended day enrichment/tutoring is offered to all students in grades 2-12 that are struggling in their core courses. The program is offered 2 days per week after school for 40 weeks.	Direct Instruction			09/15/2014	06/19/2015	\$17730	Elementary & High School teachers
Parent Support with Data Analysis	Parent Involvement Coordinator will focus on helping parents read and understand student assessment data from MME,NWEA,ACT, Scantron and other Common Core Assessments.	Parent Involvement		Monitor	09/03/2014	06/26/2015	\$33547	Parent Coordinator
English Language Arts Coach	Detroit Community Elementary School will continue an 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 Rtl 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.	Academic Support Program			09/03/2013	06/13/2014	\$32500	Elementary & Middle School Principals
Paraprofessionals	DCS will utilize the services of a science paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.	Other			09/03/2013	06/13/2014	\$5867	Principals Teachers Paraprofessionals
Parent Support with Data Analysis	The Parent Coordinator will focus on helping parents read and understand student assessment data from MME, NWEA, ACT, Scantron and other Common Core assessments.	Parent Involvement			09/03/2014	06/26/2015	\$33547	Parent Coordinator

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<p>Instructional Interventionists</p>	<p>Detroit Community Elementary School will implement Instructional Interventionists 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, Instructional Coach, and principal in order to provide appropriate intervention leading to increased student achievement.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$52344</p>	<p>Principal Instructional Interventionists</p>
<p>Extended Day Enrichment Program</p>	<p>DCS teachers will offer an after school program, 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.</p>	<p>Direct Instruction</p>			<p>09/15/2014</p>	<p>06/19/2015</p>	<p>\$10390</p>	<p>High School Principal, Middle School principal and Elementary School Principal.</p>

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ACT Prep	This course is for students that will be taking the ACT exam during the upcoming school year. The course moves at a fairly rapid pace and homework is expected to be completed by students. Classes are held twice per week, and students are required to attend every class session since each session will offer information that could increase their test scores. Students will take official previously administered exams so as to maximize the "feel" of the real test. All exams will be scored completely, and progress will be monitored.	Direct Instruction			09/15/2014	02/27/2015	\$8300	Selected HS Mathematic s teachers
Field Trips	Teachers will schedule field trips that connect to the topics being taught and align to Common Core Content Standards in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum, Charles H. Wright Museum of African American History and Greenfield Village; The Detroit Historical Museum; and virtual field trips on Interactive Boards. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip, including gathering information from the field trip experience to complete comprehension questions.	Field Trip			09/02/2014	06/19/2015	\$2080	Principals Teachers Paraprofessionals
ACT Prep	This course is for students that will be taking the ACT exam during the upcoming school year. The course moves at a fairly rapid pace and homework is expected to be completed by students. Classes are held twice per week, and students are required to attend every class session since each session will offer information that could increase their test scores. Students will take official previously administered exams so as to maximize the "feel" of the real test. All exams will be scored completely, and progress will be monitored.	Direct Instruction			09/16/2013	02/28/2014	\$3951	Selected HS ELA Teachers
Extended Learning-Credit Recovery & Summer School	DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time. Educators will work with identified students to meet their mathematical needs by providing prescriptively designed interventions.	Academic Support Program			07/07/2014	08/07/2014	\$38028	High School Principal, Elementary and Middle School Principals.

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Capturing Kids Hearts	<p>Detroit Community School District has implemented "Capturing Kids Hearts" by the Flippen Group. The program teaches the principles that enhance character education and decreases discipline problems. It teaches the leader how to build relationships with students and staff. This program is utilized for K-12 students and staff. All staff members receive training and materials needed to establish the program schoolwide.</p> <p>Staff will participate in a follow-up professional development once during the month of September and will receive ongoing support from the Instructional Coach throughout the school year.</p>	Professional Learning			09/02/2014	06/19/2015	\$1000	Principals All Instructional Staff All Non Instructional staff
System 44	<p>Teachers will provide and implement System 44 as a targeted reading intervention for students below grade level in their reading comprehension and fluency.</p> <p>System 44 was designed for our most challenged readers, those reading at a basic or below-basic level. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered and provides educators with a comprehensive set of tools designed to meet this challenge.</p> <ul style="list-style-type: none"> -Proven-effective phonics instruction -Highly motivating and age-appropriate adaptive technology -Validated assessment for screening, placement, and progress monitoring <p>Students spend a minimum of 20 minutes on the Software alternating between small-group differentiation and modeled/independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer-school programs.</p>	Academic Support Program			09/03/2013	06/13/2014	\$22750	Instructional Interventionists

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning-Credit Recovery & Summer School	DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time. Educators will work with identified students to meet their mathematical needs by providing prescriptively designed interventions.	Academic Support Program			07/07/2014	08/07/2014	\$38028	High School Principal, Elementary and Middle School Principals.
Extended Day Enrichment Program	DCS teachers will offer an after school program, 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.	Direct Instruction			09/15/2014	06/19/2015	\$10390	High School Principal, Middle School principal and Elementary School Principal.

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Instructional Coach	DCS - Detroit Community Elementary School and Detroit Community High School will utilize the services of Instructional Coaches to provide on-going classroom support, modeling, and coaching for classroom teachers to increase teacher pedagogy. Specific duties and responsibilities include: Uses the data collected to implement Tier 2 and Tier 3 interventions into a school-wide Rtl model. Coordinates and administers intervention services. Demonstrates whole class modeling and/or team teaching. Coaches and collaborates with teachers and principal. Analyzes and reviews data with teachers and principal to create differentiated lesson plans.	Academic Support Program			09/02/2014	06/19/2015	\$52344	SWAT Staff (School Wide Academic Team) Elementary Principal
Professional Development-Mathematics	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 Go Math for grades K-8 and Math 180 for high school. The purpose of the professional staff development is to increase the mathematical pedagogy of classroom teachers.	Professional Learning			08/18/2014	06/12/2015	\$7500	HS, MS and Elementary School Principals.
Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras and classroom computers. Additional examples of technology that will enhance students' engagement are: TI Calculator-Students learn how to make calculations, use tables, graph functions with "life size" interactive calculator. Study Island-Web based instruction, practice, assessment and reporting built from Michigan's state's standards.	Direct Instruction			09/02/2014	06/19/2015	\$0	High School Principal and High school mathematics teachers. Middle School Principal and middle school mathematics teachers.

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<p>Differentiated Instruction/ISLP</p>	<p>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. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	<p>Direct Instruction</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>School Principals and K-12 classroom and ELA teachers</p>
<p>Professional Development-Reading Comprehension</p>	<p>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 READ 180.</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Principals & teachers</p>
<p>English Language Arts Coach</p>	<p>Detroit Community Elementary School will continue an 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.</p>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>06/13/2014</p>	<p>\$35407</p>	<p>Elementary & Middle School Principals</p>

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<p>READ 180</p>	<p>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.</p>	<p>Academic Support Program</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$52344</p>	<p>Read 180 teachers</p>
<p>Benchmark Assessments</p>	<p>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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.</p>	<p>Academic Support Program</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$2500</p>	<p>Building Principals</p>

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Professional Learning Communities	<p>Teachers will participate in PLC - Professional Learning Communities to work collaboratively in creating prescriptive intervention strategies for students achieving below grade level expectations.</p> <p>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.</p> <p>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.</p>	Professiona l Learning			09/02/2014	06/19/2015	\$0	Building Principals and Teachers
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Differentiated Instruction/ISLP	<p>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 group-work. In problem solving group-work 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.</p> <p>Steps at a Glance</p> <ol style="list-style-type: none">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. <p>All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	6th and 9th Grade Social Studies teachers
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<p>Project Based Learning</p>	<p>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 studentsconstruct 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.</p>	<p>Direct Instruction</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Social Studies Teachers.</p>
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<p>Social Studies Alive!</p>	<p>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. 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.</p>	<p>Professional Learning</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Social Studies Teachers</p>
<p>Technology Integration-Student Engagement</p>	<p>Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.</p>	<p>Technology</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Social Studies Teachers</p>

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Math 180	MATH 180 is a revolutionary new math intervention program designed to address the needs of struggling students and their teachers equally. Its groundbreaking instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support. Students benefit from this partnership by receiving consistent instruction that is fully optimized and allows them to master skills and advance at an accelerated pace. It will be used in Grades 6-12.	Direct Instruction			09/02/2014	06/19/2015	\$0	Mathematics teachers
Project Based Learning	<p>Science teachers in Grades 6-12 will implement Project Based Learning assignments to actively engage students.</p> <p>What is Project Based Learning (PBL)?</p> <p>In research conducted by the AutoDesk Foundation, teachers from seventeen schools agreed that PBL exhibited similar characteristics:</p> <p>Characteristics of project- based learning</p> <p>Students make decisions within a prescribed framework.</p> <p>There?s a problem or challenge without a predetermined solution.</p> <p>Students design the process for reaching a solution.</p> <p>Students are responsible for accessing and managing the information they gather. Evaluation takes place continuously.</p> <p>Students regularly reflect on what they?re doing.</p> <p>A final product (not necessarily material) is produced and is evaluated for quality. The classroom has an atmosphere that tolerates error and change.</p> <p>Generally speaking, students engaged in a project...</p> <p>...have some choice in deciding what they will work on.</p> <p>...plan their own project.</p> <p>...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.</p> <p>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.</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	MS and HS Science Teacher

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Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.	Academic Support Program			09/02/2014	06/19/2015	\$0	MS & HS Science Teachers
Ripple Effects	Ripple Effects for Kids is a research-based tool to help children build resilience and handle the non-academic issues that get in the way of school success. 140 engaging, interactive, reading-independent tutorials build key social-emotional abilities that are more connected to school success than IQ: self-understanding, empathy, impulse control, management of feelings, assertiveness, decision-making and connection to community. The result is kids who know themselves, stand up for their beliefs, solve problems, feel for and connect with diverse others -- and do well in school. Ripple Effects Coach for Staff is a software-based professional development program. It provides just in time professional development for teachers, counselors and other school personnel. This program trains staff on classroom leadership, management of diversity and diverse learners and implementation best practices for evidence-based programs. It provides a computerized method to scale and sustain effective interventions for all students year after year. Retrieved from: http://www.rippleeffects.com/education/software/coach4i.html The Behavior Interventionist will participate in professional development of the Ripple Effects program once during the month of September and will be provided with on-going support throughout the school year. The Behavior Interventionist will provide training to teachers as needed throughout the school year.	Behavioral Support Program			09/03/2013	06/13/2014	\$45500	Principals Teachers Behavior Interventionists
Capturing Kids Hearts	Detroit Community School District has implemented "Capturing Kids Hearts" by the Flippen Group. The program teaches the principles that enhance character education and decreases discipline problems. It teaches the leader how to build relationships with students and staff. This program is utilized for K-12 students and staff. All staff members receive training and materials needed to establish the program schoolwide. Staff will participate in a follow-up professional development once during the month of September and will receive ongoing support from the Instructional Coach throughout the school year.	Professional Learning			09/02/2014	06/19/2015	\$1000	Principals All Instructional Staff All Non Instructional staff

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Charlotte Danielson Framework	Teachers have received on-going and sustainable professional development of the Charlotte Danielson Framework. Instructional Coaches will provide on-campus continuous support to teachers to implement the activity to fidelity. The framework is designed to provide teachers with the tools needed to graduate from a novice to a distinguished educator. The four domains: Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities, assist teachers in applying research based strategies to improve classroom management. Staff will participate in a follow-up professional development once during the month of September and will receive ongoing support from the Instructional Coach throughout the school year.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Teachers Instructional Coaches Paraprofessionals
Teacher Mentors	Detroit Community Schools will implement a teacher mentor plan to provide on-going classroom support and modeling for classroom teachers to increase reading pedagogy as part of working in a Professional Learning Community. The mentors collaborate with classroom teachers to make decisions regarding the curriculum and progress of programs. 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; demonstrates whole class modeling and/or team teaching; mentors and collaborates with teachers and principal; analyzes and reviews data with teachers and principal.	Behavioral Support Program			09/02/2014	06/19/2015	\$10250	Special Education Teachers Special Education Director Principals Instructional Coaches Support staff
Student Support Services/In-School Suspensions	Continue into Year 2, the Student Support Services department. This action was taken to remove student discipline issues from the classroom allowing the teacher to focus on continuing the lesson: It includes combining student discipline function with attendance, social work, art therapy & guidance counseling services. Student Support Services also is responsible for managing In School Suspensions Program as an alternative to out-of-school suspensions.	Other			09/02/2014	06/19/2015	\$0	Director of Student Support Services Guidance Counselors Social Worker Dean of Students Art Therapist
Security Officers	The Detroit Community School District will continue to employ supplemental security guards to promote a safe and secure environment. Our security guards will continue to be trained in classroom management techniques.	Behavioral Support Program			08/18/2014	06/26/2015	\$140000	Principals Director of Security Security Guards

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Instructional Interventionists	Instructional Interventionists will analyze local and state mathematics assessment data to provide additional/supplemental prescribed intervention to increase student achievement. The Interventionists will utilize research based strategies and materials to deliver differentiated instruction.	Academic Support Program			09/02/2014	06/19/2015	\$52344	Data Team Principals Instructional Interventionists S.W.A.T.
Benchmark Assessments	Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.	Other			09/02/2014	06/19/2015	\$2500	Data Administrator Principals Teachers

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Differentiated Instructions/ISLP	<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.</p> <p>As an example of this differentiation will occur is through the use of Houghton Mifflin Mathematics products.</p> <p>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.</p> <p>All students can achieve proficiency in mathematics with Pearson Math . Their unique solution provides students with highly individualized and self-paced instruction that meets their exact needs to improve their secondary math skills.</p> <p>Their supplemental instruction stands apart for strengthening student conceptual understanding of mathematics by integrating adaptive learning technologies, assessment, and rich problem solving activities. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	Direct Instruction			09/02/2014	06/19/2015	\$0	Principals Teachers
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System 44	<p>Teachers will provide and implement System 44 as a targeted reading intervention for students below grade level in their reading comprehension and fluency.</p> <p>System 44 was designed for our most challenged readers, those reading at a basic or below-basic level. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered and provides educators with a comprehensive set of tools designed to meet this challenge.</p> <ul style="list-style-type: none"> -Proven-effective phonics instruction -Highly motivating and age-appropriate adaptive technology -Validated assessment for screening, placement, and progress monitoring <p>Students spend a minimum of 20 minutes on the Software alternating between small-group differentiation and modeled/independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer-school programs.</p>	Academic Support Program			09/03/2013	06/13/2014	\$22750	Instructional Interventionists
Paraprofessionals	DCS will utilize the services of paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.	Academic Support Program			09/02/2014	06/19/2015	\$51764	Paraprofessionals
Extended Learning-Summer School	<p>DCS teachers will implement a Summer School program for targeted students who are below grade level expectations, are not proficient on MEAP, EXPLORE, PLAN, or MME, and require credit recovery to stay on track to graduate on time.</p> <p>Educators will work with identified students to meet their needs by providing prescriptively designed interventions.</p>	Direct Instruction			07/07/2014	08/08/2014	\$76056	Principals Teachers
Technology Integration-Student Engagement	Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, document cameras, and classroom computers.	Technology			09/02/2014	06/19/2015	\$2000	Principals Teachers Information Technology staff

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Study Island	All instructional staff will use the on-line interactive program, Study Island, to assist in differentiating instruction. The program allows students to assess their reading skills according to their grade level content expectations. The program is designed to provide questions and activities that are aligned to the Grade Level Content Expectations. It provides teachers with an alternative to pen/pencil instruction and assessments, and generates reports for progress monitoring.	Supplemental Materials			09/02/2014	06/19/2015	\$500	Praprofessionals Teachers Instructional Coach
6+1 Writing Traits	Teachers will participate in ongoing professional development of the 6+1 Writing Traits. The model will guide teachers on how to instruct and assess the structure of ideas, organization, word choice, sentence fluency, and presentation to improve writing proficiency. Teachers will meet in weekly grade level meetings and Professional Learning Community meetings to discuss the progress of implementing this assessment. Teachers will guide students in practicing these traits in assignments that include the writing process, summarizing and note taking, and various writing topics for writing prompts.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Teachers Instructional Interventionist
Step-Up to Writing	Step Up to Writing ® features research-based, hands-on writing strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study and critical thinking skills. This comprehensive resource creates a common writing language throughout the grade levels and content areas. With multiple strategies for each phase of the writing process, Step Up can fill in the gaps in the core curriculum or act as the core writing instruction. Retrieved from: http://www.stepuptowriting.com	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Teachers Instructional Interventionists
Writing Projects/Centers	Teachers will assign individual and group writing projects of various themes to allow students to apply the writing process, writing strategies, and to exercise expression according to interest. Teachers will utilize writing centers to focus on individual writing skills.	Other			09/02/2014	06/19/2015	\$0	SWAT Teachers Principals

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Differentiated Instruction/ISLP	<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery.</p> <p>An example of this differentiation occurs through S.T.E.A.M. 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.</p> <p>These programs are designed to appeal to all students, from those already interested in STEAM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEAM curricula. STEAM classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. sets the highest standards for rigorous, focused, and engaging study, developing students' innovative, collaborative, cooperative, and problem-solving skills. All teachers utilize the Individualized Student Learning Program (ISLP) as a guide for modifying their instructional delivery methods based on specific student achievement data. The ISLP accumulates all student achievement data and teachers are required to specify what strategies they have implemented to address each students deficiencies.</p>	Other			09/02/2014	06/19/2015	\$0	Teachers
Paraprofessionals	DCS will utilize the services of a science paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.	Other			09/03/2013	06/13/2014	\$5867	Principals Teachers Paraprofessionals

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Project Based Learning	<p>Science teachers will implement Project Based Learning assignments to actively engage students.</p> <p>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.</p>	Other			09/03/2013	06/13/2014	\$0	Principals Teachers
Technology Integration- Student Engagement	<p>Teachers will integrate technology into their daily lessons through the use of interactive whiteboards, iPads, document cameras, and classroom computers.</p>	Technology			09/02/2014	06/19/2015	\$0	Principals Teachers Information Technology staff
Professional Development-Science	<p>Teachers will participate in PSD - Professional Staff Development focusing on science concepts to increase teacher pedagogy.</p>	Professiona l Learning			09/02/2014	06/19/2015	\$0	Teachers

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Constitution Day	All instructional staff in the district will lead the discussion of the importance of Constitution Day. Teachers will assign a variety of lessons to students including; writing the meaning of the Constitution in their own words; a timeline of key dates and events, lessons to learn and review the vocabulary of the Constitution and Bill of Rights, as well as other activities to impart values of civic involvement and responsibility.	Direct Instruction			09/02/2014	10/31/2014	\$0	Principal Teachers Instructional Coach
Field Trips	Teachers will schedule field trips that connect to the topics being taught and align to Common Core Content Standards in the areas of: Government; History; Geography; and Civics and Economics. Field trips include visiting the Henry Ford Museum, Charles H. Wright Museum of African American History and Greenfield Village; The Detroit Historical Museum; and virtual field trips on Interactive Boards. Teachers will instruct students in completing various assignments that correspond to the objectives of the field trip, including gathering information from the field trip experience to complete comprehension questions.	Field Trip			09/02/2014	06/19/2015	\$3274	Principals Teachers Paraprofessionals
Extended Day Enrichment Program	Extended day enrichment/tutoring is offered to all students in grades 2-12 that are struggling in their core courses. The program is offered 2 days per week after school for 40 weeks.	Direct Instruction			09/15/2014	06/19/2015	\$17730	Elementary & High School teachers
Paraprofessionals	DCS will utilize the services of paraprofessionals to provide prescriptive assistance and supplemental services to students in order for them to be successful in their course of study.	Academic Support Program			09/02/2014	06/19/2015	\$51764	Elementary /Middle/High School Paraprofessionals
Benchmark Assessments	Teachers will administer Benchmark assessments 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. Performance Series from Scantron is a computer-adaptive test that allows 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. The District's School Wide Academic Team (SWAT) will lead the effort of analyzing benchmark data and coordinating the corrective actions necessary to improve student achievement.	Other			09/02/2014	06/19/2015	\$2500	Principals Science Teachers

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Parent Support with Data Analysis	The Parent Coordinator will focus on helping parents read and understand student assessment data from MME, NWEA, ACT, Scantron and other Common Core assessments.	Parent Involvement			09/03/2014	06/26/2015	\$33547	Parent Coordinator
Parent Support with Data Analysis	Parent Involvement Coordinator will focus on helping parents read and understand student assessment data from MME, NWEA, ACT, Scantron and other Common Core Assessments.	Parent Involvement		Monitor	09/03/2014	06/26/2015	\$33547	Parent Coordinator

Detroit Community Schools - High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
9th Grade Transition Academy	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, 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.	Academic Support Program			07/07/2014	08/08/2014	\$2000	Selected 9th Grade teachers
ACT Prep	This course is for students that will be taking the ACT exam during the upcoming school year. The course moves at a fairly rapid pace and homework is expected to be completed by students. Classes are held twice per week, and students are required to attend every class session since each session will offer information that could increase their test scores. Students will take official previously administered exams so as to maximize the "feel" of the real test. All exams will be scored completely, and progress will be monitored.	Direct Instruction			09/15/2014	02/27/2015	\$8300	Selected HS Mathematics teachers
ACT Prep	This course is for students that will be taking the ACT exam during the upcoming school year. The course moves at a fairly rapid pace and homework is expected to be completed by students. Classes are held twice per week, and students are required to attend every class session since each session will offer information that could increase their test scores. Students will take official previously administered exams so as to maximize the "feel" of the real test. All exams will be scored completely, and progress will be monitored.	Direct Instruction			09/16/2013	02/28/2014	\$3951	Selected HS ELA Teachers

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<p>Differentiated Instruction/ISLP</p>	<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery. S.T.E.A.M. 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 STEAM-related fields, to those whose experience in the sciences and math has been less comprehensive or who find themselves uninterested in traditional STEAM curricula. Project based learning classes are hands-on, based in real-world experience, provide differentiated instruction, and fun for students and teachers. STEAM sets the highest standards for rigorous, focused, and engaging study, developing students innovative, collaborative, cooperative, and problem-solving skills.</p>	<p>Direct Instruction</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>HS Teachers</p>
<p>IPad Interaction</p>	<p>Teachers will employ differentiated instruction throughout the course of their lesson planning and content delivery by implementing technology through the use of interactive textbooks using iPads. iPad is a gorgeous, full-screen experience full of interactive diagrams, photos, and videos. No longer limited to static pictures to illustrate the text, now students can dive into an image with interactive captions, rotate a 3D object, or have the answer spring to life in a chapter review. They can flip through a book by simply sliding a finger along the bottom of the screen. Highlighting text, taking notes, searching for content, and finding definitions in the glossary are just as easy. And with all their books on a single iPad, students will have no problem carrying them wherever they go.</p>	<p>Technology</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$1000</p>	<p>Teachers</p>

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Attendance Liaisons	DCS will continue using 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.	Behavioral Support Program			09/02/2014	06/19/2015	\$31000	Attendance Liaison Director, Student Support Services
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Detroit Community Schools - Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
EBLI-Evidence Based Literacy Instruction	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.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals & K-8 teachers

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<p>Block Schedule-Modified</p>	<p>Implement a Block Schedule that has been 'Modified' at DCS Elementary/Middle School that will feature an 'A' and 'B' schedule. The schedule will feature 3 double blocked classes of Mathematics every other day providing increase instructional time and intervention time. Each double-blocked period will run 130 minutes resulting in the following: Un-Fragmented Instruction- Some schools have as many as eight different periods a day. If we asked adults to change desks, jobs, bosses, workplaces and topics eight different times a day they would revolt. This fragmentation leaves little time for connections to be built between topics or reflection. Little time is left in one day to teach any subject in depth or have time for practice. Impersonal, factory like environments- The push to get kids through six, seven, or eight classes a day does not give students or teachers a chance to develop the relationships that foster learning. While teachers may see as many as 180 students a day, students have to interact with eight different adults each day. If we are to truly meet the needs of the next generations of students, we must not leave students lost in a numbers crunch. Discipline problems are caused by too many distractions- Releasing hundreds of teens into crowded hallways has the expected effect of creating conflicts. These are often carried into the classroom and soak up potential learning time. Cutting down on class interruptions would allow more time to teach and less disruptions. Instructional Possibilities are limited- In 55-65 minute periods present in many schools there is not enough time to start class, end class, and expose students to the curriculum. This is a problem for labs, discussion, or any activity that might enhance the learning of students. Traditional scheduling prohibits varying learning time for students- Not all students learn at the same rate and the rigid traditional schedule does not allow for those students who need extra time. They fall behind and can often cause discipline problems for teachers thereby eating up more teaching time.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Elementary /Middle School Principals</p>
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Instructional Interventionists	Detroit Community Elementary School will implement Instructional Interventionists 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, Instructional Coach, and principal in order to provide appropriate intervention leading to increased student achievement.	Other			09/02/2014	06/19/2015	\$52344	Principal Instructional Interventionists
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District Improvement Plan

Detroit Community Schools

<p>Block Schedule-Modified</p>	<p>Implement a Block Schedule that has been 'Modified' at DCS Elementary/Middle School that will feature an 'A' and 'B' schedule. The 'A' schedule will feature 3 double blocked classes of Mathematics, Science, and an Elective. Each double-blocked period will run 130 minutes resulting in the following: Un-Fragmented Instruction- Some schools have as many as eight different periods a day. If we asked adults to change desks, jobs, bosses, workplaces and topics eight different times a day they would revolt. This fragmentation leaves little time for connections to be built between topics or reflection. Little time is left in one day to teach any subject in depth or have time for practice. Impersonal, factory like environments- The push to get kids through six, seven, or eight classes a day does not give students or teachers a chance to develop the relationships that foster learning. While teachers may see as many as 180 students a day, students have to interact with eight different adults each day. If we are to truly meet the needs of the next generations of students, we must not leave students lost in a numbers crunch. Discipline problems are caused by too many distractions- Releasing hundreds of teens into crowded hallways has the expected effect of creating conflicts. These are often carried into the classroom and soak up potential learning time. Cutting down on class interruptions would allow more time to teach and less disruptions. Instructional Possibilities are limited- In 55-65 minute periods present in many schools there is not enough time to start class, end class, and expose students to the curriculum. This is a problem for labs, discussion, or any activity that might enhance the learning of students. Traditional scheduling prohibits varying learning time for students- Not all students learn at the same rate and the ridged traditional schedule does not allow for those students who need extra time. They fall behind and can often cause discipline problems for teachers thereby eating up more teaching time.</p>	<p>Other</p>			<p>09/02/2014</p>	<p>06/19/2015</p>	<p>\$0</p>	<p>Principal</p>
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Reading Eggs/Eggspression	Elementary teachers will use the interactive on-line early reading program, Reading Eggs and Reading Eggspression, to assist in differentiating instruction. The program is grounded in extensive educational research and assesses essential reading skills. The program is designed to use activities to make learning to read engaging and interesting. It provides teachers with an alternative to pen/pencil instruction and assessments, and generates reports for progress monitoring.	Supplemental Materials			09/02/2014	06/19/2015	\$500	Teachers
Flexible Grouping	Teachers will assign students to groups based on readiness, interest, or learning objective for direct instruction to demonstrate how to use the five steps of the writing process on a specific writing topic.	Other			09/03/2013	06/13/2014	\$0	Principals Data Team Teachers