School Improvement Plan

Detroit Community Schools - High School

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's graduates 98% - 99% of all 12th grade students and has maintained this percentage 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 Individual Student Learning Plans (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 health center. The Children's Health Project of Detroit is a partnership between Henry Ford Health System and the Children's Health Fund aimed to address 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 Schools HIgh School is to serve the community by providing a program of academic excellence that is designed to prepare students for college and career readiness. Resultantly, our program offerings aim to provide rigorous course studies that include a high and visible level of relevance that excites both students' interest and effectively prepares them for post secondary studies.

Vision Statement

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

Mission Statement

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

Beliefs Statement

1. SUPPORTIVE RELATIONSHIPS

We believe students and their family members should encounter caring adults who understand and value their culture and who recognize the importance of forging supportive relationships as a basis for all learning. We work to realize this aspiration by:

- Training teachers and staff to understand our students' culture and to serve as effective mentors.

- Providing every student with access to a counselor, mentor or social worker.

- Maintaining small class sizes.

- Working with family members and care-givers as partners in their child's education.

2. HIGH ACADEMIC EXPECTATIONS

We believe that all students should be prepared to enter college, pursue a career or engage in other forms of meaningful work in our ever changing global society. We work to realize this aspiration by:

- Offering rigorous academic programs that will help all students meet state requirements.

- Carefully monitoring and working to advance the academic progress of each student.

- Offering Advanced Placement courses and other opportunities for students who want to do extra college preparatory work.

- Exposing students to various career and world of work opportunities.

3. HEAD, HEART AND HANDS

We believe student achievement and life skills are enhanced through a well-rounded curriculum that integrates social, artistic and experiential learning methods. We work to realize this aspiration by:

- Training our elementary school teachers to integrate artistic and experiential methods in the teaching of traditional subjects.

- Integrating project based learning and studio courses (such as visual arts, music, drama, sculpture, wood working and metal working) into our core 6th through 12th grade curricula.

- Providing a wide array of extracurricular activities.

- Using collaborative teaching teams to develop curricula and improve teaching skills.

4. SAFE, SECURE AND COOPERATIVE ENVIRONMENT

We believe students learn best in an environment that is physically and emotionally safe and in a school culture that fosters cooperation, responsibility and self-discipline. We work to realize this aspiration by:

- Establishing a clear code of conduct and holding students accountable for their actions.

- Having trained security and mentoring staff present at all times.

- Engaging students as allies in the process of creating a safe and secure environment.

- Fostering a school-wide culture of self-discipline, collaboration and mutual respect.

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 High 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.

-DCHS 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.
- DCHS 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 have reached 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 DCHS.
- 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 DCHS, 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

-Forgiving 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

-Detroit College Scholarship Fund and Tuition Incentive Program

-Parent Coordinator assists parents in paying electrical, water, and gas bills, as well as 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.

DCHS 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, and as a school-wide professional learning community, we were able to determine school-wide strengths and weaknesses across all core academic areas. During the 2014-2015 school year, we conducted surveys 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 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. The results of these task forces became the components of the final school improvement plan. These results were then shared with the entire staff in weekly staff meetings. Parents and other key stakeholders were apprised of the progress by our parent liaison at our monthly parent meetings as well as through our monthly parent newsletter.

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 includes a decrease in resources which resulted in the 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?

The challenges that have been identified are that we had an increase of 7% in absences and tardiness every year. Due to the increase, teachers are forced to re-teach the material to students. Standardized test results are effected when students are not in school to learn the content that 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 has decreased. The number of referrals and suspensions also has 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 classrooms to minimize the interruptions in the classroom. The Glasser process and behavioral interventionists deliver consistent proactive input 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 for before and after school programming parents in need of transportation assistance. Staff will continue to implement strategies to build relationships with students to ensure our discipline issues 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 DCH 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 numbers of experienced teachers in the building should help to improve 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?

Our school leaders are rarely absence and because of their visabilty throughout the building, our students have grown academically every year.

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 or other reasons. Students are impacted greatly when teachers are out of the building. When teachers are absent, then 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?

The importance of 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?

Review of the Interim Self Assessment indicates a strength in governance and leadership, as well as curriculum and instruction. Staff indicated strong agreement in effective, responsible, and daily administration. Leadership supports improved instructional practices through multiple measures of data analysis and progressive instructional practices.

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 or challenges are those associated with time and funding. Additional time to meet with teachers and provide them with more interventions would be helpful. Student attendance is also a challenge.

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 interventions. 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 assist the needs of every student.

We ensure that students with disabilities have access to the full array of interventions and programs through implementation of the full inclusion model. Students with disabilities are given a plan of action to accommodate to their needs. Students with learning disabilities are given the appropriate accommodations according to their IEP. Using Title 1 funds, paraprofessionals are hired to assist students and 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?

After school tutoring is offered four times a week after school and everyday before school for grades 9-12. We also offer an after-school S.A.T. program twice a week. Summer school is also offered yearly to students who struggle meeting mastery during the school year. In addition, a new band 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 apprise 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 DCHS curriculum which contains common core state standards are for each lesson. These lesson plans are placed outside of the teachers classroom every week. The principal does daily walk throughs to make sure that the state standards are being taught. Teachers also meets in professional learning committees weekly during their common prep. DCS curriculum was designed to align with state standards in all content area.

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.

Returning and new students are surveyed upon admission to DCS. 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

All grade levels indicated a strength in the Common Core area of Craft and Structure. In the category of Literature, students showed strength in understanding the meaning and use of words to convey feeling, recognizing text types and the structure of narrative texts, and identifying points of view and their impact upon a narrative text. In the category of informational text, students showed strength in understanding the meaning of domain-specific words, identifying nonfiction text features, and analyzing multiple points of view in nonfiction texts.

19b. Reading- Challenges

The Common Core area of Integration of Knowledge and Ideas proved to be a challenging area for all grade levels. In the area of literature, students had difficulty relating visual or multi-media representations to the meaning of the text. In addition, students were challenged by comparing and contrasting characters, experiences, themes, plots, and patterns within 2 or more narrative texts. In the category of informational text, students had difficulty relating and interpreting illustrations/visual/quantitative diagrams, integrating information from multiple sources, and providing evidence supporting an author's point of view.

19c. Reading- Trends

Based on a three year trend cycle, the Scantron assessment results for Reading indicate that 32% of our students scored below grade level.

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.

The SIP plan includes the following strategies to increase student achievement:

1.) School and Community Collaboration - DCH staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

2.) Differentiation Strategies Supported Through PLC Framework - Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among curriculum, instruction, and assessment practices in all core and elective content areas. Staff will align instruction (lesson planning) with district curriculum and pacing guides. Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. Staff will create, implement and analyze building and district-level common assessments' results to drive instruction. Staff will implement a Individualized Student Learning Plan (ISLP) process to ensure all students' experience growth in achievement and behavioral success. Seminar teachers will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

PLCs will discuss differentiated instruction as a means for meeting the needs of all students. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 1-2 times per week. Intervention staff will provide Tier III supplemented instruction to identified students for 30 minutes, 3-5 times per week and will receive additional assistance based on the student's IEP.

20a. Writing- Strengths

Students in grades 11 and 12 show strength in the areas of Research to Build and Present Knowledge and Production and Distribution of Writing. Students are able to respond to questions and suggestions to improve their writing.

20b. Writing- Challenges

Two areas of challenge include Knowledge of Language and Conventions of Standard English. Students areas for improvement are: grammar, punctuation, capitalization, spelling, precise language, language for effect, and the use of formal or informal English. On district writing assessments, students need practice using multiple sources to produce a narrative, persuasive, or informational writing piece.

20c. Writing- Trends

Our students writing scores have improved drasticly in the past year. This is due to the superintendent's implementation of the Grammer and Composition course required for all 9th and 10th graders.

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.

1) Implementation of Writing Across the Curriculum - Teachers will include writing instruction across all content areas. They will provide opportunities for students to write-to-learn and write to-demonstrate knowledge. This may include, but is not limited to journal writing, summarizing and research. Ultimately, students and teachers will be able to discern how well information is grasped and where deeper elaboration of key concepts is needed. Students will be able to take small pieces of content, analyze it and look for patterns and connections. Students who use writing as a technique to learn content will develop their skills as thinkers. Organization, summary, and analysis of content become easier for students, producing richer understandings. Writing can help students discover new knowledge--to sort through previous understandings, draw connections, and uncover new ideas as they write. Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.
2) All 9th graders will take a Grammar and Composition course in addition to their regular English Language Arts course.
3)Targeted Assisted Guided Reading and Writing - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students five times per week in all four core content areas.

21a. Math- Strengths

70% of our students have shown growth on Scantron assessment data.

21b. Math- Challenges

The Common Core areas of the complex number system proved to be challenging for all grade levels. In addition, students also had trouble with elementray concepts, such as Number and Operations of Fractions. Students need more practice in the following areas of measurement: estimating and measuring length, time, capacity, mass, weight, angles, perimeter and area, and the volume of solids. Students also need additional assistance with measurement conversion. Students are challenged by reading, interpreting, and representing data.

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 speacialize in math instruction are used in classrooms during math periods. With the help of the curriculum leader, 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. 72% of our students are showing science growth.

22b. Science- Challenges

Students have continued to struggle on science standardized assessments according to previous M-Step scores. This seems to be a testing issue. It seems that demographic has limited access to computers and no keyboarding training. This is critical for a timed test.

22c. Science- Trends

We have slowly increased in science every year on our A.C.T. scores. However, we only have 2% of students proficient in science.

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 new science curriculum. A science fair held every school year, which has created an interest in science among students K-12.

23a. Social Studies- Strengths

N/A

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 Social Studies in the elementrary school and 60% of our students are from the middle school.

23c. Social Studies- Trends

Social Studies scores have been consistently low.

23d. Social Studies- 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.

Social Students curriculum has been developed and infused into the 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?

The areas that display the highest overall level of satisfaction amount students would be reading and writing daily in school, as well as the care they receive from staff

24b. Student Perception Data

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

The area that displayed the lowest level of satisfaction among students would be the use of problem solving. This new task is one that received overall low levels of satisfaction. Students are also dissatified with the lack of electives we offer.

24c. Student Perception Data

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

The actions that will be taken to improve student satisfaction in the identified area will be to increase the communication of the purpose of student learning and search for ways to communicate the targets in a meaningful ways so students know the reason and rational for the work. Making learning meaningful and relevant, along with having groups of students over multiple years will improve student satisfaction in the lowest areas. A final way to increase student satisfaction in the lowest areas would be to continue to make each learning opportunity fun for the students. We are also adding new electives every year, including Forensic Science and World People Studies.

25a. Parent/Guardian Perception Data

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

The areas that were the overall highest level of satisfaction among parents were the school having a safe environment, feeling welcome in the school; communication to families, as well as the main focus of the school is a place for learning.

25b. Parent/Guardian Perception Data

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

Lack of enrichments and interventions to support learners who have met or exceeded grade level expectations.

25c. Parent/Guardian Perception Data

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

We will spend quality time informing parents of interventions, supports and instructional strategies that are in place to meet students needs.
This will be done through the following modes of communication:
  -Parent-Teacher Conferences
  -Title One Parent Information Night
  - Automated one-calls to parents

26a. Teacher/Staff Perception Data

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

Staff is highly satisfied with our school's continual improvement process, based on collaborative learning communities, and training opportunities, such as First Days of Schools, Glasser, and 6+1 writing traits. Staff is also satisfied with the safe environment and the school leaders' expectations to hold all students to high academic standards.

26b. Teacher/Staff Perception Data

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

The lowest level of satisfaction among teacher/staff is the lack of respect student show toward adults in the school, specifically substitute teachers. Also communication is also an area that was indicated as a low level of satisfaction.

26c. Teacher/Staff Perception Data

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

Classroom teachers will continue to use the Glasser model. If a student is still misbehaving, then the staff/teacher will have student escorted to student support. The superintendent will also conduct monthly meetings that will invite teachers to have their input on descisions made at the school.

27a. Stakeholder/Community Perception Data

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

Overall, the highest satisfaction among stakeholders/community is with the opportunities for families and staff to collaborate through programs, such as Music Hall Talent Showcase, Brightmore woodworking and various community activities. In addition, the addition of the on-site health center and the community use of the facility is an are of satisfaction.

27b. Stakeholder/Community Perception Data

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

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 partnership with the City of Detroit has resulted in boarding up of abandoned houses and grass is maintained on these properties.

Summary

28a. Summary

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

The strengths identified from the Demographic Data include: a reduction in the number of student suspensions, the vested interest of experienced teachers and leaders. The challenges identified from the Demographic Data include: retaining students, decreasing student absences, offering a multi-tiered system of support, enhancing extended learning opportunities, and increasing the budget to meet the needs of students living in poverty. The strengths identified from the Process Data include governance and leadership, as well as daily instructional practices. The challenges identified from the Process Data includes the systematic, comprehensive review and revision of curriculum in a shared vision for challenging and equitable student learning. The Achievement/Outcomes data from the Scantron Assessment indicates students from DCHS generally showing improvement. Our challenge lies in isolating strands from each content area in which to improve and to focus on best instructional practices to increase our subgroup achievement levels. The strengths identified from the Perception Data include: high expectations for behavior and academics, differentiation of instruction, a safe learning environment, and the continual improvement process through collaboration. Challenges from the Perception Data include: offering extended learning opportunities in the form of enrichment, enhanced technology, classroom support for at-risk populations, and increasing respect throughout the school through positive communication.

28b. Summary

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

The challenges identified in the demographic, process, and perception data impact student achievement negatively. Student achievement can be improved through the following measures: increasing effective communication, supporting our at-risk populations through a multi-tiered system of support and differentiation, offering extended learning opportunities of enrichment and social programs, and allocating time and funding for the the systematic, inclusive review and revision of curriculum to offer rigor and equity to our student populations.

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?

The SIP plan includes the following strategies to increase student achievement:
1.) School and Community Collaboration - DCH will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

2.) Differentiation Strategies Supported Through PLC Framework - Staff will collaborate as a PLC to strengthen the vertical and horizontal alignment among curriculum, instruction, and assessment practices in all core and elective content areas. Staff will align instruction (lesson planning) with district curriculum and pacing guides. Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement. School Wide Academic Team (SWAT) will create, implement and analyze building and district-level common assessments' results to drive instruction. Staff will implement an ISLP process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success. Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement. Discussions of differentiated instruction will take place to meet the needs of all students. In most classrooms, students have varying academic abilities, learning styles, background knowledge and experiences. They also have different personalities, interests, and levels of motivation for learning. Teachers who differentiate instruction use best practices that address the needs of individual learners. Classroom teachers will provide supplemental support to all Tier I and Tier II students 2-3 times per week. Intervention Staff will provide Tier III supplemented instruction to identified students for 30 minutes 3-5 times per week and will receive additional assistance based on the student's IEP.

3.)Writing Across the Curriculum - Teachers will include writing instruction across all content areas. They will provide opportunities for students to write-to-learn and write to-demonstrate knowledge. This may include, but is not limited to journal writing, summarizing and research. Ultimately, students and teachers will be able to discern how well information is grasped and where deeper elaboration of key concepts is needed. Students will be able to take small pieces of content, analyze it and look for patterns and connections. Students who use writing as a technique to learn content will develop their skills as thinkers. Organization, summary, and analysis of content become easier for students, producing richer understandings. Writing can help students discover new knowledge--to sort through previous understandings, draw connections, and uncover new ideas as they write. Students become better readers, thinkers, and learners in a discipline by processing their ideas through writing.

4.)Targeted Assisted Guided Reading and Writing - The Title I teacher will provide small group, guided reading and writing instruction to targeted assistance students twice per week spanning all four core content areas.

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	http://www.detcomschools.org	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	All EDP's are available upon request in the school's main office.	

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	Ms. Patricia Peoples	

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 through their attendance at weekly leadership team and staff meetings, monthly School Improvement Team meetings, and professional development days. This team of teachers, support staff, parents, students, building administration, Title I representatives, and the Chief Administrative Officer 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 leadership team members and SIT Co- Chairs, who disseminate the information to team members, administration, and the School Board.

A summary of results, as well as goals, is provided monthly to all staff members during staff meetings. Student achievement data is collected to identify the strengths and weaknesses of our high school programs, practices, procedures and activities. Data collected includes longitudinal scores from students' norm referenced and criterion referenced assessments
which includes the Michigan Merit Exam and the Performance Series by Scantron; school demographic reports; school improvement and stakeholder perception surveys; focus group reports; and school program and process information is retrieved from School Process Rubrics (40).

Stakeholders perception data is compiled via surveys. Student demographics are retrieved from school data base information, including various eligibility documents for Title I, Section 31A, Title II A and D programs. These reports provide information that helps DCHS 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 2014-2015 school year. Data reports were accessed from Data Director, Data Manager, BAA, Scantron, CEPI, MI School Data and PowerSchool. The school improvement team initiated the analysis process during weekly PLC meetings. Led by the school improvement team, DCH staff identified achievement gaps in all content areas for all students and sub groups with
multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, and demographic input. As a result, students were chosen with the following entrance criteria for supplemental Title I services based on the following fall Scantron scores:

Grade 9 - 2574 or below in mathematics and 2559 or below in reading

Grade 10 - 2586 or below in mathematics and 2573 or below in reading

In addition, pre and post test were examined to determine the bottom 30% of students. This data analysis, in combination with need as defined by the Scantron test, was used to identify students who are eligible for Title I services. Finally, staff prioritized the areas of greatest

need for all and identified sub groups and preliminary priority goals. Staff worked together to develop strategies and activities to obtain our goals. The school improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Additionally, the team completed the School Data Analysis diagnostic in AdvancED. SIP team leaders communicated with staff at PLC meetings and weekly staff meeting to ensure all stakeholders are involved in the process.

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. Our superintendent implemented a program called "Give me Five." Using the Individualized Student Learning Plans (ISLPs), the program allows the superintendent to ask students questions that are appropriate to their learning level. If the student answers the question correctly, then she would give him or her $5 dollars. All funds were donated by the superintendent. This built the confidence of at-risk students by promoting their academic progress.

Additionally, the superintendent conducts an annual essay contest, science fair, and poetry "slam" with cash prizes awarded to winners.

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 High 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.

DCHS utilizes a mastery grading system based on their demonstrated level of mastery of concepts ("Essential Skills"), rather than just calculating an average based on the total number of "points" they earn in a semester. DCHS has implemented READ 180 to target the population of students reading at least 3 years below grade level. Teachers ensure that instruction is aligned with common core state standards and district curricula. 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. All students are scheduled for seminar which is designed to help students develop accountability, as well organizational and time management skills. During seminar, teachers complete an Individualized Student Learning Plan (ISLP) that tracks their assessment scores, strengths and weaknesses. A plan is developed specific to each student's needs to help them succeed in their courses.

It is our belief that these skills increase the likelihood of success both in our school and in the student's life after high 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).

DCHS 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 components. 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 also 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 alternative 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' research has shown that relationship building is a key, if not the most important component 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 Program (ISLP). The ISLP includes student demographic data and a summary of assessment results. Its most important component is tailored intervention strategies for the student. 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 Administrative Officer and the high school principal meet with each teacher 3 times per school year to review the ISLP, along with aggregate class assessment results. 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		

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The 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?

75% of our teachers have 0-3 years teaching experience.

10% of the teachers have 9-15 years teaching experience

15% of the teachers have over 15 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

-401k match

-Research based professional development

-Safe work environment

-Common planning time

-Mentor provided for teachers having 3 years or less 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

-401K match

-low cost Blue Cross/Blue Shield HMO.

-Annual salary schedule re-evealuations

-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?

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 MPSERS 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 job-embedded professional development opportunities include:

-Glasser's Choice Theory

-Harry Wong's FIrst Days of School

-Curriculum Training/Lesson Planning

-Creating and maintaining ISLPs

-Mastery Grading

-Professional Learning Communities/Collaboration

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.

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

- A parent representative is asks participate on the School Improvement Team and attend the planning meetings
- Parent surveys are conducted periodically throughout the school year
- Monthly parent meetings to gain parent input for ongoing school improvement

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

Parents are invited to attend monthly meetings, complete surveys, and provide direct input based on involvement and participation for school.

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 meetings 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		DCS Parent Involvement Plan

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.

-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 I 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 DCHS Student/Parent/Teacher Compact was devised by parents, teachers, and administrators during a School Improvement Meetings. The plan clearly defines the expectations of all parties and a signature is required by all parties to demonstrate the commitment tostudent 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 review meetings four times a 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.

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

The high school conducts 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		DCS Student-Parent 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?

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Detroit Community High School has established Professional Learning Communities that consist of instructional staff meeting to make decisions of academic goals, effective teaching strategies, and district assessments. During these meetings and School Improvement Team meetings, teachers discuss implementing research based classroom assessments and district assessments. The federal programs committee schedules meetings to include teachers in making decisions on entrance and exit criteria of supplemental programs, as well as frequency, based on the data from assessments. In addition, DCHS conducts staff surveys and collects documentation after every professional development session to ascertain teacher feedback. The administration meets with groups of teachers to solicit their involvement in decision-making.

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

Detroit Community High School has established a seminar period that each student is scheduled for and teachers work with the students to create their ISLPs based on district assessments. Professional Learning Communities consist of instructional staff meeting to make decisions of academic goals, effective teaching strategies, and district assessments. During these meetings and School Improvement Team meetings, teachers discuss implementing research based classroom assessments and district assessments. In addition, DCHS conducts staff surveys and collects documentation after every professional development session to ascertain teacher feedback.

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.

One of the methods used to identify students who experience difficulty in mastering State's academic assessment standards is the implementation of the Individualized Students Learning Plans (ISLP) based on the district/state assessment data. Students are then provided with resources that will help them meet and/or exceed the standards. Teacher's formative and summative assessments are also used to identify those students that may experience difficulty in mastering the State's standards. 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.

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 2 times per week.
- Academic Support in the form of paraprofessionals, reading specialists, and special needs educators provide additional academic support.
-Special needs teachers and general education teachers will use the co-teaching model to meet students' needs.
-Summer Academy - A five week program is taught during the summer vacation months.
-Reading Centers - Provide differentiated instruction and authentic assessment.
-Small Group Instruction/Guided Practice - teachers will place students in small groups to provide direct instruction.

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

As previously described in this document, DCHS uses the Individualized Student Learning Plan (ISLP) as its primary method of identifying the academic needs of its students, thus providing differentiation and modifications based on the information in 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 tat will ensure the success of fall 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 help by the School Improvement Team and subcommittees throughout the school year.

Title 1 :

-Paraprofessionals

-Reading Specialist

-Parent involvement actives

- 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.

1. Comprehensive Needs Assessment-general fund, Title I

2. Schooolwide Reform Strategies-general fund, Title I

3. Instruction of Highly Qualified Professional Staff-Title IIA, general fund

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools-general fund, Title IIA, Title I

5. High-Quality and Ongoing Professional Development-Title IIA,general fund

6. Strategies to Increase Parental Involvement-Title I, general fund

7. Preschool Transition Strategies-N/A

8. Teacher Participation in Making Assessment Decisions (ISLPs)-general fund,

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards- Title I, Title IIA, Special Education, general fund and 31A

10. Coordination and Integration of Federal, State, and Local Programs and Resources-general fund, Title

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 DCHS School Improvement Team(SIT) is primarily responsible for the evaluation of the School Improvement Plan. Annual State and local assessment data is analyzed and used in the evaluation process of the plan. The SIT will schedule 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 upcoming school year.

The following methods will be among those utilized in the evaluation of the school-wide plan:
-Analysis of MSTEPScores for Grade 11 by class, grade, and subgroups
-Analysis of local assessments: NWEA; teacher formative and summative assessments
-Analysis of entrance and exit criteria from Title I and 31a Programs
-Analysis of Report Card Grades by marking periods (every ten weeks)
-Analysis of Progress Reports (every six weeks)
-Review of pre and post assessment scores from after-school tutoring programs
-Review of student, teacher, and parent perception surveys
-Review of daily schedules and lesson plans
-Review of student portfolios to determine writing and mathematics proficiency and progress
-Review of progress process data (Education Yes!)

Lastly, but most importantly, the Chief Administrative Officer and the high school principal meet 3 times per year with each teacher to review their ISLPs and aggregate student assessments to determine how effective the teachers intervention strategies have been.

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 allow 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(SIT) provides continuous monitoring of the school's improvement and achievement plan by participating in discussions during monthly meetings. The SIT is comprised of administrators, teachers, parents, and students who provide insight into the necessary changes needed to improve the school improvement plan. The team analyzes the results from evaluation forms, surveys, and achievement data to revise the plan.

2015-2016 Plan for School Improvement Plan

Overview

Plan Name

2015-2016 Plan for School Improvement Plan

Plan Description

Detroit Community Schools - High School

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 DCHS students will demonstrate increased reading comprehension.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$74187
2	All DCHS students will be demonstrate increased achievement in mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$78160
3	All DCHS students will demonstrate increased achievement in science	Objectives: 1 Strategies: 2 Activities: 2	Academic	$18095
4	Use positive behavior strategies to ensure a positive culture and climate for student learning.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$1000

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

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the area of comprehension in Reading by 06/17/2016 as measured by Scantron gain scores from Fall .

Strategy 1:

Targeted Prescriptive Interventions - Paraprofessionals will provide services for students who struggle in reading. Target areas will be identified by core content area

teachers. Paraprofessionals will also support specific concept development of standards identified by the teachers of Mathematics.

Research Cited: Time spent reading is highly correlated with comprehension. Durkin, D. (1978). What classroom observations reveal about Reading Comprehension

instruction. Reading Research

Handbook of Reading Research (pp. 383-417). New York: Longman.

Tier: Tier 1

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will provide and implement Read 180 as a targeted reading intervention for high school studentswho are demonstrating skills that are below grade level.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$7902	Title I Part A	Teachers and paraprofessionls.

Activity - Targeted Individualized Interventions and Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will be employed to provide individualized and targeted tutorial support for struggling students.	Academic Support Program	Tier 1	Implement	09/16/2015	06/17/2016	$19185	Title I Part A	School Administrator, Core Content Teachers, counselors

Activity - Targeted Literacy Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A instructional interventionist will be employed to support struggling students' development of literacy skills across the curriculum.	Academic Support Program	Tier 1	Getting Ready	09/21/2015	06/17/2016	$44100	Title I Part A	School Administrator and Title I Coordinator

Strategy 2:

School and Community Collaboration - Detroit Community staff will provide opportunities for the community and stakeholders to participate in various school-related activities. Activities will be designed to integrate the community in school-wide events and to inform parents of classroom strategies, expectations, and extended learning opportunities. Tier II students will also have additional parent collaboration opportunities through the Title I teacher.

Research Cited: Hiatt-Michael, Diana B. "Promising Practices for Family Involvement in Schools."

Greenwich, CT: Information Age Pub., 2001. Print.

Mattingly, D. J., R. Prislin, T. L. McKenzie, J. L. Rodriguez, and B. Kayzar.

"Evaluating Evaluations: The Case of Parent Involvement Programs." Review of

Educational Research 72.4 (2002): 549-76. Print.

Tier: Tier 1

Activity - Curriculum Night for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Meet the Teacher and Curriculum night will be held for and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts.	Parent Involvement	Tier 1	Implement	09/21/2015	09/01/2016	$1500	Title I Schoolwide	Classroom teacher,Title I Instructional Specialist, and Parent Liaison

Activity - Title I Parent Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Liaison will hold monthly parent meetings to communicate Title I services, resources and expectations.	Parent Involvement	Tier 3	Monitor	09/09/2015	06/17/2016	$1500	Title I School Improvement (ISI)	Parent Liaison

Goal 2: All DCHS students will be demonstrate increased achievement in mathematics.

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the ability reason and persist in solving mathematical problems in Mathematics by 06/17/2016 as measured by MME.

Strategy 1:

Inquiry-Based Teaching and Learning - Teachers will engage students in an inquiry-based approach to the teaching of mathematical concepts. Students will engage in hands-on activities that are designed to connect and integrate abstract representations to the concrete representations of math concepts.

Research Cited: Carpenter, Thomas, and Richard Lehrer. "Teaching and Learning Mathematics with Understanding." In Mathematics Classrooms that Promote

Understanding edited by Elizabeth Fennema and Thomas A. Romberg. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Burns, Marilyn. "A can of Coke Leads to a Piece of Pi." Journal of Staff Development 25, no. 4 (2004); 16-21

Tier: Tier 1

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school tutoring will be facilitated by DCHS teachers in the areas of Mathematics and Reading	Academic Support Program	Tier 1	Monitor	09/21/2015	06/17/2016	$31460	Title I Part A	Principal and teachers.

Activity - Common Core Teacher Resource Kits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Teacher Resource Kits	Professional Learning	Tier 1	Implement	09/21/2015	06/17/2016	$2600	Title I Part A	Title I Coordinator

Activity - Mathematics Interventionist Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Mathematic Interventionist/Specialist will support the development of targeted interventions to support struggling students and the instructional program design of the general ed. teachers.	Academic Support Program	Tier 1	Monitor	09/21/2015	06/17/2016	$44100	Title I Part A	Mathematics Interventionist/Specialist

Goal 3: All DCHS students will demonstrate increased achievement in science

Measurable Objective 1:

A 10% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency understanding Science content and processes in Science by 06/17/2016 as measured by M-Step and NWEA assessments.

Strategy 1:

Differentiated Instruction - Teachers will guide whole group, small group and one-on-one instruction based on students individual science levels.

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 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide whole group, small group and one-on-one instruction based on students individual science levels.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/17/2015	06/17/2016	$6125	Title I Part A	Classroom Teachers

Strategy 2:

Teacher Interventionalist - A high qualified, contracted science teacher will provide tutoring/specific interventions to students that are struggling to meet requirements of

their science course.

Research Cited: Model to Improvel Science Instruction by Jennifer Himmel and Deborah J. Short

Tier: Tier 1

Activity - Teacher Interventionalist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A high-qualified, contracted science teacher will provide tutoring/specific interventions to students that are struggling to meet the requirements of their science courses.	Academic Support Program	Tier 1	Implement	09/08/2015	06/01/2016	$11970	Title I School Improvement (ISI)	Title 1 Instructional Specialist

Goal 4: Use positive behavior strategies to ensure a positive culture and climate for student learning.

Measurable Objective 1:

80% of All Students will collaborate to improve student behavior in Practical Living by 06/17/2016 as measured by a review of the number and type of discipline referrals, student climate survey data, student engagement in the classroom, and classroom observations..

Strategy 1:

Teachers/Administrator reward students for demonstration of positive behavior within our school. - Planned events for all DCH students focused on one or more

aspects of creating a positive environment. This could be a guest speaker, small group activities, or other events designed to engage students in creating a positive

school environment.

Research Cited: Marzano, Response to Intervention (RTI)

Tier: Tier 1

Activity - All-School Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Planned events for all DCH students focused on one or more aspects of student conduct. This could be a guest speaker, small group activities, or other events designed to engage students in creating a a positive school environment.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	06/17/2016	$1000	Other	Teachers and Administrators

Strategy 2:

Buddy's Program - Upper class students partner with lower class students to support that student's academic and behavioral success in

the classroom. Upper class students help with the specific academics such as mathematics, science, English, and social studies.

Research Cited: Research indicates that strong student-to-student relationships help to increase student achievement (Cohen).

Tier: Tier 2

Activity - Buddy Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upper class students work directly with under class students to support their academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	09/01/2015	06/17/2016	$0	No Funding Required	Counselors and 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
Targeted Literacy Support	A instructional interventionist will be employed to support struggling students' development of literacy skills across the curriculum.	Academic Support Program	Tier 1	Getting Ready	09/21/2015	06/17/2016	$44100	School Administrator and Title I Coordinator
Mathematics Interventionist Support	A Mathematic Interventionist/Specialist will support the development of targeted interventions to support struggling students and the instructional program design of the general ed. teachers.	Academic Support Program	Tier 1	Monitor	09/21/2015	06/17/2016	$44100	Mathematics Interventionist/Specialist
Read 180	Teacher will provide and implement Read 180 as a targeted reading intervention for high school studentswho are demonstrating skills that are below grade level.	Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$7902	Teachers and paraprofessionls.
Targeted Individualized Interventions and Tutoring	Paraprofessionals will be employed to provide individualized and targeted tutorial support for struggling students.	Academic Support Program	Tier 1	Implement	09/16/2015	06/17/2016	$19185	School Administrator, Core Content Teachers, counselors
After School Tutoring	After school tutoring will be facilitated by DCHS teachers in the areas of Mathematics and Reading	Academic Support Program	Tier 1	Monitor	09/21/2015	06/17/2016	$31460	Principal and teachers.
Common Core Teacher Resource Kits	Common Core Teacher Resource Kits	Professional Learning	Tier 1	Implement	09/21/2015	06/17/2016	$2600	Title I Coordinator
Differentiated Instruction	Teachers will guide whole group, small group and one-on-one instruction based on students individual science levels.	Academic Support Program, Direct Instruction	Tier 1	Monitor	09/17/2015	06/17/2016	$6125	Classroom Teachers

Title I School Improvement (ISI)

School Improvement Plan
Detroit Community Schools - High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I Parent Meetings	Parent Liaison will hold monthly parent meetings to communicate Title I services, resources and expectations.	Parent Involvement	Tier 3	Monitor	09/09/2015	06/17/2016	$1500	Parent Liaison
Teacher Interventionalist	A high-qualified, contracted science teacher will provide tutoring/specific interventions to students that are struggling to meet the requirements of their science courses.	Academic Support Program	Tier 1	Implement	09/08/2015	06/01/2016	$11970	Title 1 Instructional Specialist

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Night for Parents	Parent Meet the Teacher and Curriculum night will be held for and designed by the classroom teachers within each grade level. Teachers will give an overview of the curriculum standards and expectations, as well as resources that may be available (i.e., classroom website, curriculum websites etc...). Examples of strategies that are modeled in the classroom will be modeled for parents. This will give parents the tools to help their child master concepts.	Parent Involvement	Tier 1	Implement	09/21/2015	09/01/2016	$1500	Classroom teacher,Title I Instructional Specialist, and Parent Liaison

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Buddy Partnership	Upper class students work directly with under class students to support their academic success.	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	09/01/2015	06/17/2016	$0	Counselors and teachers

Other

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

All-School Learning Activities	Planned events for all DCH students focused on one or more aspects of student conduct. This could be a guest speaker, small group activities, or other events designed to engage students in creating a a positive school environment.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2015	06/17/2016	$1000	Teachers and Administrators