

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: Detroit Community Schools

ISD/RESA: Wayne RESA

School Name: Detroit Community Schools-High School

Grades Served: 9,10,11,12

Principal: Mr. Aaron Williams

Building Code: 08456

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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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. 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.

## School Information

School:	<b>Detroit Community Schools-High School</b>
District:	<b>Detroit Community Schools</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>08456</b>
City:	<b>DETROIT</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

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

## Beliefs Statement

### 1. SUPPORTIVE RELATIONSHIPS

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

- Training teachers and staff to understand our students' culture and to serve as effective mentors.
- Providing every student with access to a counselor, mentor or social worker.
- Maintaining small class sizes.
- Working with family members and care-givers as partners in their child's education.

### 2. HIGH ACADEMIC EXPECTATIONS

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

- Offering rigorous academic programs that will help all students meet state requirements.
- Carefully monitoring and working to advance the academic progress of each student.
- Offering Advanced Placement courses and other opportunities for students who want to do extra college preparatory work.
- Exposing students to various career and world of work opportunities.

### 3. HEAD, HEART AND HANDS

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

- Training our elementary school teachers to integrate artistic and experiential methods in the teaching of traditional subjects.
- Integrating project based learning and studio courses (such as visual arts, music, drama, sculpture, wood working and metal working) into our core 6th through 12th grade curricula.
- Providing a wide array of extracurricular activities.
- Using collaborative teaching teams to develop curricula and improve teaching skills.

### 4. SAFE, SECURE AND COOPERATIVE ENVIRONMENT

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

- Establishing a clear code of conduct and holding students accountable for their actions.
- Having trained security and mentoring staff present at all times.

- Engaging students as allies in the process of creating a safe and secure environment.
- Fostering a school-wide culture of self-discipline, collaboration and mutual respect.

#### **5. COMMUNITY CONNECTIONS**

We believe in contributing to the well-being of the wider community and in creating new learning opportunities for our students and their families through partnerships with other community-based organizations. We work to realize this aspiration by:

- Forging partnerships with other institutions in order to expand learning opportunities for our students.
- Offering community-based apprenticeships, internships, or projects for our students
- Creating educational and enrichment opportunities for our student's families and caregivers.
- Fostering understanding of and care for our natural environment among our students.

# Goals

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

## Goal 1: Math Proficiency

**Content Area:** Math

**Development Status:** Complete

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

**Gap Statement:** Students in the 11th grade achieved below state standards on the MME assessment in the area of mathematics.

11th Grade- 4% proficient

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

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

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

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

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

Truancy is also a contributing factor..

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME

ACT

EXPLORE

PLAN

PSAT

Pre-ACT

NWEA - Northwest Evaluation Association (9th & 10th Grades)

Student work samples

PowerSchool attendance reports

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

Student attendance will show positive increases.

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

**Contact Name:** Aaron Williams

**List of Objectives:**

Name	Objective
Increased Math Achievement	The number of students proficient on the MME in grade 11 will increase by a minimum of 10% for the 2011-2012 school year. The Scantron-Performance Series scores for 9th and 10th grade students will increase from the 2011 Fall Assessment to the 2012 Spring Assessment.

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## 1.1. Objective: Increased Math Achievement

**Measurable Objective Statement to Support Goal:** The number of students proficient on the MME in grade 11 will increase by a minimum of 10% for the 2011-2012 school year.

The Scantron-Performance Series scores for 9th and 10th grade students will increase from the 2011 Fall Assessment to the 2012 Spring Assessment.

**List of Strategies:**

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

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

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

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

#### Selected Target Areas

I.2.A.3 A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

#### Other Required Information for Strategy

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

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

using concrete representations.

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

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

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-07	2012-06-30	Building principal
Extended Learning - Credit Recovery	2011-07-15	2012-06-30	Chief Academic Office
Extended Learning - Summer School	2011-07-15	2012-06-30	Chief Academic Officer Building Principal
Extended Learning - SWAT - Students with Academic Tenacity	2011-09-20	2012-06-30	Building Principal

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### **1.1.1.1. Activity: Differentiated Instruction**

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

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

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

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

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

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

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

**Planned staff responsible for implementing activity:** Building principal

**Actual staff responsible for implementing activity:** Mathematics Teachers

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

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

**Fiscal Resources Needed for Activity:**

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

**1.1.1.2. Activity: Extended Learning - Credit Recovery**

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

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

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

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

**Planned staff responsible for implementing activity:** Chief Academic Office

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended Learning - Credit Recovery	Section 31 a	17,500.00	

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**1.1.1.3. Activity: Extended Learning - Summer School**

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

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

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

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

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**1.1.1.4. Activity: Extended Learning - SWAT - Students with Academic Tenacity**

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

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

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-20, End Date - 2012-06-30

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Extended Learning - SWAT - Students with Academic Tenacity	Section 31 a	13,500.00	

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## 1.1.2. Strategy: Systematic and Explicit Instruction

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

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

### Selected Target Areas

### Other Required Information for Strategy

Effective Strategies for Teaching Students with Difficulties in Mathematics - National Council of Teachers of Mathematics:

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

The National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1502, Tel: (703) 620-9840, Fax: (703) 476-2690, [www.nctm.org](http://www.nctm.org).

Effect Sizes for Instructional Variables for Special Education Students and Other Low-Achieving Student-Instructional Strategy focusing on Systematic and explicit instruction:

Effect Size for Special Education Students = 1.19 Large  
Effect Size for Low- Achieving Students = 0.58 Moderate to Large

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

In summary, the relatively small body of instruction- all research suggests several important teaching practices. For low achieving students, the use of structured peer-assisted learning activities, along with systematic and explicit instruction and formative data furnished both to the teacher and to the students, appears to be most important. For special education students, explicit, systematic instruction that involves extensive use of visual representations appears to be crucial. In many situations with special education students, it is often advantageous for students to be encouraged to think aloud while they work, perhaps by sharing their thinking with a peer. These approaches also seem to inhibit those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles are required for the solution. Instruction should ideally be in a small group of no more than six and (a) address skills that are necessary for the unit at hand, (b) be quite explicit and systematic, and (c) require the student to think aloud as she or he solves problems or uses graphic representation to work through problem-solving options. Finally, it should balance work on basic whole-number or rational-number operations (depending on grade level) with strategies for solving problems that are more complex. These criteria should be considered in evaluating intervention programs for working with these types of students.

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

Luke, Ed.D.

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

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

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

These are:

Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts.

Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions.

Peer tutoring, an approach that involves pairing students together to learn or practice an academic task.

Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Benchmark Assessments	2011-09-20	2012-05-20	Building Principal
PSD - Professional Staff Development - Mathematics	2011-08-15	2012-06-30	Chief Academic Officer

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**1.1.2.1. Activity: Benchmark Assessments**

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

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

Performance Series from Scantron is a computer-adaptive test that will allow DCS to quickly pinpoint the proficiency level of our students, across a range of subjects, that correspond with the specific standards of the state of Michigan. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Benchmark Assessments	General Funds	6,000.00	

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**1.1.2.2. Activity: PSD - Professional Staff Development - Mathematics**

**Activity Type:** Professional Development

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

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

**Planned staff responsible for implementing activity:** Chief Academic Officer

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

## **Goal 2: Reading Comprehension Proficiency**

**Content Area:** English Language Arts

**Development Status:** Complete

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

**Gap Statement:** Students in the 11th grade achieved below state standards on the MME assessment in the area of reading.

11th Grade - 20% proficient

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

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

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

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

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

Truancy is also a contributing factor.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MME

ACT

EXPLORE

PLAN

PSAT

Pre-ACT

NWEA - Northwest Evaluation Association

Student work samples

PowerSchool attendance reports

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** We will see increased reading scores on the MME, NWEA, as well as student

work samples.

Student attendance will show positive increases.

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

**Contact Name:** Aaron Williams

**List of Objectives:**

Name	Objective
ELA - Reading Comprehension	The number of students proficient on the MME in grade 11 will increase by a minimum of 10% for the 2011-2012 school year. The Scantron-Performance Series scores for 9th and 10th grade students will increase from the 2011 Fall Assessment to the 2012 Spring Assessment.

## 2.1. Objective: ELA - Reading Comprehension

**Measurable Objective Statement to Support Goal:** The number of students proficient on the MME in grade 11 will increase by a minimum of 10% for the 2011-2012 school year.

The Scantron-Performance Series scores for 9th and 10th grade students will increase from the 2011 Fall Assessment to the 2012 Spring Assessment.

**List of Strategies:**

Name	Strategy
Focus on 5 Big Ideas of Reading: Reading Comprehension	Teachers will increase reading comprehension for students through the complex cognitive process of involving the intentional interaction between reader and text to extract meaning utilizing and implementing to fidelity the curricular resources of READ 180 for grades 9 and 10 and McDougal-Littell for grades 9-12.
Setting Objectives and Providing Feedback	Teachers will consistently analyze and utilize data from benchmark assessments (Scantron-Performance Series, Explore, Plan) to assist students in setting objectives while providing timely feedback. Teachers will use the data warehouse, Orange Grove, as the 'engine' for this analyzing process. Setting objectives establishes a direction for learning. Once students understand the parameters of an objective, they should brainstorm to determine what they know and what they want to learn. Specific, timely, and regular feedback to students enhances their learning. Also, feedback should include an explanation of why an item is correct or incorrect and be criterion referenced. In other words, students should understand where they stand relative to a specific target of knowledge or skill. Orange Grove is an online application, a platform and a community of professionals all focused on supporting schools that desire to achieve and sustain high performance. Orange Grove came about after a group of school professionals, including teachers, principals, and school improvement experts, saw the need to respond to a recurring barrier they encountered while working in

and with schools. Schools were spending ever-increasing amounts of time analyzing ever-increasing amounts of data, and then spending time creating larger and more complex School Improvement Plans in formats that changed every few years. Today, the Orange Grove application is used by more and more schools every week. The Orange Grove platform is enabling schools ease of access to transformational applications. The Orange Grove community continues to grow into an active professional community of school leaders, national experts, researchers, and school improvement specialists tackling hard questions and supporting each other on the journey to continuous high performance.

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

**Strategy Statement:** Teachers will increase reading comprehension for students through the complex cognitive process of involving the intentional interaction between reader and text to extract meaning utilizing and implementing to fidelity the curricular resources of READ 180 for grades 9 and 10 and McDougal-Littell for grades 9-12.

#### Selected Target Areas

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

#### Other Required Information for Strategy

Research on Reading Comprehension adapted from "What Works Clearinghouse" tells us that...

Readers who comprehend well are also good decoders. Teach decoding and word recognition strategies.

Time spent reading is

highly correlated with comprehension. Provide for lots of in-class reading, outside of class reading, independent reading.

Encourage kids to read more and read widely - develop a passion for reading.

Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction.

Reading Research

Quarterly, 14, 481-533.

Ehri, L. (1991). Development of the ability to read words. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.),

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

What impact does Evidence Based Literacy Instruction have on reading achievement and spelling outcomes?

Date Submitted May 23, 2007

Written By Pam Brady Russ Doane Wendy Miller Kathy Roper Pam Wicks

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction	2011-09-07	2012-06-30	Building Principal
EBLI - Evidence Based Literacy Instruction	2011-08-15	2012-06-30	Chief Academic Officer
READ 180	2011-09-07	2012-06-30	Building Principal

**2.1.1.1. Activity: Differentiated Instruction**

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

An example of how this differentiation will occur is that the DCHS schedule will be designed to provide "Double-Blocks" of literacy for targeted, identified students reading below grade level.

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

**2.1.1.2. Activity: EBLI - Evidence Based Literacy Instruction**

**Activity Type:** Professional Development

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

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

**Planned staff responsible for implementing activity:** Chief Academic Officer

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
EBLI - Evidence Based Literacy Instruction	Title I Part A	20,000.00	

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**2.1.1.3. Activity: READ 180**

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

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

Teachers begin the class by providing systematic instruction in reading skills and strategies, academic vocabulary, writing, and grammar to the whole class. Using the eBooks and Resources for Differentiated Instruction, the teacher works closely

with students to meet their individual needs. Teachers end the day with Whole-Group reflection, where students have the opportunity to engage each other with what they have learned. SRI - Scholastic Reading Inventory assessments will be conducted quarterly to determine student progress.

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:** Read 180 Teachers

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
READ 180	Section 31 a	160,000.00	

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### 2.1.2. Strategy: Setting Objectives and Providing Feedback

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

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

Orange Grove is an online application, a platform and a community of professionals all focused on supporting schools that desire to achieve and sustain high performance. Orange Grove came about after a group of school professionals, including teachers, principals, and school improvement experts, saw the need to respond to a recurring barrier they encountered while working in and with schools. Schools were spending ever-increasing amounts of time analyzing ever-increasing amounts of data, and then spending time creating larger and more complex School Improvement Plans in formats that changed every few years.

Today, the Orange Grove application is used by more and more schools every week. The Orange Grove platform is enabling

schools ease of access to transformational applications. The Orange Grove community continues to grow into an active professional community of school leaders, national experts, researchers, and school improvement specialists tackling hard questions and supporting each other on the journey to continuous high performance.

### Selected Target Areas

I.1.B.2 The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.3 Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

### Other Required Information for Strategy

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

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

#### Key Research Findings

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

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

Some studies indicate that student learning "contracts" are effective in developing student ownership and

completion of goals. A contract would be an agreement between student and teacher for a grade the students will receive if they meet established criteria (Kahle & Kelly, 1994; Miller & Kelley, 1994; Vollmer, 1995).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Attendance Liaisons	2011-09-07	2012-06-30	Building Principal
Benchmark Assessments	2011-09-20	2012-05-20	Chief Academic Officer
PLC - Professional Learning Communities	2011-09-07	2012-06-30	Building Principal
Technology Integration - student engagement	2011-09-07	2012-06-30	Building Principal

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### **2.1.2.1. Activity: Attendance Liaisons**

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

Attendance Liaisons will increase and improve student attendance by:

- Monitoring daily attendance
- Communicating with staff and parents
- Conduct home visitations
- Provide necessary transportation options for students

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Attendance Liaisons	Title I Part A	25,000.00	

**2.1.2.2. Activity: Benchmark Assessments**

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

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

Performance Series from Scantron is a computer-adaptive test that will allow DCS to quickly pinpoint the proficiency level of our students, across a range of subjects, that correspond with the specific standards of the state of Michigan. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

**Planned staff responsible for implementing activity:** Chief Academic Officer

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Benchmark Assessments	General Funds	6,000.00	

**2.1.2.3. Activity: PLC - Professional Learning Communities**

**Activity Description:** Teachers will participate in PLC - Professional Learning Communities to work collaboratively in

creating prescriptive intervention strategies for students achieving below grade level expectations.

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

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

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

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**2.1.2.4. Activity: Technology Integration - student engagement**

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

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## Goal 3: Science Proficiency

**Content Area:** Science

**Development Status:** Complete

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

**Gap Statement:** Students in the 8th grade achieved below state standards on the MEAP assessment in the area of science.

8th Grade - 33% proficient

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

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

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

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

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

Truancy is also a contributing factor.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP  
Student work samples

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

Student attendance will show positive increases.

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

**Contact Name:** Aaron Williams

**List of Objectives:**

Name	Objective
Science Proficiency	Using locally developed science assessments, students will score at or above 70% on test scores in the Spring of 2012.

### 3.1. Objective: Science Proficiency

**Measurable Objective Statement to Support Goal:** Using locally developed science assessments, students will score at or above 70% on test scores in the Spring of 2012.

**List of Strategies:**

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

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

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

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

**Selected Target Areas**

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.2.B.2 There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all

state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

**Other Required Information for Strategy**

Please see the following narrative research:

In 1986, Richard Blais, chairman of the technology department in the Shenendehowa Central School District in Upstate New York, began offering pre-engineering and digital electronics classes to encourage students to study engineering. He developed a rigorous, relevant curriculum and paired it with a dynamic, interactive learning environment to produce more successful, confident and interested students. Based on the success of these classes, Blais partnered with Richard Liebich, whose family founded the Charitable Leadership Foundation (CLF), to establish Project Lead The Way (PLTW).

PLTW alumni are 5 to 10 times more likely to pursue engineering and technology classes than other first-year college students.

On average, PLTW alumni have a GPA 0.21 points higher than the average GPA of all first-year college students.

PLTW students surveyed in Wisconsin middle schools and high schools reported being more engaged in schoolwork than did non-PLTW students.

PLTW students outscored a random sample of other career/technical students by 10 points in reading, 11 points in mathematics, and 10 points in science.

79 percent of PLTW graduates completed four years of college-preparatory mathematics and 63 percent completed four years of college-preparatory science.

97 percent of PLTW alumni said they planned to pursue a four-year degree as opposed to 67 percent of non-PLTW students.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
PLTW - Project Lead The Way	2011-07-15	2012-06-30	Building Principal
Project Based Learning	2011-09-07	2012-06-30	Building Principal
Technology Integration - student engagement	2011-09-07	2012-06-30	Building Principal

**3.1.1.1. Activity: PLTW - Project Lead The Way**

**Activity Type:** Professional Development

**Activity Description:** Teachers will participate in PSD - Professional Staff Development throughout the

course of the school year along with on-site consulting and modeling conducted by our chosen professional staff development personnel utilizing and implementing to fidelity the science curricular resources of PLTW - Project Lead The Way.

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

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

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

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

**3.1.1.2. Activity: Project Based Learning**

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

What is Project Based Learning (PBL)?

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

Characteristics of project- based learning

- Students make decisions within a prescribed framework.
- There's a problem or challenge without a predetermined solution.
- Students design the process for reaching a solution.
- Students are responsible for accessing and managing the information they gather.

Evaluation takes place continuously.  
 Students regularly reflect on what they're doing.  
 A final product (not necessarily material) is produced and is evaluated for quality.  
 The classroom has an atmosphere that tolerates error and change.

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

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

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### **3.1.1.3. Activity: Technology Integration - student engagement**

**Activity Description:** Teachers will integrate technology into their daily lesson plans and instruction through the use of interactive whiteboards, documents cameras, and classroom computers.

Teachers will also implement and integrate PLTW - Project Lead The Way software.

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Integration - student engagement	General Funds	6,000.00	

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## **Goal 4: Social Studies Proficiency**

**Content Area:** Social Studies

**Development Status:** Complete

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

**Gap Statement:** Students in the 9th grade achieved below state standards on the MEAP assessment in the area of social studies.

9th Grade - 34% proficient

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

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

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

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

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

Truancy is also a contributing factor.

**Multiple measures/sources of data you used to identify this gap in student achievement:** MEAP  
Classroom assessments

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

Student attendance will show positive increases.

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

**Contact Name:** Aaron Williams

**List of Objectives:**

Name	Objective
Social Studies Proficiency	The number of students proficient on the MEAP Social Studies in grade 9 will increase by a minimum of 10% for the 2011-2012 school year.

## 4.1. Objective: Social Studies Proficiency

**Measurable Objective Statement to Support Goal:** The number of students proficient on the MEAP Social Studies in grade 9 will increase by a minimum of 10% for the 2011-2012 school year.

**List of Strategies:**

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

### 4.1.1. Strategy: Nonlinguistic Representation

**Strategy Statement:** Teachers will implement modes of learning that will encourage students to make nonlinguistic representations of their thinking.

These can take many forms. When students make concept maps, idea webs, dramatizations, and other types of nonlinguistic representation, they are actively creating a model of their thinking. Computer simulations also encourage exploration and experimentation by allowing learners to manipulate their learning experience and visualize results.

When students then explain their models, they are putting their thinking into words. This may lead to new questions and discussions, which will in turn promote deeper thinking and better understanding.

**Selected Target Areas**

I.2.A.2 Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

**Other Required Information for Strategy**

Classroom Instruction that Works: Research Based Strategies by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock; ASCD 2001

**Key Research Findings**

Learners acquire and store knowledge in two primary ways: linguistic (by reading or hearing lectures), and nonlinguistic

(through visual imagery, kinesthetic or whole-body modes, and so forth). The more students use both systems of representing

knowledge, the better they are able to think about and recall what they have learned (Marzano, Pickering, & Pollock, 2001).

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

Finding patterns helps students organize their ideas so that they can later recall and apply what they have learned. Research has

shown an increase in understanding of geometry when students learn to represent and visualize three-dimensional forms

(Bransford et al., 1999; Lehrer & Chazen, 1998).

After brainstorming to generate ideas, students can improve their reading, writing, and thinking skills by using thinking maps to

help them organize key concepts in a visual way (Hyerle, 1996).

Using visual representation software in a science classroom helps students express their developing understanding of core

chemistry concepts in the form of visual representations that are readily created and shared. These representations help students

generate explanations of the phenomena they are investigating. (Michalchik, V., Rosenquist, A., Kozma, R., Kreikemeier, P.,

Schank, P., & Coppola, B., in press).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Project Based Learning	2011-09-07	2012-06-30	Building Principal
PSD - Professional Staff Development - Social Studies Alive!	2011-07-15	2012-06-30	Building Principal
Technology Integration - student engagement	2011-09-07	2012-06-30	Building Principal

### 4.1.1.1. Activity: Project Based Learning

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

What is Project Based Learning (PBL)?

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

Characteristics of project- based learning

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

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

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

### **4.1.1.2. Activity: PSD - Professional Staff Development - Social Studies Alive!**

**Activity Type:** Professional Development

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

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

**Understanding by Design:**

Grant Wiggins and Jay McTighe believe that teaching for deep understanding must begin with planning the big ideas

students should learn. That's why you'll see an Essential Question at the start of every chapter.

**Nonlinguistic Representation:**

Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve

comprehension. Graphic organizers and movement activities are key to TCI lessons.

**Multiple Intelligences:**

Howard Gardner believes that all students are intelligent - just not in the same ways. TCI activities address Gardner's seven

intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal.

**Cooperative Interaction:**

Elizabeth Cohen's research shows that cooperative groupwork leads to learning gains and higher student achievement.

Working in small groups is a cornerstone of TCI activities.

**Spiral Curriculum:**

Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively-understanding

increasingly difficult concepts through a process of step-by-step discovery. TCI questioning strategies spiral from simple

recall to higher-order thinking skills such as analysis and evaluation.

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

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**4.1.1.3. Activity: Technology Integration - student engagement**

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

**Planned staff responsible for implementing activity:** Building Principal

**Actual staff responsible for implementing activity:**

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

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

**Fiscal Resources Needed for Activity:**

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

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$43,000.00	\$0.00
Section 31 a	\$199,500.00	\$0.00
No Funds Required	\$0.00	\$0.00
Title I Part A	\$70,000.00	\$0.00
Title II Part A	\$20,000.00	\$0.00

## Additional Requirements

### Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. 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 a Schoolwide Reform Model, Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*The School Improvement Team conducted a series of meetings, analyzing achievement data, process data, perception data (surveys) and demographic data. Through this process, we determined the needs of our students regarding how to improve student achievement.*

2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*A. Student Achievement- Reading (18%), Writing (6%), Math (4%), Science (7%) and Social Studies (35%) on the Michigan Merit Examination (MME). 93% of our students have low social economic status.*

*B. School Program Process Data- With the specific school process rubrics, we will improve during the school year 2011-2012 by implementing:*

*Capturing Kids Hearts based on Benchmark A: School Culture and Climate  
Staff creates an environment conducive to effective teaching and learning.*

*Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching*

*practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.*

*Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.*

*The school will continue to implemented the Redesign Plan, changing the way the assessment data is used. The Data Doctors facilitated item analysis professional development workshops regarding the MME data. School leaders conducted an in-service looking at NWEA data.*

*Collaborative Decision-Making Process: Membership on the school improvement committees is a common*

*expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.*

*Collaborative decision making as it affects curriculum and instruction is in the development stage within the school community. The Principal, CAO and all instructional staff will be participants in the decision making process. Staff and parents are members of the School Improvement Team and will have direct input into expenditures associated with Title I.*

*Staff will engage in collaborative inquiry focused on continuous improvement to increase student achievement.*

*Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.*

*Continuous adjustments are being made within the content areas to fulfill the major goals of the School Improvement Plan. The School Improvement Plan is reviewed by our authorizer, Saginaw Valley State University on a yearly basis. The School Improvement Team will meet on a quarterly basis to review the plan and make suggestions to improve student achievement. Goals are established on a yearly basis and are done in conjunction with the SIT working with the Principal. They will be assessed based on the level of effective implementation. Short term are goals are reflected within the lesson plan format.*

*Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.*

*The school schedule and the school calendar are designed to provide opportunities for common planning for 9th grade teachers. This would include after school meetings and professional development days during the school year. Some activities occur during the school day such as planning meetings ; while other activities such as faculty, content and grade level meetings take place directly after the close of school. Scheduling is reviewed and altered accordingly with the idea in mind of creating and maintaining as much time as possible for teacher collaboration.*

#### *C. Parents, Students, Staff Survey Perceptions*

*Parents- What are the perception of parents regarding school climate?  
95% of our parents report positive perceptions in regards to school climate*

*Students- What are the perception of students regarding school climate?  
80% of our students report positive perceptions in regards to school climate*

*Staff- What are the perception of staff regarding school climate?  
75% of our staff report positive perceptions in regards to school climate*

#### *D. Demographics*

*Students-98% African-American  
1% Caucasian  
1% Hispanic*

*Staff- 75% Caucasian  
25% African-American*

## Schoowide Reform Model

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

*The School Improvement Team adopted several initiatives that are certain to increase student achievement:*

### *A. Reading Apprenticeship*

*De-mystifies reading; It help teachers and students see that reading is complex and that it changes depending on text and purpose for reading.*

*Makes teachers' reading processes and knowledge visible to students and vice versa.*

*Helps teachers develop a repertoire of classroom routines for building students' sophisticated literacy skills into content area learning goals.*

*Transfers increasing responsibility to students through routines for text-based social interaction.*

*Builds students' motivation, stamina, and repertoire of strategies for understanding and engaging with challenging academic texts.*

*Reading Apprenticeship involves four interacting dimensions of classroom life that support reading development:*

*Social*

*Personal*

*Cognitive*

*Knowledge-Building*

*These dimensions are woven into subject-area teaching through metacognitive conversations--conversations about the thinking processes students and teachers engage in as they read. Extensive reading--increased opportunities for students to practice reading in more skillful ways--is central to this framework.*

*Social: The social dimension draws on students' interests in peer interaction as well as larger social, political, economic, and cultural issues. Reading Apprenticeship creates a safe environment for students to share their confusion and difficulties with texts, and to recognize their diverse perspectives and knowledge.*

*Personal: This dimension draws on strategic skills used by students in out-of-school settings; their interest in exploring new aspects of their own identities and self-awareness as readers; and their purposes for reading and goals for reading improvement.*

*Cognitive: The cognitive dimension involves developing readers' mental processes, including their repertoire of specific comprehension and problem-solving strategies. The work of generating cognitive strategies that support reading comprehension is carried out through classroom inquiry.*

*Knowledge-Building: This dimension includes identifying and expanding the knowledge readers bring to a text and further develop through personal and social interaction with that text, including knowledge about word construction, vocabulary, text structure, genre, language, topics, and content embedded in the text.*

### *B. READ 180*

*READ 180 is now the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented its effectiveness on student reading achievement across multiple grade levels and student*

populations.

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

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*In our school improvement meetings, the needs of our student population are discussed. Additionally, the team takes a look at programs and/or frameworks that will assist us improving student achievement. After walking the potential program/framework through our standardized checklist, we then determine if it is eligible for adoption and implementation.*

### **Curriculum Alignment that Corresponds to the Goals**

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*The process for aligning the curriculum began with 'vertical' alignment. This vertical alignment consisted of having the curriculum follow a consistent pedagogical process starting at the kindergarten level and moving up through the high school. Building on a vertical alignment provides foundational skills to move from one grade to the next.*

*The next step in the process was to create 'horizontal' alignment. This horizontal alignment consisted of creating specific pacing guides and curriculum maps for each grade level. Michigan curriculum is integrated in the scope and sequence documents create what Robert Marzano terms a Guaranteed and Viable Curriculum.*

*In his book, What Works in Schools: Translating Research Into Action, Dr. Robert Marzano says that . . .*

*The synthesis of 35 years of educational research reveals that a guaranteed and viable curriculum is the school-level factor that has the most impact on student achievement.*

*When a school has a guaranteed and viable curriculum, it means that the learning and skills considered essential are considered essential for ALL students, and the school is set up to ensure that essential learning occurs for ALL.*

*When educators embrace the concept of a guaranteed and viable curriculum, the question shifts from "How can I cover all the material in this textbook?" to "What materials should I use and what instructional opportunities must I provide to ensure that ALL of my students reach the benchmarks set for the course or grade level that I teach?"*

*The process for review and revision consists of content teachers working the week after school to update, modify, and validate curriculum alignment in order to meet state standards.*

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

*Decisions about curriculum, instruction and assessment are made through subcommittee meetings. Reports are provided to SIT at meetings of the whole (monthly). For the 2010-2011 school year, we will be implementing Professional Learning Communities, which will further engage all teachers in this process.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

#### *A. Teacher Assurance*

*All teachers at Detroit Community High School are Highly Qualified.*

#### *B. Paraprofessional Assurance-WorkKeys Results*

*Paraprofessionals meet requirements under NCLB.*

### **Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools**

1. Identify the experience level of key teaching and learning personnel.

*DCHS had 25 instructional faculty members during the 2010-2011 school year. At the conclusion of the school year, of those 25, 6 have obtained Master's degrees and 19 have Bachelor's degrees. Teacher experience ranges from 1 to 15 years of service at the completion of the 2010-2011 school year, with the average being 3.5 years of teaching experience.*

#### *Ranges of Experience:*

*0-5 years = 10*

*6-10 years = 10*

*11 or more years = 5*

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

*Detroit Community High School offers the following initiatives to current and future teachers:*

*DCHS is a growing institution and has had new employment opportunities every year. New positions have been created due to our growing student body. In order to attract and retain high-quality, highly qualified teacher, DCHS offers the following:*

- \*Competitive salary, 401K and insurance packages.*
- \*Merit Pay*
- \*Paid Professional Conversations*
- \*Teacher leadership opportunities that include stipends, such as: Michigan Principals Fellowship, SIP positions and extracurricular activities.*
- \*A safe work environment that emphasizes quality relationships with students and staff.*
- \*Professional Development opportunities designed towards teaching high-risk students.*

3. Describe the rate of teacher turnover for the school.

*The teacher turnover rate from 2009-2010 was 10%. Due to the Redesign Plan, for school year 2010-2011, Detroit Community High School replaced 75% of the teachers.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*In order to retain our teachers, the following initiatives have been put in place:*

- \*Competitive salary, 401K and insurance packages.*
- \*Merit Pay*
- \*Paid to attend weekly Professional Learning Community meetings*
- \*Teacher leadership opportunities that include stipends, such as: Michigan Principals Fellowship, SIP positions and extracurricular activities.*
- \*A safe work environment that emphasizes quality relationships with students and staff.*
- \*Professional Development opportunities designed towards teaching high-risk students.*
- \*SmartBoards and document cameras in every classroom.*
- \*Summer school, after school opportunities*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

### **Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the schoolwide school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

*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:*

*1118 (e) 1:*

*An Annual Education Report meeting is held in October to discuss, in parent friendly terms, the results of MME scores, school goals, and programs. During parent/teacher conferences in November, January, and April, and the Open House event, parents are provided with a copy of the Parents Guide to the High School Content Expectation's (HSCE's). The teacher explains this information. During conferences and an Assessment Results Meeting sponsored by the district, parents receive the results of district assessments and a thorough explanation of the grade level performance of their child as well as the learning activities that can expand to homework practice to promote student achievement. Report cards and progress reports are provided to parents four times a year. The parents of special education students also receive: A copy of the Individual Educational Plan (IEP); IEP progress reports; and three-year re-evaluation academic achievement results.*

*DCHS provides information of the Response to Intervention (RTI) entrance and exit criteria for all programs. Parents have immediate access to grade books via the Internet to view academic progress. Parents are encouraged to volunteer for various activities throughout the school year. Volunteer forms are sent home at the beginning of each school year as well as throughout the year. Parents receive information on scheduled training workshops in all academic subject areas.*

*1118 (e) 2:*

*DCHS has scheduled four workshops held by instructional staff to support and inform parents of skills and strategies to use with their children during homework assignments. Parents receive information regarding accessing the Credit Recovery program, Education 2020, an on-line learning program that assesses the HSCE's, and how to extend the learning experience at home. Other opportunities include an online library system contracted through Wayne RESA which allows parents and students to access materials from our website, DCCHS has partnered with the Brightmoor Community Alliance who hosts literacy training workshops for parents, through the Detroit Parent Network on the school campus. Other workshops include: The Power of "7" and Parent University.*

- Orientations for eighth through twelve grade families*
- Math Games Night (supporting our math goal)*
- Science Expo Night*
- Reading activities during the month of March (supporting our SIP)*
- Annual International Night*
- Vocal music concerts*
- Awards ceremonies*
- S.W.A.T. Students with Academic Tenacity-After school tutoring*
- E2020 Credit Recovery*

*1118 (e) 3:*

*The Detroit Community High School has scheduled professional staff development for its schools of The Power of 7 Parental Response to Intervention (RTI) System. This program will educate and train all staff members on how to build relationships with parents. The measurable outcomes include: increase two-way regular and meaningful family and school communication; mobilize and utilize family resources for academic support and community involvement; increase the number of families that are "aware" and*

*trained by 300% in the 2011-2012 school year; increase the number of "Project & Partner" families; increase student performance; decrease behavioral and Special Education referrals; create a culture of informed and involved families for student retention, performance and school improvement.*

*DCHS generates parent surveys each school year to solicit ideas, comments, and concerns from parents to improve involvement and school culture. The school improvement team reviews the surveys twice a year and have invited parents to join the team for input in the decision making process. Parents are encouraged to complete evaluation forms as a means of providing feedback on the effectiveness of DCCHS programs or activities along with suggestions for improvement. Suggestions will be addressed at Parent Teacher Organization meetings and school improvement team meetings.*

*1118 (e) 4:*

*The staff at DCCHS collaborates with programs like Safe and Supportive Schools, U of M Brightmoor Alliance, Gleaners, Parent University, Power of 7 to strengthen parent involvement. We also provide the services of a social worker to address parents' concerns and provide parents with a list of social services available in the community.*

*The Parent Liaison, through the Brightmoor Community Center provides information of food banks and emergency needs services to parents.*

*1118 (e) 5:*

*All literature and documents provided to parents will contain parent friendly terminology. When necessary parents will receive a thorough explanation by staff members of documents containing information of parental rights and responsibilities. An annual parent meeting will be held to explain the Annual Education Report and plans for Title I funds. During the meeting questions will be answered and comments and concerns will be addressed. Parent/student/teacher compacts and the student/parent handbook contain parent friendly language.*

*1118 (e) 14:*

*Parents are asked to complete surveys to collect perception data on school culture as well as solicit ideas of parent involvement activities. This information is reviewed by the School Improvement Team twice a year to aid in providing support and activities to parents. Parents serve as active stakeholders on the school improvement team. Parents are welcome to volunteer throughout the school year, and our district has an open-door policy to meet with administrators. DCCHS teachers invite parents to meet during preparatory periods.*

*1118 (f):*

*The student population of Detroit Community High School and its parents use English as their native speaking language, therefore all literature is printed in English and there is not yet a need to provide parents with translators. However, non-English speaking families can request literature translated in their native language. To maintain an effective home-school partnership and in compliance with Section 1118 of the No Child Left Behind Act of 2001, DCCHS will commit to the following:*

- 1. An annual meeting to provide parents/guardians with results of individual assessments including a question and answer session.*
- 2. An annual Title I services meeting to provide parents with information regarding the services provided.*
- 3. An Annual Education Report meeting will be held to explain the achievement results in parent friendly terms, as well as posted on our website.*

*Parent/Teacher conferences scheduled three times a year to provide information regarding High School Content Expectations(GLCE's) and student progress.*

*4. A Web page, School Newsletter, and other forms of literature to inform and invite parents/guardians to school events.*

*5. A Parent/Student/Teacher Compact is signed at the first Parent/Teacher conference in the fall to outline shared responsibility to improve academic success.*

*6. Parents receive a volunteer form to complete at the Open House event to encourage participation.*

*7. Parent Involvement surveys and evaluation forms are distributed to determine the success of the various events, programs, and culture of the school.*

*8. Meetings between parents/guardians, school administration, and staff are scheduled to discuss solutions for students having special abilities, disabilities, needs, or experiencing issues with academics and/or behavior.*

*9. A Child Study Team has been formed to identify, locate, and evaluate children with disabilities who attend the academy.*

2. Describe the role of parents in the following schoolwide school plan/program areas:

2a. Design

*DCHS utilizes a variety of measures to ensure parent involvement in program design, including:*

*\*Ensuring parent representatives are in the School Improvement and the Schoolwide Committees.*

*\*Inviting parents to participate in a parent survey.*

*\*Parent feedback through PTA surveys.*

*\*Orientation and Open House*

2b. Implementation

*DCHS ensures parent involvement in the implementation of our program through a variety of methods, including:*

*\*Chaperone opportunities*

*\*Parent Teacher Association meetings*

*\*MEAP, NWEA and MME Q&A sessions*

*\*Parent University (on selected topics of Parent Interest)*

2c. Evaluation

*Program evaluation is accomplished through the following means:*

- \*PTA survey*
- \*Schoolwide survey*
- \*PTA member feedback*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*\*All parents are encouraged to attend Orientation during the first week of the school year. At this time, parents are provided with information regarding academic results the prior year.*

*\*Parents are provided with MEAP, NWEA and MME parent reports and provided an opportunity to further clarify the results.*

*\*Parent Teacher Conferences are scheduled three times each year.*

*\*Academic Intervention Conferences between parent(s) and teacher(s) are scheduled as needed.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Parents will be invited to School Improvement Team meetings to solicit input in developing the school parent compact.*

*During the Fall PTC- Parent teacher Conference of the school year, teachers will present the School-Parent Compact to parents and students. Subsequently, the parent, student, and teacher will sign the Compact.*

*The Compact will contain a statement reflecting that the document was signed and dated during this Fall conference.*

*Teachers will place Compacts in individual student portfolios in the classroom that contain student achievement information.*

*Parents will receive a copy of this Compact.*

5. Describe how the parent involvement components of the schoolwide plan will be evaluated.

*Each school will meet with parents to evaluate the effectiveness of the parental involvement policy and its impact on student academic achievement.*

*Dates will include: January/February 2012 and May 2012*

*Evidence will include:*

*Sign in sheets*

*Agendas*

*Surveys*

6. Summarize the results of the evaluation and how those results will be used to improve the schoolwide program.

*Meetings in January/February and June will be conducted to evaluate how the schoolwide program has impacted student achievement.*

*The district will develop a common evaluation form.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*We don't have Preschool nor Kindergarten. However, we have a summer transition program for eight grade students who are going to high school.*

### **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*DCHS has implemented a decision making process involving all staff members that meet throughout the year. Outside of creating common assessments regarding subject area, the staff is involved in professional development planning, data summary and School Improvement Committees to help promote positive student achievement.*

*Throughout the school year teachers participate in:*

*Professional Conversations that will assist in developing ideas for increasing student achievement. These meetings are content area oriented. Teachers are also involved in school improvement meetings as well as*

*District meetings.*

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*Teachers are involved in student achievement data collection and analysis as follows:*

*MEAP-*

*Students in 9th Grade were assessed in the FALL of 2010. The results are analyzed by Social Studies teachers to ensure modifications in teaching practices.*

*NWEA-*

*This assessment is administered to 9th and 10th Grade students three times a year. Results are collected and analyzed to ensure student achievement.*

*Explore*

*This assessment is given by 9th Grade teachers once a year. Results are collected and analyzed to ensure student achievement.*

*PLAN-*

*Students in grade 10 were assessed in 2010-2011 in reading and math. Results are analyzed by teachers to ensure student achievement.*

*ACT/MME-*

*Students in grade 11 were assessed in Spring of 2011 in reading, math, social studies and science. Results are analyzed by teachers to ensure student achievement.*

### **Alternative Measures of Assessment**

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*Kid-centric education starts with detailed, accurate information about where each child is on her learning journey. NWEA Northwest Evaluation Association offers a robust set of products and services that deliver this insight to us, as often as four times a year.*

*Assessments:*

*NWEA's flagship, state-aligned computer-based testing system, MAP, is built on 30 years of research and refinement, and adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness.*

*Professional Development:*

*On-site and online courses help us make the most of the data and embrace best practices for child-centered learning.?*

*Classroom Resources:*

*NWEA offers several tools to translate data into lessons targeted to the exact things a student is ready to*

*learn? Reporting: Data that informs, in timely, actionable reports to help guide decision making at every level.*

*Stable and Consistent?:*

*When students take NWEA's adaptive tests, they are presented? with test questions at different levels of difficulty, that adjust based on their responses.*

*At the end of a testing sequence, the student receives an overall score, called RIT, which indicates the instructional level appropriate for him or her.*

*The RIT scale offers proven benefits:*

- Stability: A RIT score of 148 ten years ago means the? same thing now as it did then.*
- Grade-independent: Test items match student performance, not grade level. So two students with a score of 210 are at the same level, even if one is in third grade and the other is in fourth.*

*Equal Interval: On the RIT scale, the increments are the same whether it's the difference between 140 and 152 or 200 and 212. This gives educators a clear yardstick for measuring progress.*

*Educators have used data gleaned from NWEA's products and services to transform their practices, with substantial results at every level. They offer their stories to illuminate what's already happening in the effort to help give each child the exact education she needs to thrive.*

*NWEA's partners do extraordinary things, and they've gathered case studies that cover:*

- Individual Student Growth*
- Classroom Achievement*
- District Level Benchmarking and Growth*
- Program Level Change*

*Built on Data:*

*NWEA offerings leverage their Growth Research Database (GRD?) as well as work done by the Kingsbury Center, their independent research institute, to ensure that the information we receive is both highly accurate and extremely stable.*

*Their data opens the doors of possibility, touching every ?aspect of the educational experience:*

- Differentiated Instruction*
- Resource Allocation*
- Program Effectiveness*
- Reporting Options*
- Communication with students and parents*
- Staff Development*

*National Reach:*

*NWEA's research team collaborates with leading universities and institutions around the country to conduct independent research. This helps inform their curriculum correlations, validate the results we receive and shape education policy on multiple levels.*

## **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

A.

*DCHS offers a multiplicity of programs to assist identified students. These programs work in accordance with the RTI*

*program. Students may be referred to the RTI program and then to a program or referred to a specific program as an individual modification.*

*-RTI program*

*-Before school, lunch time, and after school tutoring in all subject areas*

*-Saturday school*

*-Summer school*

*-Designated teacher assistant for each subject area*

*-Intensive cohort/Honors cohort*

*-Student to Student tutoring program*

*-Student mentoring program*

*-Academic assistant days*

*-Parent meetings*

*-Parent night*

B.

*Differentiated instruction, designed to meet individual student needs is included as follows:*

*Reading:*

*-guided reading*

*-integration of technology (READ 180)*

*-after school tutoring*

*-leveled books*

*-use of graphic organizers*

*-independent reading*

*-use of Literature groups*

*Math:*

*-integration of technology (Carnegie)*

*-use of collaborative groups*

*-after school tutoring*

*Science:*

*-integration of technology (Project Lead The Way)*

*-use of collaborative groups*

*Social Studies:*

*-integration of technology (Social Studies Alive)*

*-use of collaborative groups*

*-role play*

*-*

2. Describe the identification process for students that are not mastering the State's academic achievement

standards.

*Students in need of additional assistance are identified through the use of testing results on Scantron-Performance Series, MEAP, Explore, PLAN, ACT/MME and through teacher referrals.*

*Characteristics of an identified student meet the following criteria:*

*3 or 4 on the MEAP and MME, below the 50th percentile on the Scantron-Performance Series Assessment, below '13 on the Explore-English and '17' on the Explore-Math, and below '15 on the PLAN-English and '19' on the PLAN Math.*

#### *Tier 1*

*Tier 1 is the first step in identifying a student and creating interventions, to meet the specific needs for the student. Students are taught in the four core areas for ELA, Math, Science, and Social Studies and are identified by the teacher as being at risk. The identification comes from formative and summative data. Summative data is used from day-to-day class work, and performances on test/quizzes. Student behavior is monitored through summative data, including day to day interactions with adults, peers, and other members of the community, parental concerns and observations from other staff members.*

*Teachers use differentiated learning techniques and classroom modifications to help address the targeted areas where students show a deficiency.*

#### *Tier 2*

*Tier 2 is implemented when a student has not shown adequate improvement based on the modifications and adaptations made in Tier 1. Tier 2 uses more intensive interventions to address the deficiency. Students receive their regular instruction in the four core areas for ELA, Math, Science, and Social Studies with the general education class, and small group or individual instruction in the areas they show a weakness in according to their data results. The instruction is provided by the general education teacher. Teachers monitor student progress to show growth and progress. If a student progresses they will be moved back to Tier 1. If a student shows no or little progress in Tier 2, then they will be moved to Tier 3.*

*Teachers use differentiated learning techniques along with prescriptive intervention strategies and classroom modifications to help address the targeted areas where students show a deficiency.*

#### *Tier 3*

*Tier 3 is the most intensive intervention level. Tier 3 involves the general education teacher and possibly the special education teacher. Students will be referred for special education services and a parent meeting will be called. Testing will be done to determine eligibility and an IEP will be created for the student. Specialists may also be involved in this Tier if necessary. Students receive instruction from the general education teacher in the four core areas for ELA, Math, Science, and Social Studies. Students receive one-on-one support. The student will have more individualized instruction from the special education teacher. The instruction is small group or individual. Based on the determination of the special education teacher if an IEP has been established, the student may receive thirty to one hundred and eighty minutes of intensive instruction intervention at a time.*

*School-wide initiatives to support Timely and Additional Assistance include:*

*READ 180, e2020 credit recovery, SWAT - Students with Academic Tenacity (after-school tutoring*

program), *EBLI - Evidence Based Literacy Instruction, Attendance Liaison, Dropout-At Risk Specialist, RtI Specialist, Carnegie Cognitive Tutor, counseling services, and social work services.*

### **Coordination and Integration of Federal, State and Local Programs and Resources**

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*Title IA*

*Title IIA*

*31A At-Risk*

*Michigan Profile for Healthy Youth*

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*Title I*

*Title I will support the Schoolwide and SIP initiatives through:*

*PSD - Professional Staff Development, Attendance Liaison, RtI Specialist, 9th Grade Transition Academy*

*Title IIA will support the Schoolwide and SIP initiatives through PSD - Professional Staff Development*

*31A funds will support the Schoolwide and SIP initiatives through:*

*Credit recovery, Summer School, After School Tutoring, Dropout-At Risk Specialist, Behavior Intervention Specialist*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*1. Comprehensive Needs Assessment-general fund, Title I*

*2. Schoolwide 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-general fund*

*8. Teacher Participation in Making Assessment Decisions-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*

4. Describe the coordination and integration of Federal, State and local programs and services in a manner

applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*Funds used by Detroit Community High School will be coordinated and integrated from the General Fund, Title I, Title IIA and 31A-at risk, to ensure that a wide spectrum of support services are available to support the success of all students.*

*See supporting documents for additional information.*

### **Effective Use of Technology**

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

*DCS is highly committed to the use of technology in the classroom to enhance learning and differentiate instruction.*

*Methods for effective use of technology to improve learning include:*

*Interactive white boards*

*Document cameras*

*Classroom computers*

*Mobile laptop labs*

*T1 calculators*

*Tune into Reading*

*NWEA - Northwest Evaluation Association*

*READ 180*

*Expert 21*

*e2020 Credit Recovery*

*Carnegie Math- Cognitive Tutor*

*Orange Grove*

*Data for Student Success*

*Staff members receive on-going PSD - Professional Staff Development in the area of technology integration.*

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*The DCHS School Improvement Team (SIT) is primarily responsible for the evaluation of the School Improvement Plan. Annual State and local testing will be used to evaluate the plan. The SIT will schedule meetings as needed to monitor progress and assess the effectiveness of the school wide plan. To ensure the best possible execution of the plan, minor modifications will be made during the school. The SIT team will meet at the close of each school year to review data and determine what modifications are necessary for the*

*subsequent school year's plan. The following methods/data will be among those utilized in the evaluation of the schoolwide plan.*

- *Analysis of MEAP and MME/ACT Scores by class, grade, and subgroups*
- *Analysis of pre/post Focus on MEAP and MME/ACT Scores*
- *Analysis of school assessments: Scantron-Performance Series, Explore, Plan*
- *Analysis of Report Card Grades by marking periods (quarterly)*
- *Analysis of Progress Reports (every six weeks)*
- *Review of usage and improvement reports from after-school tutoring program and credit recovery*
- *Review of Student, Teacher, and Parent 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 (Process Rubrics)*

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

*A process has been put in place to monitor the implementation of the schoolwide program at the school level by conducting monthly observation "walk-throughs" along with lesson plan review.*

*Each school year the School Improvement Team will meet with parents to evaluate the effectiveness of the schoolwide program and its impact on student academic achievement.*

*The school will develop and revise the schoolwide program jointly with the School Improvement Team and parents based on the results from the evaluation of effectiveness.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*If necessary, the school improvement team will revise the schoolwide plan if the results of the evaluation does not reflect an increase in student achievement. The team will analyze the evaluation rubric and make recommendations regarding how to improve student achievement for the upcoming school year. At that time, the team will go the programs/frameworks checklist to determine the eligibility of the initiatives.*

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

*We have found that we will get the 'best bang for our buck' by sharing student information with our teachers and with our students! The school improvement team will present SIP-related information to the School Board in a selected Board meeting. In addition, a visual data dashboard has been created in the main hallway of the school.*

*The SIP - School Improvement Plan will be posted on the district's website.*

## **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*The building level decision making process involves a structured building wide committee who meets to discuss and make decisions on goals, strategies, activities, professional development, and recommend policy changes of the school. The building wide committee includes and is empowered by administration and consists of committee members from the School Improvement Team, Instructional Team, Title I members, and staff. The School Improvement Team is comprised of teachers, support staff, students, parents, building administration, and the superintendent. DCHS is working to establish itself as a Professional Learning Community as a way to aid in the structured approach to building level decision making. The School Board and District policies are maintained and some approvals may be necessary. A Hiring Committee is further evidence of building level decision making. The Hiring Committee includes faculty, staff, and administration who meet to review all prospective employees.*

#### *Use of Community Resources and Volunteers*

*Detroit Community High School believes in being a positive influence to the Detroit Community by providing assistance to meet the diverse needs of the community. During the Thanksgiving season DCHS orchestrates a food drive to provide food baskets to families in need. In December, staff members contribute monetary donations to our Dress a Child fund, which buys clothes for our students. This program is partly sponsored by Wal-Mart Inc., who contributes monetary donations as well as a discount on purchases and provides a dinner for students and volunteers. Other services to community include: a penny drive to assist families who are struggling with leukemia; Big Brothers/Big Sisters; spring clean-ups; volunteering to work with senior citizens by the safety patrol, cheerleaders, and basketball team; girl and boy scouts program; March of Dimes Walk-a-Thon; knitting club; parent catering; before school and after school child care programs. Also, DCHS has established a Parent Resource Room that will house various resources such as information on parenting skills, health information, and educational resources, and Parent University was designed to provide monthly sessions of various topics to inform and educate parents on issues that directly affect their child's educational process.*

*DCHS has connections with Healthy Kids of Wayne County who provides and teaches additional lessons on health issues; Brightmoor Community Center along with Wayne State University who volunteers social work services to our students to demonstrate coping skills and social skills; Black Family Development Inc. of Wayne County identifies families in need and provides information on health care and financial assistance. The Detroit Police Department and Detroit Fire Department assists us in educating our students about taking proper safety measures and both departments participate in our career day program.*

*Members of the community also serve as volunteers at DCHS. Parents who reside in the Brightmoor Community area serve on the Parent Group Committee. Parents volunteer to aid in classrooms, attend field trips, spearhead Boy and Girl Scout programs, and assists in special after school events. All volunteers are asked to sign a volunteer agreement form which outline the expectations of all DCHS volunteers to ensure the safety of our children. Teachers and paraprofessionals assist in training volunteers and provide a description of duties.*

*DCHS will continue to foster a good relationship with the community with respect to jointly sharing resources and volunteer activity.*

#### *Adult Roles in Community Education, Libraries & Community Colleges*

*DCHS is building community educational relationships. We currently have a relationship with The Black Family Development Inc. of Wayne County, which is an institution that provides services and programs in the categories of: Family Preservation and Support Services; Substance Abuse Services; Prevention Services; School Based Services; Juvenile Justice; Case Management; Positive Youth Development. DCHS recruits potential employees through Michigan Association of Public School Academies (MAPSA), as well as on the campus of Saginaw Valley University.*

*DCHS has connections with Healthy Kids of Wayne County who provides and teaches additional lessons on health issues in our classrooms. Brightmoor Community Center along with Wayne State University volunteers social work services to our students to demonstrate coping skills and social skills.*

*We have an ongoing relationship with local libraries in the Wayne County area. The Detroit Public Library, River Rouge Public Library, Troy Public Library, Royal Oak Public Library, and Taylor Public Library loans resources to students and teachers such as books, books on tape, educational and entertainment videos to be used as supplements in the classrooms. Also, students have registered for library cards at these libraries to further enrich their educational experience.*

#### *On the Job Learning*

*DCHS is committed to providing the skills necessary for our students to become productive working citizens in the real world work force. Currently our students participate in the operations of the school store, fundraisers, and the book fair. Students have the opportunity to engage in hands-on learning of the preliminary principles of operating a business including supply and demand, performing cash transactions, and maintaining good customer service. Students use mathematic skills to perform cash transactions, and social skills learned from our character education program to interact with paying customers. High School students are assigned weekly active duties in the Elementary office, which include filing non-confidential documents, answering phone calls to practice communication skills, and completing various errands. The district hosts an annual career day with presentations from members of the community from a variety of professions. Through our Girl Scouts of America and Boy scouts of America programs, our students are able to practice life skills such as goal setting, money management, and teamwork during fundraising activities. In the following years DCHS proposes to integrate the Junior Achievement program in class instruction. Junior Achievement teaches lessons on generating wealth, effectively managing wealth, how to create jobs, and how to contribute to the community.*

## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).  
If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments:

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *No Written Policy*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments: *We facilitated professional development regarding classroom management.*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *No*

Comments: *This information is communicated to the students and staff via the Student Handbook.*

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *No*

Comments: *This information has been gathered and is in the process of being analyzed to drive changes and impact student attitudes and behavior.*

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, but not fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *No, but use a health education curriculum*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, but not fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, but not fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments: *This data was collected from students but not parents.*

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written Policy, but not fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Reviewed policy, but not yet adopted*

Comments: *Will implement in 2011-2012 school year the Capturing Kids' Hearts program.*

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *Personnel (Ofc. Rudolph) from the Detroit Police Department did sessions on bullying and harassment.*

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *No*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written Policy, but not fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments: *We're in the process of adopting The Power of Seven, which will provide training from Parent University.*

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to all indoor facilities*

Comments:

## Stakeholders

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

<b>Title</b>	<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>E-mail</b>
Mr.	Aaron	Williams	Principal	awilliams@detcomschools.org
	Yvonne	Lewis	SIP Chair	ylewis@detcomschools.org
	John	Lonsway	Teacher	jlonsway@detcomschools.org
Mr.	David	Harwell	Chief Academic Officer	dharwell@detcomschools.org
	Ann Marie	Richardson	SIT Secretary	arichardson@detcomschools.org
	Lynne	Grady	Teacher	lgrady@detcomschools.org
	Anthony	Watts	Board President	awatts@detcomschools.org
	Vincent	Howard	Parent	vhoward@detcomschools.org

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

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

## References

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

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact



**Detroit Community High School**  
**Title I School Parent Involvement Plan**

12675 Burt Road • Detroit, MI 48223  
313-537-3570 • Fax 313-537-0558



*Detroit Community High School (DCHS) promotes and supports active family involvement in the learning process for the purpose of improving student achievement. To this end, parent and family involvement in education is defined as home-based and school-based activities including parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. Each type of involvement is valuable, and each has an impact on students, teachers, and the parents themselves and leads to highest student achievement. DCHS, in collaboration with parents and community members, will establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.*

*Each school in its School-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(b)-(h), ESEA.]*

**Section 1118(b) School Parental Involvement Policy: Write a school Parental Involvement Policy jointly developed with, and distributed to, parents with children participating in a Title I program. An existing school parental involvement policy may be amended to include the requirements in Section 1118(b) – (h):**

This School Parental Involvement Policy was based on the needs of our parents communicated through surveys tabulated over several years. The Board Approved Parent Involvement Policy will be amended in a timely manner to reflect the requirements of Section 1118(b)-(h). This Policy is on record and can be requested by parents of Detroit Community Schools and is included in the Student/Parent Handbook.

**Section 1118(c)(1) Policy Involvement: Convene annual Title I meeting at a convenient time, to which all parents of participating Title I children shall be invited and encouraged to attend, to inform parents of their school's Title I participation under this part and to explain the requirements of the Title I, and the right of the parents to be involved:**

Parents will receive an invitation to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent suggestions on program development, planning, evaluation and operation.

**Section 1118(c)(2): Offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement:**

DCHS will provide parents with a flexible meeting schedule to meet the needs of all parents, who are available in the mornings and evenings. Transportation, childcare, and home visits will be provided as needed. Parents will receive notification of meetings by newsletters, parent invitation letters, One-Call Now and the DCS website.

**Section 1118(c)(3): Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under Section 1114(b)(2):**

DCHS extends an invitation to parents to participate on the School Improvement Team and its Parent Organization to discuss comments, suggestions, and concerns as well as make decisions on the implementation of programs. The meetings are scheduled monthly at flexible meeting times. Furthermore, surveys are distributed to aid in making decisions on program implementation. DCHS sponsors age appropriate annual activities: Open House, Parent/Teacher Conferences, Literacy Workshops, Family Math and Science Night, Annual Title I Budget meeting, Annual Education Report meeting, Monthly Parent Organization Meetings, Food Basket Drives, National Honors Society, Awards Ceremony, Career Day, College Fair and International Night.

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 complete evaluation forms, 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.

**Section 1118(c)(4)(A): Provide parents of participating Title I children timely information:**

Parents receive information regarding student progress during scheduled conferences, progress reports and report cards that are mailed home four times a year. The PowerSchool parent portal is available for parents to continuously monitor the attendance and grades. Other information regarding students and parent participation are communicated via the District's website which is updated periodically, newsletters, flyers, marquee, monthly calendars, letters from the Principal, Teacher, and Superintendent.

**Section 1118(c)(4)(B): Provide parents of participating Title I children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:**

Detroit Community Schools has designed a curriculum in Curriculum Crafter, which is an on-line tool that helps schools and districts customize their curriculum. The curriculum is aligned with the ***High School Content Expectations (GLCE's) and Michigan Curriculum Framework (MCF)***. The district will complete Common Core Standards in the near future. DCHS has created a brochure to provide parents with a brief, comprehensive overview of the educational programs offered. Parents can request a copy of the comprehensive School Improvement Plan, which states in detail an explanation of the curriculum. During parent/teacher conferences in November, January, and April, and the Open House event, parents are provided with a copy of the Parents Guide to the GLCE's. The staff explains this information. All parents are encouraged to attend Orientation during prior to the first week of the school year. At this time, parents are provided with curriculum information and receive the teacher's syllabus that outlines: the grading scale, an overview of topics taught, the textbook series, and behavior expectations. Parents are provided with parent reports from the results of the Michigan

Merit Exam (MME) and the Scantron Performance Series District Assessment. This is a computer-adaptive test that quickly pinpoints the proficiency level of students in the subject areas of mathematics, reading, and science. All information is discussed in parent friendly terms.

**Section 1118(c)(4)(C): Provide parents of participating Title I children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:**

DCHS has organized a School Improvement Team and a Parent Organization, Parents Are Teachers Too (P.A.T.T), which is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Meetings are held monthly to review data, discuss strategies implemented, evaluate progress made by students, and develop, review and offer suggestions for improvement of the School Improvement Plan.

The Detroit Community High School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- A. Maintain an "Open Door" Policy for parents to meet with administrators at the district and school level. Teachers will schedule meetings with parents at their request during preparatory periods and after school hours.
- B. The District's Director of Federal Programs and/or Title 1 Parent Liaison will meet monthly and other times as deemed necessary with principals to provide technical assistance for parent involvement activities.
- C. The District's e-mail system will be utilized and updated periodically to provide technical assistance to schools regarding parental involvement/engagement/support.
- D. The District's Director of Federal Programs and/or Parent Liaison will visit Title I participating schools to offer assistance and support of parental involvement activities.
- E. The District will allocate professional development funds to Title I schools to assist schools in attending local, state, and regional parental involvement conferences and workshops.
- F. The District Title I Parent Liaison will meet with the school improvement team to assist with planning and conducting Parent workshops and events at the school.

**Section 1118(c)(5): Ensure that if the school-wide program plan under Section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency:**

The School Improvement Team and Parents Are Teachers Too (P.A.T.T) solicit suggestions from parents regarding the School-wide Program Plan. Other comments regarding the plan are collected and tabulated from surveys. Any unsatisfactory comments regarding the plan will be duly noted during the time of submission of the plan.

**Section 1118(d)(1) *Shared Responsibilities for High Student Academic Achievement:* Jointly develop a compact that outlines how the entire school staff, parents and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high Standards:**

The DCHS Student/Parent/Teacher/Principal Compact was devised by parents, teachers, and administrators during a School Improvement Meeting. The plan clearly defines the expectations of all parties and a signature is required by all parties to demonstrate the commitment to student achievement. Parent-Teacher conferences are held throughout the course of the school year providing parents with an opportunity to discuss grades and behavior, Michigan Merit Examination (MME), Performance Series and any other assessments administered by DCHS staff. Teachers consult with parents to review progress pertaining to students reaching their quarterly academic goals, student attendance and socialization skills.

**Section 1118(d)(2)(A): Include a schedule for high school parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement:**

The DCHS Student/Parent/Teacher/Principal compact is discussed and 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. The schedule of the conferences is reflected on the school calendar provided during orientation. Conferences are held annually in November, January, and April.

**Section 1118(d)(2)(B): Provide frequent reports to parents on their children's progress:**

Progress Reports and Report Cards are sent home in November, January, April, and June. Parent Teacher Conferences are held annually in November, January, and April. A District Assessment Meeting is held annually to provide parents with results of district assessment results and state assessment results for their child. Parents have access to the online grade book to monitor progress of their child (Parent Portal).

**Section 1118(d)(2)(C): Afford parents, of children receiving Title I services, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities:**

DCHS has an open door policy to meet with administrators on the district and school level. Parents can make appointments to meet with teachers during preparatory periods and after school hours. Parents are encouraged to volunteer for various classroom, field trip, and school activities throughout the school year. Volunteer forms are sent home at the beginning of each school year as well as throughout the year.

**Section 1118(e)(1) Building Capacity for Involvement: Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children:**

An Annual Education Report meeting is held in October to discuss, in parent friendly terms, the results of MME scores, school goals, and programs. During parent/teacher conferences in November, January, and April, and the Open House event, parents are provided with a copy of the Parents Guide to the High School Content Expectation's (HSCE's). The teacher explains this information. During conferences and an Assessment Results Meeting sponsored by the district, parents receive the results of district assessments and a thorough explanation of the grade level performance of their child as well as the learning activities that can expand to homework practice to promote student achievement. Report cards and progress reports are provided to parents four times a year. The parents of special education students also receive: A copy of the Individual Educational Plan (IEP); IEP progress reports; and three-year re-evaluation academic achievement results.

DCHS provides information of the Response to Intervention (RTI) entrance and exit criteria for all programs. Parents have immediate access to grade books via the Internet to view academic progress. Parents are encouraged to volunteer for various activities throughout the school year. Volunteer forms are sent home at the beginning of each school year as well as throughout the year. Parents receive information on scheduled training workshops in all academic subject areas.

**Section 1118(e)(2): Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement:**

DCHS has scheduled four workshops held by instructional staff to support and inform parents of skills and strategies to use with their children during homework assignments. Parents receive information regarding accessing the Credit Recovery program, Education 2020, an on-line learning program that assesses the HSCE's, and how to extend the learning experience at home. Other opportunities include an online library system contracted through Wayne RESA which allows parents and students to access materials from our website, DCHS has partnered with the Brightmoor Community Alliance who hosts literacy training workshops for parents, through the Detroit Parent Network on the school campus. Other workshops include: The Power of "7" and Parent University.

- Orientations for eighth through twelve grade families

- Math Games Night (supporting our math goal)
- Science Expo Night
- Reading activities during the month of March (supporting our SIP)
- Annual International Night
- Vocal music concerts
- Awards ceremonies
- S.W.A.T. Students with Academic Tenacity-After school tutoring
- E2020 Credit Recovery

**Section 1118(e)(3): Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school:**

The Detroit Community High School has scheduled professional staff development for its schools of The Power of 7 Parental Response to Intervention (RTI) System. This program will educate and train all staff members on how to build relationships with parents. The measurable outcomes include: increase two-way regular and meaningful family and school communication; mobilize and utilize family resources for academic support and community involvement; increase the number of families that are "aware" and trained by 300% in the 2011-2012 school year; increase the number of "Project & Partner" families; increase student performance; decrease behavioral and Special Education referrals; create a culture of informed and involved families for student retention, performance and school improvement.

DCHS generates parent surveys each school year to solicit ideas, comments, and concerns from parents to improve involvement and school culture. The school improvement team reviews the surveys twice a year and have invited parents to join the team for input in the decision making process. Parents are encouraged to complete evaluation forms as a means of providing feedback on the effectiveness of DCHS programs or activities along with suggestions for improvement. Suggestions will be addressed at Parent Teacher Organization meetings and school improvement team meetings.

**Section 1118(e)(4): Collaborate with other programs to coordinate parent Involvement:**

The staff at DCHS collaborates with programs like Safe and Supportive Schools, U of M Brightmoor Alliance, Gleaners, Parent University, Power of 7 to strengthen parent involvement. We also provide the services of a social worker to address parents' concerns and provide parents with a list of social services available in the community.

The Parent Liaison, through the Brightmoor Community Center provides information of food banks and emergency needs services to parents.

**Section 1118(e)(5): Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand:**

All literature and documents provided to parents will contain parent friendly terminology. When necessary parents will receive a thorough explanation by staff members of documents containing information of parental rights and responsibilities. An annual parent meeting will be held to explain the Annual Education Report and plans for Title I funds. During the meeting questions will be answered and comments and concerns will be addressed. Parent/student/teacher compacts and the student/parent handbook contain parent friendly language.

**Section 1118(e)(14): Shall provide such other reasonable support for parental involvement activities under this section as parents may request.**

Parents are asked to complete surveys to collect perception data on school culture as well as solicit ideas of parent involvement activities. This information is reviewed by the School Improvement Team twice a year to aid in providing support and activities to parents. Parents serve as active stakeholders on the school improvement team. Parents are welcome to volunteer throughout the school year, and our district has an open-door policy to meet with administrators. DCHS teachers invite parents to meet during preparatory periods.

**Section 1118(f) Accessibility: In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in format and, to the extent practicable, in a language such parents understand:**

The student population of Detroit Community High School and its parents use English as their native speaking language, therefore all literature is printed in English and there is not yet a need to provide parents with translators. However, non-English speaking families can request literature translated in their native language. To maintain an effective home-school partnership and in compliance with Section 1118 of the No Child Left Behind Act of 2001, DCHS will commit to the following:

1. An annual meeting to provide parents/guardians with results of individual assessments including a question and answer session.
2. An annual Title I services meeting to provide parents with information regarding the services provided.
3. An Annual Education Report meeting will be held to explain the achievement results in parent friendly terms, as well as posted on our website. Parent/Teacher conferences scheduled three times a year to provide information regarding High School Content Expectations(GLCE's) and student progress.
4. A Web page, School Newsletter, and other forms of literature to inform and invite parents/guardians to school events.

- 5.** A Parent/Student/Teacher Compact is signed at the first Parent/Teacher conference in the fall to outline shared responsibility to improve academic success.
- 6.** Parents receive a volunteer form to complete at the Open House event to encourage participation.
- 7.** Parent Involvement surveys and evaluation forms are distributed to determine the success of the various events, programs, and culture of the school.
- 8.** Meetings between parents/guardians, school administration, and staff are scheduled to discuss solutions for students having special abilities, disabilities, needs, or experiencing issues with academics and/or behavior.
- 9.** A Child Study Team has been formed to identify, locate, and evaluate children with disabilities who attend the academy.

# DETROIT COMMUNITY SCHOOLS

## Parent-Student-School Compact

### 2011-2012

**PARENT/GUARDIAN AGREEMENT** *(Any person who is interested in helping this student may sign in lieu of the parent.)*

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the policies in the school handbooks.
- Establish a time for homework and review homework regularly.
- Provide a quiet, well-lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning and is expected to learn.
- Provide positive educational experiences for my child.
- Read with my child and let my child see me read.

Signature(s) \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT AGREEMENT** *(signed by student)*

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Arrive at school on time.
- Come to school each day prepared for learning.
- Complete and return homework assignments promptly.
- Observe regular study hours.
- Follow rules of student conduct in our student handbook and follow adult's directions.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF AGREEMENT** *(signed by teacher as school's representative)*

It is important that students achieve. Therefore, we shall strive to do the following:

- Expect students to achieve at their highest level.
- Provide appropriate and meaningful homework assignments for all students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Use special activities at school to make learning enjoyable.
- Communicate with parents the expectations for their child, and communicate regularly on the progress of these expectations.
- Provide an environment that allows for positive communication between the teacher, parent, and student.

Signature \_\_\_\_\_ Date \_\_\_\_\_