



School Improvement Plan

Detroit Community Schools - Elementary

Detroit Community Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

In the last three years, Detroit Community School District has made dramatic changes. In September of 2012, the District was under state supervision. Three years ago in September of 2012, the district's new management team led DCS to Reward School status, moving from 5 to 27 on the state-wide Top To Bottom list. By the next year 2013-2014, state monitors were no longer visiting DCS, and the district was removed from the priority list of failing schools as determined by the Michigan Department of Education.

The district graduates 98% - 99% of all 12th grade students and has done so since 2012.

During the 2012-2014 school years, the district submitted all compliance reports for the current and former administrators.

During the 2014-2015 school year, we were contracted with a new authorizer, Bay Mills Community College. A board of well-known and respected professionals was installed and the District began to develop relationships with additional local and state stakeholders. The curriculum was re-written to align with the Common Core State Standards and reviewed for symmetry with M-STEP and SAT test protocols. Teachers were provided with the curriculum for the courses they were to teach, including scope, and sequence, and pacing guides.

Beginning in 2012, the district required all students to master the material in their current grade before advancing to the next grade level. Incoming students were tested to determine their level of proficiency in English, Math, Reading, and Science and those who tested below grade level were directed to tutorial and summer proficiency classes.

By the start of 2013-2014 school year, grades K-2 were at proficiency and the proficiency of all other grade levels was addressed as well, with direct intervention strategies.

Committed to the academic improvement of all students, DCS created an Individual Student Learning Plan (ISLP) for every student: These ISLPs gave each teacher a complete profile of their students' achievement levels and tracked the progress of the students throughout the school year.

All students are given the opportunity to participate in our annual Talent Show at the famous Detroit Music Hall. The purpose of our Talent Show is to provide unique performance opportunities for the students of DCS. The ability to take the stage and show their talents increases self-esteem. DCS provides transportation for all DCS families to and from the Detroit Music Hall.

Our Middle School also has a Student Council. This council gives students leadership skills throughout the year. Our Student Council helps to develop positive attitudes, promote harmonious relationships throughout the school, improve student/faculty relationships, improve school morale, to provide a forum for student expression and to plan special events or projects.

As of fall 2015 we are excited to announce our new on-site mobile health center. The Children's Health Project of Detroit is a partnership between Henry Ford Health Systems and the Children's Health Fund aimed at addressing children's health care needs in the city and improve access to high-quality care. The mobile clinic is open to all Brightmoor children five days a week.

School's Purpose

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

The purpose of the Detroit Community Elementary School is to serve the community by providing a program of academic excellence that is designed to prepare students for college and career readiness. Literacy instruction is a priority at the elementary level. Through the use of leveled libraries, guided reading groups, para-professional push-in, and small group interventions staff members have an abundance of resources to differentiate instruction to meet the needs of all students.

Mathematics instruction is supported through the use of new curriculum implementation. The district uses both paraprofessionals and curriculum coaches to achievement mastery goals.

Vision Statement:

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

Mission Statement:

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

Notable Achievements and Areas of Improvement

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

-Detroit Community Elementary School has a learning community that inspires students to reach academic excellence. Students experience learning that integrates a rigorous targeted curriculum in math, science, social studies, and ELA in order to develop at the mastery level. Staff build strong relationships, while utilizing the Glasser methods and behavior interventionists.

-DCES is working to address present achievement gaps. This is being done through re-created curriculum and development of Common Core-aligned assessments. We use a success model that includes a multi-tiered student support team. This team is comprised of a school psychologist, art therapist, parent liaison, behavior interventionists, paraprofessionals, as well as school social workers. Moving forward, our building needs to grow this concept to assist in closing our achievement gaps.

- We are a William Glasser school: All teachers are trained to implement the Choice Theory model in each classroom.

- All students have Individualized Student Learning Plans: Every student, district-wide, has a specialized plan that caters to their needs to assure they have mastered all objectives to prepare them for the following year.

- DCS has the ability to maintain small classroom sizes to make individualized instruction more effective.

- Over the past two years we have observed an increase in parental involvement.

-Every student has been given the opportunity to perform at the Detroit Music Hall, and several other programs.

- We offer rigorous academic programs that meet state requirements.

-STEAM classes are offered at the beginning of eighth grade.

- Three-fourths of our students receive academic achievement awards during our award ceremonies twice a year.

- All students reach mastery before moving onto the next grade level.

-All classroom teachers practice differentiation to assure all students are taught at their appropriate level.

-Project-based learning is integrated into the curriculum.

- We only hire highly qualified teachers at DCS.

- New teachers are given mentors to assist in effective teaching strategies.

-We believe in exposing students to real experiences outside the Brightmoor community through field trips.

- All instructional staff are carefully monitored by administration to assure the academic progress of each student.

-We believe student achievement and life skills are enhanced through a well-rounded curriculum that integrates social, artistic, and experiential learning methods.

Additional Information

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

At DCES, we are proud of the contributions we have made to the positive growth and development of the wider community and in creating new learning opportunities for our students and their families. We have and will continue to achieve this goal through partnerships with other community-based organizations, We work to realize this aspiration by:

- After-school tutoring
- Curriculum night
- Rigorous and engaging curriculum
- Data-driven teaching
- Partnerships with other institutions in order to expand learning opportunities for our students
- Offering community-based apprenticeships, internships, or projects for our students
- Creating educational and enrichment opportunities for our student's families and caregivers
- Teacher evaluation process
- Increased sports programs
- Awareness of 2 year community college scholarships
- Our Parent Coordinator assists parents in paying electrical, water, and gas bills. She also helps our homeless families find affordable housing.

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.

A school improvement team was convened that included a representative group of key stakeholders. The administration invited members of the instructional team, including members from each of the core content areas. In addition, requests for participation were mailed to the parent community as well as the community at large. Finally, members of the Student Council were asked to select a representative to be the voice of the students. Formal Improvement Plan work is shared regularly with the staff by the building principals.

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

DCS Elementary School's Improvement team includes an administrator, teachers, curriculum coach, instructional specialist, Title 1 coordinator, parent representatives, and a student. All members of the team were able to collaboratively contribute valuable feedback as it relates to identifying strategies that would result in effectively improving our academic program.

The SIP team members reviews and analyzes existing data points that include student performance data, demographic data, and perception data. Information gained from school improvement planning sessions are presented to the larger staff, student and parent organization to obtain input. The analysis of all the data points are used as the basis for formulating and prioritizing goals for improvement.

The SIP team is able to dedicate monthly meetings to the task of analyzing school-wide data including classroom summative and formative assessment data, NWEA results, quarterly report cards, M-STEP scores, attendance, perception surveys, and referrals for behavior management. Grade level teams analyze their individual classroom data then as a school-wide professional learning community, we are able to determine school-wide strengths and weaknesses across all core academic areas. During the 2014-2015 school year we conducted a parent survey of our parents, students, and all staff members to analyze school wide improvement needs.

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

The Improvement team shares the plan with the entire staff during a staff meeting. This presentation outlines specific strategies, and activities that will be undertaken in the following year. A similar presentation is also made at a parent meeting to inform parents. The larger committee was divided into small task forces to research and review existing building level research-based instructional protocols and strategies that addressed issues such as attendance, discipline and content area deficiencies. It is the results of these small task forces that ultimately became the components of the final School Improvement Plan. These results were then shared with the entire staff in weekly staff meetings.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Demographic data shows a decrease in population in the 5 contiguous zip codes surrounding the district. In the past three years, our student enrollment has also decreased. Due to the decreased enrollment, we have faced several challenges which include decrease in resources, resulting in merging of classrooms. When enrollment is low, budget cuts must be made as well.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

In the past three years, the number of absences have increased. Comparing 2012/2013 to 2014/2015 school years there were 3,268 more absences. When students are absent, they miss instruction. Teachers are forced to re-teach the material to students. When students are absent often from school, they lose interest in their education. Standardized test results can be effected if students are not in school to learn the content they will be tested.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In the past three years, the number of serious behavior issues have decreased. The number of referrals and suspensions also have decreased. The reason for the decrease in behavioral problems is due to the improved relationships between the teachers and students. The constant visibility of the Principal has helped with behavior issues. The Principal does daily walk throughs in each classroom as well as has an office in the hallway in order to assure the minimization of interruptions in the classroom. The Glasser process and behavioral interventionists deliver consistent proactive in-put on a daily basis.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The district has expanded beyond the five contiguous zip codes: We have hired ABC transportation to transport students to and from school before and after school programing provides working parents with needed assistance. Staff will continue to implement strategies to build relationships with students to ensure our discipline issue continue to decline.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

In the past DCSD has hired a mix of first-year and experienced teachers. Although there is the expectation that more experienced teachers will have fewer classroom management issues, the reality is that they have as many as new teachers. DCH has implemented a rigorous Professional Development program to address this concern, which has a negative impact on student achievement. Administrators with many and varied years of experience in other disciplines have created an open and collaborative environment in which teachers have grown professionally.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Additional members of experienced teachers in the building should help to improve our test scores and assure that students will reach mastery at every grade level.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

School leaders at DCS tend to have low absences. When leaders are out of the building the amount of supervision and accountability decreases.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers take every day allotted to them , whether for illness of other reasons. Students are impacted greatly when teachers are out of the building. When teachers are absent the instruction in the classroom is absent. Substitute teachers, we have found, are not effective in delivering instruction.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

To assure staff comes to work daily the importance of their attendance is stressed consistently. Attendance incentive programs have been reinstated so that staff will know they will receive an incentive at the end of the year.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The process of our School Systems Review includes multiple evaluation tools:

Returning students are tested upon arrival for a new school year to determine the level of proficiency maintained over the summer months.

New students are given an initial test to ascertain their level of mastery of grade-level material.

Individual Student Learning Plans (ISLP) are up-dated and/or developed for new students.

Principals meet with teachers to review the academic status of students. Teachers are required to maintain parent logs, student contact logs, mastery alternative lists, and a review of their efforts to assist students in addressing weaknesses. Instruction is monitored by Principals and interventionists work with teachers to review the impact of new strategies. Impact is measured by re-testing and review of standardized measures. This process has shown major improvement in student achievement.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The limitations that stand out are those associated with time and funding. Additional time to meet with teachers and funds to provide them with more intervention would be helpful.

12. How might these challenges impact student achievement?

Additional funding and time (for which teachers would have to be paid) would increase student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Unfortunately, students come to the district with deficits in grade level achievement. The only way to address this problems is to provide them with the necessary remediation through after-school and before- school intervention. Rarely are teachers willing to participate in this kind of intervention without additional pay. Intervention specialists are costly and decreases in funding make this very challenging.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

The district participates in the Child Find Process to assess the needs of every student. Students with disabilities are given a plan of action to accommodate them. Students with learning disabilities are given the appropriate accommodations according to their IEP. Using Title 1 funds paraprofessionals are hired to assist students, interventionists are used to help in math and reading.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Students grades K-8 are offered after school tutoring every day.

Grades 2-4th grade are offered free violin instruction twice per week.

Middle School students receive life skill mentoring after school.

Health and fitness clubs are offered after school.

Summer school is offered yearly to students who have not met mastery standards during the school year.

Eighth graders are given the opportunity to be part of Student Council.

Music classes provide extra-curricular performance opportunities.

A new band instrument program is being offered this school year.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Formative and summative assessment data allows us to determine what students should be identified for extended learning opportunities.

Parents are called by teachers to express the need of extended learning. Letters are also sent home with students who are in need of extended learning. School-wide calls are made routinely to address parents of these opportunities.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Each teacher is required to submit weekly lesson plans based on the DCSD curriculum which contains state standards for each lesson. DCS curriculum was designed to align with state standards in all content areas. Principal walk-throughs observe the state standards being taught during the lessons.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

Students are surveyed upon admission and return to DCSD. All students are allowed to receive physical examinations from the District's new Henry Ford Health Systems center which operates inside of the High School building and is open to all K-12 students.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

According to our Fontas and Pinnell reading assessments,98% of our students went up at least one grade level in reading.

19b. Reading- Challenges

Prior to 2012, DCSD students have scored low on standardized tests. According to our recent Scantron tests, 70 % of our students now show gains in reading yearly.

19c. Reading- Trends

Overall, in Scantron, our students are showing growth. In grades K-3 students improve a minimum of two grade levels on classroom assessments. We are hoping to see our students scoring close to grade level according the M-STEP score cards.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Title 1 funds are used directly to improve reading scores. We have increased the number of paraprofessionals in the classroom, and the use of reading programs, such as Study Island. A new reading curriculum has been created that is aligned to Common Core Standards. All staff will go through extensive training in effective reading instruction and assessment.

20a. Writing- Strengths

Our students' writing strengths are creative writing and mechanics. DCS students have a familiarity with the components of writing. Our students produce writing assignments that have strong conventions of writing. Our students work through the writing process to produce quality pieces that have been thoroughly revised.

20b. Writing- Challenges

For many years , prior to 2012, DCSD students were not required to write. Since 2012, all classes must require students to write. Our standardized testing data shows DCS students have struggled with comprehension. This has led to a struggle with pulling out the proper information to create a writing piece that contains all answers to the question asked. Grammar, comprehension, and composition training has been instituted throughout the District to remedy this problem.

20c. Writing- Trends

Our testing trends show that our writing scores are increasing each year.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

6 +1 writing materials have been ordered to be implemented in the classroom grades K-8. Writing will be integrated in all lessons cross-

curricular.

21a. Math- Strengths

90 % of our students have shown growth on Scantron assessment data.

21b. Math- Challenges

A historical failure (pre-2012) to teach fractions and multiplication led to students' struggle to retain basic mathematic facts.

21c. Math- Trends

Math scores continue to rise yearly.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Paraprofessionals that specialize in math instruction are used in classrooms during math periods. Teachers are creating lessons that are engaging so that students are interested in their instruction.

22a. Science- Strengths

Scantron data shows that students are increasing their science knowledge yearly. 85 % of our students are showing science growth.

22b. Science- Challenges

Students have continued to struggle on Science standardized assessments according to previous MEAP scores. This seems to be a testing issue as much as anything. It seems that our demographic has limited access to computers and to keyboarding training: On a timed test, this is a critical problem.

22c. Science- Trends

We have had a continuous decrease in science MEAP scores, which seem to have leveled off in recent years.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Science paraprofessionals have been hired to assist teachers during science instruction. New science materials have been ordered to support teachers in teaching the new science curriculum. A science fair held every school year has created an interest in science among students K-12.

23a. Social Studies- Strengths

Students are gaining an interest in Social Studies. MEAP scores have increased.

23b. Social Studies- Challenges

In the past, Social Studies scores have been low on the MEAP assessments. This was due, in large part, to a decision made by a former administration not to teach Science and Social Studies in grades K-5.

23c. Social Studies- Trends

Social Studies scores have been consistently low: The new methods in teaching Social Studies in K-8 should resolve this issue.

23d. Social Studies- Summary

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Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Social Students curriculum has been developed for K-5 and infused into the K-8 curriculum in other subject areas.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Reading

24b. Student Perception Data

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

Science

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

New curriculum has been writing that is aligned with Next Generation Science Standards. Paraprofessionals will assist in science instruction to help create and execute engaging lessons.

25a. Parent/Guardian Perception Data

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

Parents are most satisfied with the student/teacher relationships.

25b. Parent/Guardian Perception Data

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

Parents are not as satisfied with the number of extracurricular activities after school. They request more activities.

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25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Teacher-led after school clubs will be created to satisfy the needs of parents and students. Monthly activities will be held to involve families to part of the DCS community. A student events calendar is in-process to provide advance notice of the school year events planned.

26a. Teacher/Staff Perception Data

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

Professional Development

Administrative Support

Classroom Support

Community Environment

Flexible Schedules

26b. Teacher/Staff Perception Data

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

Student discipline

Lack of parental involvement

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Administration and student support staff will track student violations to ensure consistency with the Code of Conduct. A new PBIS system has been developed to offer students positive feedback. Parents will be asked to attend more events during the day and to volunteer in the classrooms.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Community Outreach Programs

On site health center

Providing jobs for community members

The rental community use of the facility

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Traffic on side streets

Abandoned houses in the area and overgrown grass

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

A new dismissal procedure is being created to continue effect flow of traffic. A partnership with the City of Detroit has resulted in boarding up of abandoned houses and grass has been cut.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The district had problems with proficiency in math, reading, science, and social studies on standardized tests in the past. The new administration is continuously working towards improving these achievement gaps with new programs and assistance in the classroom. We will continue to review cutting-edge research and survey all stakeholders to evaluate our policies at DCS to make sure we have effective programs and protocols.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Student achievement can be impacted when the perception is negative. As a community, we create new initiatives to ensure that all stakeholders are aware of the programs being developed to address all of their concerns. Communication is the key to resolving these perception issues.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges will be addressed with renewed emphasis on the ISLP and mastery processes, as well as new programs, objectives, and activities which will be implemented to close achievement gaps. DCSD is not a Priority School.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

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

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Patricia Peoples Human Resource Director 12675 Burt Road 313-537-3570 Extension 202	

School Improvement Plan

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

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team is comprised of all stakeholders who are involved in the continuous implementation, monitoring, revision, and evaluation of the plan. This team of teachers, support staff, parents, students, building administration, Title 1 representatives, and the Deputy Superintendent have developed a comprehensive plan that addresses the needs of our students.

In addition, instructional teams meet weekly throughout the school year to analyze gaps from the state and local assessments. State performance test data in grade level teams generates discussions about Common Core state standards strengths and weaknesses and how these achievement levels compare to the national and state norms and averages. The data is submitted to the leadership team members who disseminate the information to team members, administration, and the School Board.

Student achievement data is collected to identify the strengths and weaknesses of our elementary and middle school programs, practices, procedures, and activities. Data collected includes longitudinal scores from students' norm referenced and criterion referenced assessments which includes the M-STEP, NWEA; Kindergarten assessment includes Michigan Literacy Progress Profile (MLPP); observation forms; school demographic reports; school improvement and stakeholder perception surveys; and school program and process information is retrieved from the School Process Rubrics (40). These reports provide information that helps DCSD align system challenges with student achievement goals.

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

Our staff collaboratively participated in the comprehensive needs assessment during common prep PLC meetings, as well as during staff meetings for the 2015-2016 school year. Data reports were accessed from BAA results, NWEA scores, and PowerSchool. The School Improvement team initiated the process during monthly PLC meetings. Led by the School Improvement team, DCS staff identify achievement gaps in all content areas for all students and sub groups with multiple test results.

Student Achievement:

Reading (Based on MEAP): Grade 3 (31%) Grade 4 (27%) Grade 5 (30%) Grade 6 (18%) Grade 7 (23%) Grade 8 (22%)

Writing (Based on MEAP): Grade 4 (14%) Grade 7 (24%)

Math (Based on MEAP): Grade 3 (6.3%) Grade 4 (7%) Grade 5 (7.7%) Grade 6 (1.8%) Grade 7 (6.5%) Grade 8 (1.7%)

Science (Based on MEAP): Grade 5 (0%) Grade 8 (0%)

Social Studies (Based on MEAP): Grade 6 (0%)

The mean SS gains for Scantron testing is as follows:

Reading- Grade 2: 192 point gain Grade 3: 188 point gain Grade 4: 172 point gain Grade 5: 168 point gain Grade 6: 128 point gain Grade 7: 115 point gain Grade 8: 57 point gain

Math- Grade 2: 204 point gain Grade 3: 158 point gain Grade 4: 56 point gain Grade 5: 60 point gain Grade 6: 71 point gain Grade 7: 138 point gain Grade 8: 132 point gain

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

Our goals are directly focused on our core content deficit areas including Reading, Writing, Mathematics, and Science. Our goals for Social Studies will focus on increasing both Social Studies content knowledge, as well as the skills needed to increase knowledge in this area. In addition, each of our priority needs are supported by the data presented in the needs assessment.

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

Our goals include a focus on the bottom 30% of our student population. Differentiating the instructional program across content areas will support goal achievement for all students. Quarterly award ceremonies are held for students who have shown academic success. Students receive a certificate and school-wide recognition.

Component 2: Schoolwide Reform Strategies

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

The Detroit Community Elementary School Improvement Team has implemented professional development and a process to research best practices and interventions to improve instruction. Differentiated instructional practices for all students to acquire content; to process, construct, or make sense of ideas. Differentiated instruction aids teachers in addressing needs, determining student interest, and identifying learning styles.

DCSD uses a mastery grading system based on their demonstrated level of mastery of concepts ("Essential Skill"), rather than just calculating an average based on the total number of "points" they earn in a semester. Teachers ensure that instruction is aligned with common core state standards and district curriculum. Technology is used as a formative assessment to collect, organize, analyze, and report student growth. A STEAM course is also taught to acquaint students with careers in the areas of science, technology, engineering, arts, and math.

Teams of teachers meet regularly for the purpose of engaging in collaborative discussions about student progress and the identification of ongoing appropriate instructional interventions to close the achievement gap. It is our belief that these skills increase the likelihood of success both in our school and in the student's life after school.

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

DCSD implements Glasser's Reality Therapy and Choice Theory which states all total behavior is chosen, but we only have direct control over the acting and thinking component. We can only control our feeling and physiology indirectly through how we choose to act and think. This has helped to enhance the positive culture and climate of our school by training our staff on how to build positive relationships with our students, thus enhancing the quantity and quality of work received from students.

Staff all receives "Harry Wong's First Days of School" training to promote effective classroom management.

Mastery grading has encouraged students to write and research as an alternate to rote memorization.

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

The Comprehensive Needs Assessment disclosed a need for teachers to develop better and stronger relationships with students. Glasser's research has shown that relationship building is a key, if not the most important components of student success. This has helped to enhance the positive culture and climate of our school.

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

Our district superintendent developed and implemented an Individualized Student Learning Plan (ISLP). The ISLP includes student demographic data and a summary of assessment results. Its most important component is tailored intervention strategies for the students. The interventions must address each Common Core State Standard in which the student is struggling.

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

The Chief Administration Officer and the Principal meet with each teacher twice per year to review ISLPs, assessment data, and classroom documentation. The objective of the meeting is to ensure that the intervention strategies identified are effective.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for 2014-2015 was 75%. This was due to a large number of Teach For America teachers completing their final year and several teachers completing year 5 of their student-loan reduction eligibility.

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

25 % of our teachers have 0-3 years of teaching experience.

75% of our teachers have 3-9 years of teaching experience.

25% of our teachers have over 10 years of teaching experience.

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

- Competitive Salary
- 401 K match
- Research based professional development
- Safe work environment
- Common planning time
- Mentor teacher provided for teachers having less than 3 years of experience
- Extra income through stipend opportunities
- Opportunity to engage in new strategies to increase student achievement

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

- Competitive salary
- 401 K match
- low cost Blue Cross/Blue Shield HMO
- Annual salary re-evaluations
- Positive school climate and culture

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

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Detroit Community Schools has implemented specific initiatives on the district and school level to attract and retain high quality and highly qualified teachers. DCS is offering financial incentives for after-school support and various leadership opportunities; smaller class sizes; and teacher involvement in the decision making process. The one thing that would resolve this issue in participation in the State's MEMSPA retirement program, which is not affordable for DCSD.

Component 5: High Quality and Ongoing Professional Development

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

Ongoing professional development topic include:

- Glasser's Choice Theory
- Harry Wong's First Days of School
- Curriculum training
- Creating and maintaining ISLPs
- Mastery Grading
- Lesson Planning

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

The professional development received by our teachers is sustained through our professional learning community meetings monthly. Grade level team meetings are scheduled during common planning times to meet and effectively plan for the implementation of the identified strategy. Administrative staff is routinely involved in classroom observations.

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

Component 6: Strategies to Increase Parental Involvement

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

DCES staff concurs with the result of studies that show when parents are involved in decision making and advocacy, student achievement rises to higher levels. We value parent input and involvement in all decisions involving their children. We have extended chances for parents to become involved in decision making and advocacy by providing the following opportunities:

-During parent/teacher conferences in November, January, and April along with Open House events, parents are provided with a copy of the Parent's Guide to Common Core Standards. During conferences parents receive copies of assessment results as well and receive a thorough explanation of the grade level performance of their child.

-Monthly parent meetings are held with the parent liaison to train the parents on various programs as well as inform them on the School Improvement Plan.

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

Parents are invited to attend monthly School Improvement Team meetings to share their input and suggestions.

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

DCSD generates parent surveys each year to solicit ideas, comments, and concerns from parents to improve involvement and school culture. The School Improvement Team reviews these surveys twice a year and has invited parents to join the team for input in the decision making process. Parents are encouraged to complete evaluation sheets as a means of providing feedback on effectiveness of DCS programs or activities along with suggestions for improvement. Suggestions will be addressed at the monthly parent meeting with the parent coordinator and during SIP team meetings.

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

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

-During parent/teacher conferences in November, January, and April parents are provided with a copy of information on the Common Core State Standards. During conferences, parents receive the results of district assessments and a thorough explanation of the grade level performance of their child and the learning activities that can expand to homework practice to further promote student achievement. Report cards and progress reports are provided to parents four times a year.

-An Annual Educational Report meeting is help to discuss M-STEP results. Parents are provided with information on how to interpret M-STEP results for their child.

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- The parents of special education students also receive a copy of the IEP, IEP progress reports, and three year re-evaluation academic achievement results.
- Parents are encouraged to volunteer in the classroom, field trip, and during other activities throughout the school year. Volunteer forms are sent home at the beginning of each school year.
- Staff are trained to make positive initial contact with the parents at the beginning of the school year to create a culture of informed and involved families for student retention, performance, and school improvement.
- The Parent Liaison has coordinated parent involvement events with various community organizations.
- All literature and documents are provided to parents will contain parent friendly terminology, such as the compact and handbook.
- An annual meeting to provide parents/guardians with results of individual assessments including a question and answer session.
- An annual Title 1 services meeting to provide parents with information regarding the services provided is held.
- Parent escorts are used to assist students who need additional supervision.

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

Parents are invited to participate on the School Improvement Team and will meet on a monthly basis throughout the school year. During the months of January and May an evaluation meeting will be held to assess the effectiveness of the Title 1 and 31a programs. Parents will be asked to submit suggestions from surveys and to provide verbal feedback during the evaluation meetings. The surveys contain questions in regards to the level of satisfaction of the programs and the effect on student academic achievement.

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

The results will be analyzed to determine areas of improvement that we can address. Appropriate measures will be taken to ensure that parental requests for reasonable changes and improvements are addressed.

8. Describe how the school-parent compact is developed.

The DCS Student/Parent/Teacher Compact was devised by parents, teachers, and administrators during School Improvement meetings. The plan clearly defines the expectations of all parties and a signature is required by all parties to demonstrate the commitment to student achievement. Teachers share the information with students at the beginning of the school year. The compact is signed at the first Parent/Teacher conference in the fall. The compact is aligned with the school's Code of Conduct. Parents are given the opportunity to voice opinions and make suggestions regarding the Parent Compact through surveys or at School Improvement meetings.

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

Our school hosts Parent/Teacher conferences three times per year. At each meeting the parent-teacher-student compact is reviewed and feedback from all key stakeholders is provided in an effort to determine the overall impact and progress of the commitments made.

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

The middle school and high school hold parent/teacher conferences three times per year. At the first conference, parents are presented with the compact to clearly define the expectations of all parties and a signature is required by all parties to demonstrate the commitment to student achievement. The compact is reviewed at subsequent conferences in correlation to student achievement.

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

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

Our parent liaison is an experienced community based social worker. She assists our principals when necessary at parent/teacher conferences. We also use simple non-pedagogic language in our automated calls to parents and our written documents summarizing student achievement.

Component 7: Preschool Transition Strategies

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

Detroit Community Elementary/Middle School recognizes the need for a learning environment that eases the transition process of Preschool aged children entering Kindergarten. DCS conducts needs assessment surveys of parents with Preschool aged children entering Kindergarten, in order to determine activities needed as well as issues or possible barriers.

-DCS holds various tours throughout the year to local preschools.

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

Professional development opportunities for Kindergarten staff to support barriers as identified in the needs assessment. We train staff and parents of preschool and kindergarten children on research-based practices on rigor and relevance in the curriculum.

Component 8: Teacher Participation in Making Assessment Decisions

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

DCS has established a Professional Learning Community that consists of instructional staff meetings to make decisions of academic goals, effective teaching strategies, and district assessments. During these meetings and School Improvement meetings, teachers discuss implementing research based classroom assessments and district assessments.

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

Monthly PLC meetings are held to make decisions on academic goals, effective teaching strategies, and assessment data.

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

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

Students who have not reached mastery on weekly assessments are referred to after school tutoring and summer school until they have mastered the Common Core State addressed in the classroom. Another method is through the implementation of the ISLPs based on the district/state assessment data. Students are then provided with resources that will help them meet and/or exceed the standards. Teachers's formative and summative assessments are also used to identify those students that may experience in mastering the State's standards.

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

- Teachers are provided with copies of student's ISLPs to provide targeted assistance and meet the student at their current academic level.
- After-school tutoring is provided twice per week.
- Academic support in the form of paraprofessionals, reading specialist, and special needs educators provide academic support.
- Special needs teachers and general education teachers will use the co-teaching model to meet students' needs.
- A five week summer school academy held to assist students who have not reached mastery.
- Small group reading centers provide differentiated instruction.

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

As previously described in this document, DCS uses the individualized Student Learning Plans as its primary method of identifying the academic needs of its students, thus providing differentiated and modifications based on the information on the ISLP.

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

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

DCS utilizes funds from Title 1, Title II, 31a, designated grants, and district general funds to support and enhance a variety of program incentives. These programs are designed to act as a resource tool for staff members, parents, and students in order to provide the necessary support services that will ensure the success of all students as outlined in the School Improvement Plan. The decision making process to coordinate federal, state, and local programs and resources to support the school-wide program is determined from weekly and monthly meetings held by the School Improvement Team and subcommittees throughout the school year.

Title 1 :

- Paraprofessionals
- Reading Specialist
- Parent involvement activities
- Interactive White Boards
- Computers for the classrooms
- Attending Conferences

Title II:

- Math, Science, Social Studies, and Reading professional development

Section 31A:

- Summer School
- After school tutoring
- Social worker
- Attendance Liaison

Grants:

- Henry Ford Mobile Health Center
- Lowe's Greenhouse grant

General Funds:

- Computer technology
- Curriculum
- Parent/Teacher conferences
- School Improvement meetings

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

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1. Comprehensive Needs Assessment- Title I
2. School-wide Reform Strategies- Title I
3. Instruction of Highly Qualified teachers- Title I, Title IIA
5. High-quality and ongoing professional development- Title II, general fund
6. Strategies to increase parental involvement- Title I, general fund
7. Preschool Transition- Title I, general fund
8. Teacher Participation in making assessment decisions,ISLPs- general fund
9. Timely and additional assistance to students having difficulty mastering the standard- Title I, Title IIA, 3A, general fund
10. Coordination and integration of federal, state, and local programs and resources- general fund, Title I

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

-DCS will utilize funds from the General fund, Title I, Title II, and 31A to ensure that a wide spectrum of support services are available to support the success of all students.

-Violence Prevention Programs have been implemented through Safe School training.

-The district has implemented a universal breakfast program that is offered daily.

-DCS has received grant funding to implement the following programs: Build A Bike, Lowe's greenhouse project, and STEAM.

-Teacher sponsored Student Council

- Reading Specialist

-Parent Liaison led parent training.

-After School Tutoring twice per week

-Parent panel to work with students.

Evaluation:

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

The DCS School Improvement Team is primarily responsible for the evaluation process of the School Improvement Plan. Annual, state, and local assessment data is analyzed and used in the evaluation process of the plan. The SIT schedules monthly meetings to monitor the progress and assess the effectiveness of the school-wide plan. To ensure the best possible execution of the plan, the supplemental educational services of the plan will be evaluated during the months of January and May. During these meetings, the effectiveness of the Title I and 31A programs will be assessed, and team members will use the data collected to make changes to the plan and programs for the following school year.

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

The School Improvement team analyzes the scores from the entrance and exit criteria of the school-wide programs. This information is determined through the process of pre-assessments and post-assessments of students' academic levels, and M-STEP scores. Progress monitoring is completed by administering assessments throughout the programs every 10-12 weeks to indicate if students need to continue the program, exit the programs, or be referred to special education after the RTI process.

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

The school examines the overall gain in scores for individual students, by grade level and by school to determine if a pre-determined level of achievement have been attained. Individual students who have demonstrated satisfactory gains will be allowed to exit from the Title I program to make room for additional students.

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

The School Improvement Team provides continuous monitoring of the school's improvement and achievement plan by participating in discussions during monthly meeting. The SIT is comprised of administrators, teachers, board members, parents, and students who provide an insight to the necessary changes needed improve the School Improvement Plan. The team analyzes the results from evaluation forms, surveys, and achievement data to revise the plan.

Plan for School Improvement Plan 2015-2016

Overview

Plan Name

Plan for School Improvement Plan 2015-2016

Plan Description

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 DCSES students will demonstrate increased reading comprehension.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$54000
2	All DCSES students will demonstrate increased mathematics proficiency.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$88000
3	All DCSES students will demonstrate increased student achievement in the area of Social Studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2889
4	All DCSES students will demonstrate increased achievement in Science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2889

Goal 1: All DCSES students will demonstrate increased reading comprehension.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Bottom 30% students will demonstrate a proficiency comprehension in Reading by 07/19/2015 as measured by M-STEP and NWEA.

Strategy 1:

Differentiated Instruction - During classroom instruction as well as after school and summer school programs, teachers will use small group instruction to provide direct instruction to focus on specific skills in reading. A focus will also be on the five pillars of reading instruction including phonemic awareness, phonics, fluency, vocabulary and comprehension skill development.

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

Pinnel, Gay, Fountas, Irene, (2010). Research Base for Guided REading as an instructional Approach. (Article) Jefferson City, MO: Scholastic.

<http://teacher.scholastic.com/products/guidedreading/research.htm>

Tier: Tier 2

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will be provided in the content areas of Reading and Mathematics for struggling students.	Academic Support Program	Tier 2	Implement	10/01/2015	06/01/2016	\$14400	Title I Part A	Instructional Specialists

Activity - Reading Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DSCES Reading Specialist will progress monitor students of grades K-2's reading progress using MLPP, F &P, and Scantron assessment tools. Reading Specialist will use the results to support teacher development of aligned instructional designs.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/01/2017	\$39600	Title I Part A	Reading Specialist

Goal 2: All DSCES students will demonstrate increased mathematics proficiency.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Bottom 30% students will demonstrate a proficiency of increased concepts and skills in Mathematics by 06/01/2016 as measured by M-STEP and NWEA.

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Strategy 1:

Math Paraprofessional - An instructional interventionist will be employed to support student deficits in Mathematics achievement.

Numbers and Operations: Measurement, Fractions,

Application of Mathematical Concepts: Real World Problems and analytical thinking,

8 Standards of practices

Research Cited: Pashler, H., Bain, P., Bottage, B., etc., (2007). Organizing Instruction and Study to Improve Student Learning. NCER 20078-2004. Washington, DC: National Center for Education Research, Institute of Education Sciences practice Guide, U.S. Department of Education. Retrieved from <http://ncer.ed.gov>

Tier: Tier 2

Activity - Common Core State Standards Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Resource Kits will be purchased to support achievement of curriculum alignment. Ongoing professional development will be conducted to assure the CCSS are reflected in lesson plans.	Professional Learning	Tier 1	Implement	09/01/2015	07/01/2017	\$42500	Title I Part A	Instructional Specialist and Curriculum Director.
Activity - Instructional Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional interventionist will be employed to support student deficits in Mathematics achievement.	Academic Support Program	Tier 2	Implement	09/01/2015	09/01/2017	\$45500	Title I Part A	School Administrator or Curriculum Coach

Goal 3: All DCSES students will demonstrate increased student achievement in the area of Social Studies.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Bottom 30% students will demonstrate a proficiency of increased knowledge of content and knowledge in Social Studies by 07/01/2016 as measured by M-STEP and classroom assessments.

Strategy 1:

Black Heroes and History - Teachers will develop inquiry-based lessons that include a field trip to the Black History museum. Students will create a Black History Project

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and present to peers.

Research Cited: Marzano, R., Pickering, D.J., Pollock, J.E. (2001). Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier: Tier 1

Activity - A Trip Down History Lane	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a plan of inquiry-based lessons that are supported by a trip to the Black History Museum	Field Trip	Tier 1	Monitor	10/01/2015	07/01/2017	\$1695	Title I Part A	Teachers
Activity - Greenfield Village	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit Greenfield Village	Field Trip	Tier 2	Getting Ready	09/01/2015	07/01/2017	\$1194	Title I Part A	Teachers

Goal 4: All DCSES students will demonstrate increased achievement in Science.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Bottom 30% students will demonstrate a proficiency of increased understanding of content and knowledge in Science by 07/01/2016 as measured by M-STEP and NWEA.

Strategy 1:

Science Field Trips - Teachers will plan and facilitate trips to the zoo and other Science related venues.

Research Cited: Zimmelman, S., Daniels, H., Hyde, A. (2005) Best Practice: Today's Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heimann

Tier: Tier 2

Activity - A Trip to the Zoo	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An opportunity will be provided and planned for students to attend the Detroit Zoo.	Field Trip	Tier 2	Evaluate	10/01/2015	08/01/2016	\$1194	Title I Part A	Classroom teachers
Activity - Detroit Science Center	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the Detroit Science Center	Field Trip	Tier 2	Implement	09/01/2015	11/01/2016	\$1695	Title I Part A	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Interventionist	An instructional interventionist will be employed to support student deficits in Mathematics achievement.	Academic Support Program	Tier 2	Implement	09/01/2015	09/01/2017	\$45500	School Administrator or Curriculum Coach
Common Core State Standards Support	Common Core REsource Kits will be purchased to support achievement of curriculum alignment. Ongoing professional development will be conducted to assure the CCSS are reflected in lesson plans.	Professional Learning	Tier 1	Implement	09/01/2015	07/01/2017	\$42500	Instructional Specialist and Curriculum Director.
A Trip Down History Lane	Teachers will develop a plan of inquiry-based lessons that are supported by a trip to the Black History Museum	Field Trip	Tier 1	Monitor	10/01/2015	07/01/2017	\$1695	Teachers
Reading Progress Monitoring	DSCES Reading Specialist will progress monitor students of grades K-2's reading progress using MLPP, F &P, and Scantron assessment tools. Reading Specialist will use the results to support teacher development of aligned instructional designs.	Academic Support Program	Tier 1	Monitor	09/08/2015	06/01/2017	\$39600	Reading Specialist
A Trip to the Zoo	An opportunity will be provided and planned for students to attend the Detroit Zoo.	Field Trip	Tier 2	Evaluate	10/01/2015	08/01/2016	\$1194	Classroom teachers
Detroit Science Center	Students will visit the Detroit Science Center	Field Trip	Tier 2	Implement	09/01/2015	11/01/2016	\$1695	Teachers
After School Tutoring	After school tutoring will be provided in the content areas of Reading and Mathematics for struggling students.	Academic Support Program	Tier 2	Implement	10/01/2015	06/01/2016	\$14400	Instructional Specialists
Greenfield Village	Students will visit Greenfield Village	Field Trip	Tier 2	Getting Ready	09/01/2015	07/01/2017	\$1194	Teachers