

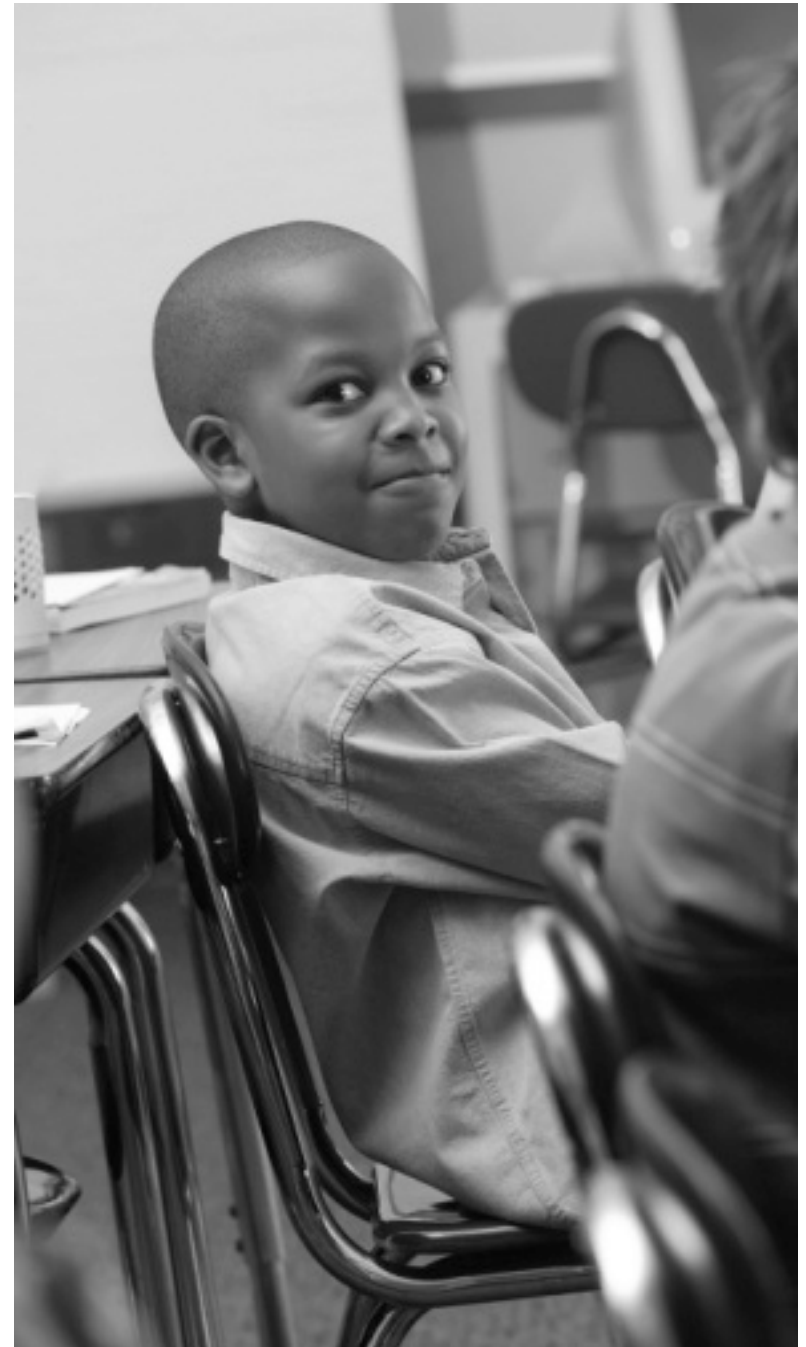
Excellent Schools for Every Child

Detroit Public Schools Academic Plan

March 2010

Robert C. Bobb,
Emergency Financial Manager

Barbara Byrd-Bennett,
Chief Academic and Accountability Auditor



Acknowledgments

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Detroit Public Schools Community

Council of the Great City Schools

Governor's Transition Team

Academic Plan Development

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Message to the Community

Message from Robert C. Bobb, Emergency Financial Manager

Children are the center of our universe. Each and every day our team goes about our work in the Detroit Public Schools by continually asking the question as we make the tough decisions: “Is it good for the kids?”

We have stated from Day One that when our work here is complete in March 2011, we intend to leave five major products for the Detroit Public Schools:

1. A master education plan for 21st century teaching and learning
2. A plan for safe and secure learning environments
3. A master facilities plan
4. A plan for parent and community engagement
5. A long-term financial plan

This academic plan will drive our further planning around facilities and finances. It sets rigorous goals and keeps our focus on Creating Centers of Excellence at Every School for Every Child, Every Day, in Every Neighborhood across Detroit Public Schools. Each and every school must be high performing.

Our plan coincides with the Excellent Schools Detroit Citywide Education Plan. The Citywide Education Plan, which I strongly support, brought together a broad coalition of people who care about raising the bar for all of Detroit’s children, and we at DPS were glad to take part because we strongly believe that there needs to be a wide range of excellent educational options for our kids. And while I applaud the Citywide plan’s strong goals for graduation and other measures, I am pleased to say the DPS’ academic plan has even higher targets.

I am excited about our changes ahead. They include:

- More rigorous academics and a wider variety of extra-curricular offerings at every school.
- Creation of a pre-K-14 system of schools that serve students through college
- College advisors and specialized offices at every high school

- Smaller class sizes, once finances are shored up
- A national recruitment effort for principals to ensure we have great leaders in every school
- Dual enrollment, Advanced Placement and other college courses available to every high school student.
- More emphasis on parental involvement, including providing the tools to help parents

These reforms are based on lessons learned from successful private and public schools across Michigan and the nation. We have also embraced private sector models that work, and that we know will work for Detroit.

We have no more time to waste. We learn with each passing day that we have not only a financial emergency but an academic emergency as well.

In many of our schools, we have a reading emergency, a writing emergency, a science emergency, and a math emergency.

All of our children, including children with special needs and children learning English, must develop the knowledge and skills to gain admission to the college they want to attend or the employment they seek. This plan identifies what we need to do so that children in our care succeed. By we, I mean all of us. Educators, parents, business owners, faith-based leaders, elected officials, and taxpayers must come together and share responsibility for improving our schools.



Message to the Community

Message from Barbara Byrd-Bennett, Chief Academic and Accountability Auditor

This Academic Plan was created on behalf of children and designed for adults who will step up and assume the responsibility for turning around our schools.

Many adults have contributed already to the conversation on what we must do to make that happen: members of the Governor's Transition Commission; the Council of the Great City Schools; principals, teachers, and support staff in our schools; elected officials and community leaders; and parents and community members in our neighborhoods. Their recommendations provided the foundation for our work, and we are grateful for their expertise and commitment to change direction.

This plan provides very specific directions on how to get students where they need to be: in the line of graduates waiting with anticipation to receive a diploma.

When we achieve the goals we've set, it will be clear to everyone what students must know and be able to do to earn that diploma, and what we must do to support students along the way. On graduation day, that diploma will be more meaningful, not only for students and their proud families, but for the college admissions officer, the potential employer, and the Detroit community.



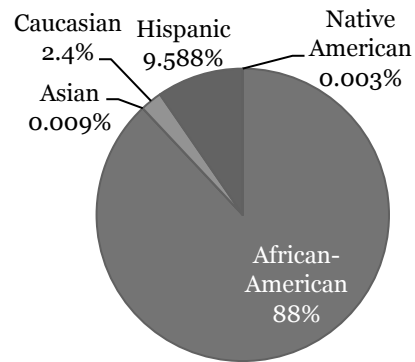
Demographics

Detroit Public Schools is the **largest district** in Michigan.

Schools: **172** for pre-kindergarten through grade 12

Student enrollment: **84,680**

Ethnicity:



Eligible for free/reduced price lunch: **77%**

Staff:

<i>Teaching staff:</i>	5,345
<i>Support staff:</i>	1,296
<i>Principals:</i>	172
<i>Assistant principals:</i>	92
<i>Average years of teacher service:</i>	27

Our Vision

Detroit Public Schools is reinventing itself.

The schools that led our community to prosperity through much of the 20th century are not sufficient for the 21st. We need schools that prepare our children for college and careers that will move the city forward. While there are success stories throughout the district, success is not the norm for the vast majority of children in our schools.

This conclusion has been documented in two independent reports and a district audit, which examined:

- Student and school performance data
- The root causes of financial failure
- The district's current organizational structure
- Effectiveness of commercial programs such as textbooks and materials used to support the curriculum
- Resources provided through community partners
- Quality and skills of educators.

Using these reports as a foundation, as well as conversations throughout our schools and community, we propose to end the finger pointing and move forward to build a system of distinguished schools that serve all students. This Academic Plan provides a framework for a district “turnaround” strategy: setting priorities, reallocating resources, creating new schools and management systems, and building the capacity of our staff.

We are creating schools where:

Everyone knows what the goal is. Students and their teachers are clear on what must be learned in every subject and what mastery actually means. Parents know how we're measuring student achievement, and whether their children and their children's schools are making gains. Our community demands an increase in the number of high school graduates and students who continue their learning after earning that diploma.

Everyone is learning more than was expected of them in the past. We will develop standards and curriculum based on the Common Core Standards to ensure higher levels of achievement for everyone by 2015. It's not enough to earn a diploma if that diploma doesn't mean much to a business owner or college admissions officer. It's not okay to have math mean fractions for some and algebra for others. It won't work to make excuses because a student hasn't learned English or is far behind in credits at 9th grade.

Everyone understands that learning is a process. There will be more time to learn with an extended day, more chances and support to get it right, more opportunity for educators to improve their skills. Our approach for every learner will be positive reinforcement for making progress toward the goal.

Everyone is learning: the preschooler learning to count to 5; the high school senior writing an application to college; a group of teachers discussing ways to teach fractions; parents learning how to support their children enrolled in algebra; the football team learning a new defensive play with their coach; the would-be web designer and the graphic artist who is her mentor. In short, Detroit schools are for learners of every age and aspiration.

The following beliefs provide the foundation for a plan to realize our vision:



- The needs of children—not adults—are the basis for all decisions.
- Leadership is defined as inspiring and guiding teaching and learning.
- Teacher effectiveness, developed through comprehensive, prescriptive and relevant professional development, is the lever for improving student achievement.
- Accountability systems that use appropriate evaluation tools ensure adult responsibility. Responsibility for results must be shared on many levels, internally and externally.

- Everyone in Detroit gains when the community collaborates with schools to support student success.

The work we're about to undertake is organized in five areas of focus:

- Teaching and Learning
- Safe Schools and a Marketplace of Choices
- Committed and Talented Staff
- Accountability for Achievement
- Family/Community Support and Empowerment



Clear Goals

This plan champions change for Detroit Public Schools by setting clear goals based on recommendations from a series of studies and from citizens across the community.

We have identified the 27 indicators of success that address our academic emergency, from an increase in test scores to a decrease in dropout rates, and set specific goals for each measure.

This ambitious plan raises the expectations for our students, parents and community at large. It guarantees the creation of Centers of Excellence at Every School for Every Child, Every Day, in Every Neighborhood across Detroit Public Schools.

By 2015, the targets include:

- 100 percent pass rates for Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME), and Adequate Yearly Progress (AYP)
- 98 percent graduation rate and average daily attendance for students
- Increasing numbers of teachers achieving National Board Certification
- An average ACT composite score of 22.2
- Also, more graduates will enter and remain in colleges and universities, more children will move out of special education and schools will improve on the National Assessment of Educational Progress (NAEP)
- 100 percent acceptance rate of students in post-secondary institutions

There will be decreases in:

- Students retained at each grade
- The dropout rate
- Student suspensions and expulsions
- Referrals and placement of students in special education

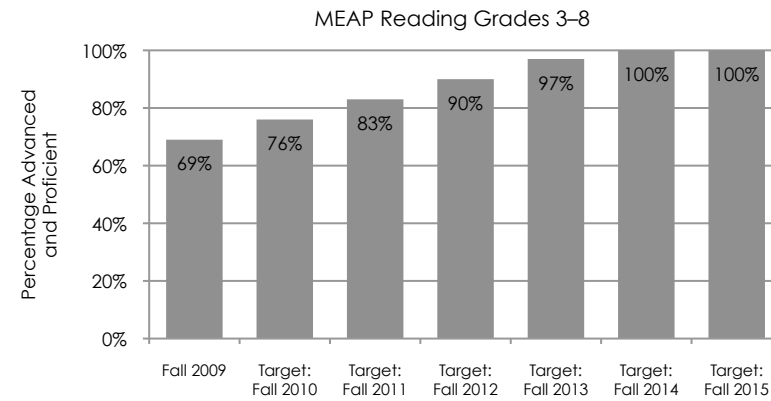
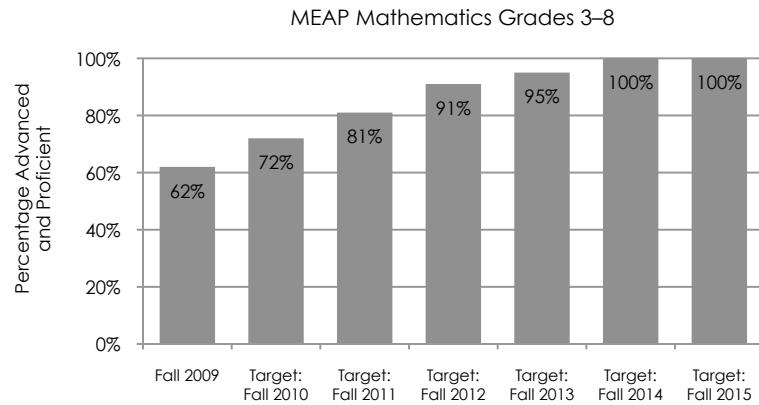
More schools will meet the requirements of Adequate Yearly Progress, and more teachers and principals will engage in meaningful professional development.

This plan requires much from many of us, but it requires one thing of all of us: We must come together in support of our children.



Michigan Educational Assessment Program (MEAP)

Students in grades 3–9 take the MEAP tests in the fall of each school year to measure learning in reading, writing, English language arts, math, science, and social studies. These charts include reading and math scores for grades 3 through 8. Fall 2009 state results are not available.

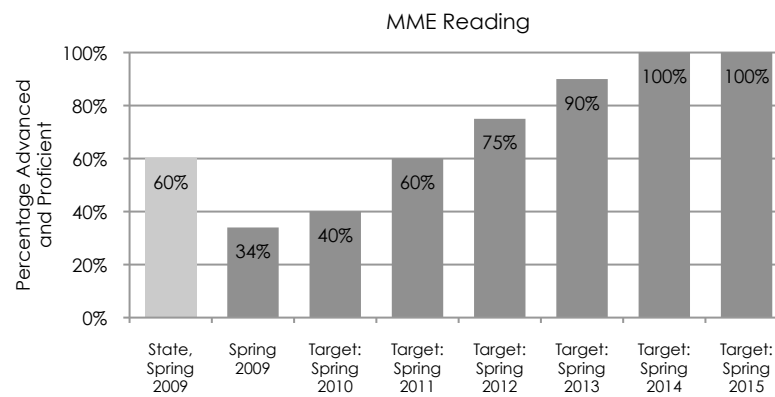
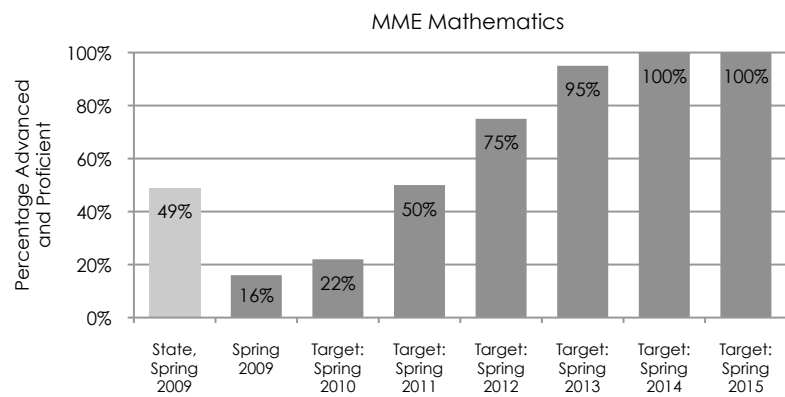


Source: Michigan Department of Education



Michigan Merit Examination (MME)

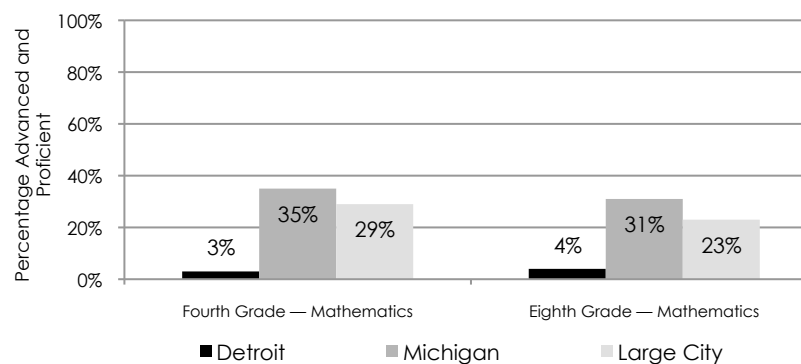
Students in grade 11 take MME tests in the spring of each school year to measure learning in reading, writing, English language arts, math, science, and social studies. A composite score can be used for college admissions (ACT).



Source: Michigan Department of Education

National Assessment of Educational Progress (NAEP)

The NAEP tests are the nation's scorecard for student achievement, representing "the gold standard" for technical quality and rigor. The tests are administered to students in grades 4 and 8 every other year from January to March.

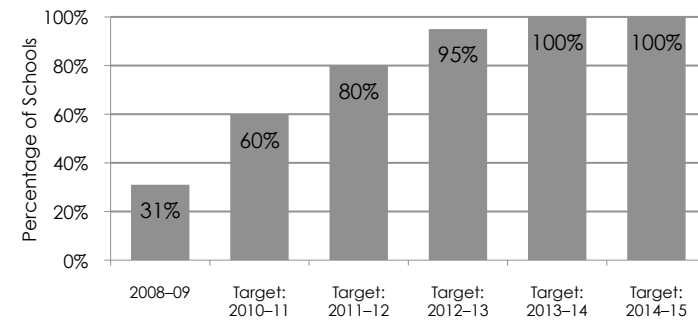


Source: National Center for Education Statistics, U.S. Department of Education



Adequate Yearly Progress (AYP)

AYP is an expectation for school achievement defined by the federal No Child Left Behind Act. In Michigan, the assessments used to determine whether a school has made AYP are the Michigan Education Assessment Program for elementary and middle schools and the Michigan Merit Examination for high schools. Other indicators are also part of the calculation, such as the number of students who participated in the assessments and the graduation rate for high schools. This chart represents the percentage of schools that have met the requirements for AYP.



Source: Michigan Department of Education

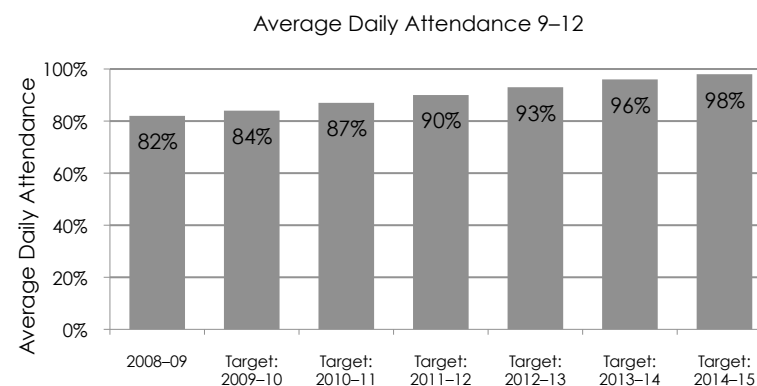
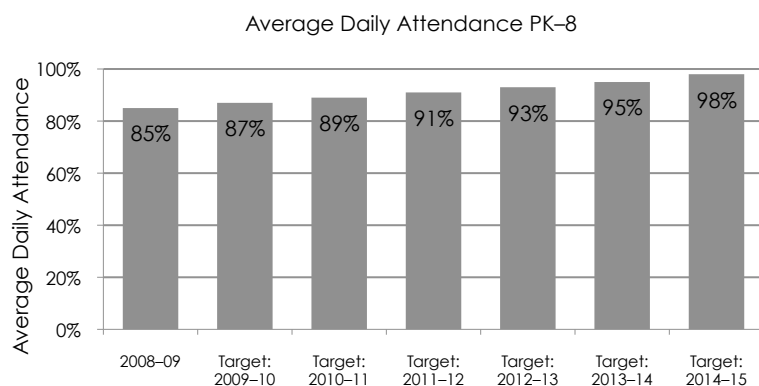
Student Retention

Students repeat a grade if they have not made sufficient progress to succeed at the next grade. This chart represents student retention at grades 1, 4, 7, 9, and 11.

Number of Students Retained by Grade 2008-09	Enrollment by Grade 2008-09	Number/Percentage of Students Retained by Grade 2008-09		Target					
		Number	Percent	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 1	7,411	661	8.9%	5%	3%	1%	.5%	.5%	.5%
Grade 4	7,030	189	2.7%	2%	1.5%	1%	.5%	.5%	.5%
Grade 7	6,458	254	3.9%	2.5%	2%	1.5%	1%	1%	1%
Grade 8	6,734	100	1.5%	1%	1%	1%	1%	1%	1%
Grade 9	8,306	2,616	24.9%	20%	10%	5%	1%	1%	1%
Grade 11	6,556	926	14.1%	10%	5%	3%	1%	1%	1%

Student Attendance

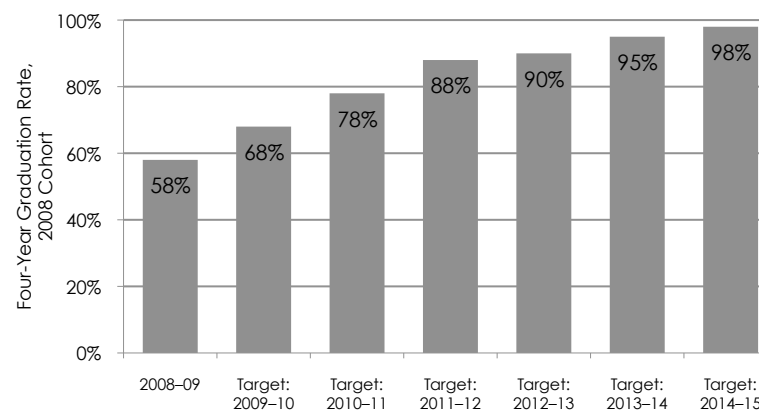
Average daily attendance is based on the number of days students are scheduled to attend and includes all students in pre-kindergarten through grade 12.



Graduation Rate

The four-year adjusted cohort graduation rate is calculated by tracking students from the time they enroll as ninth graders to a four-year expected completion date. This method accounts for students who leave school and return, are retained in a grade and stay in school, and transferred into and out of the public school system.

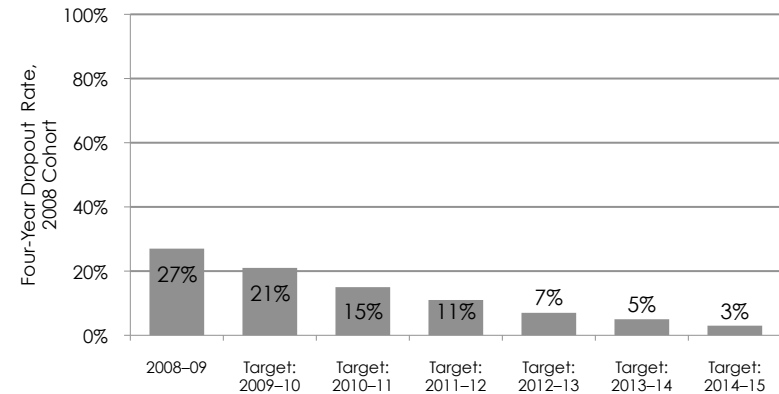
- National graduation rate: 89%
 - For black males: 44%
 - For black females: 58%



Dropout Rate

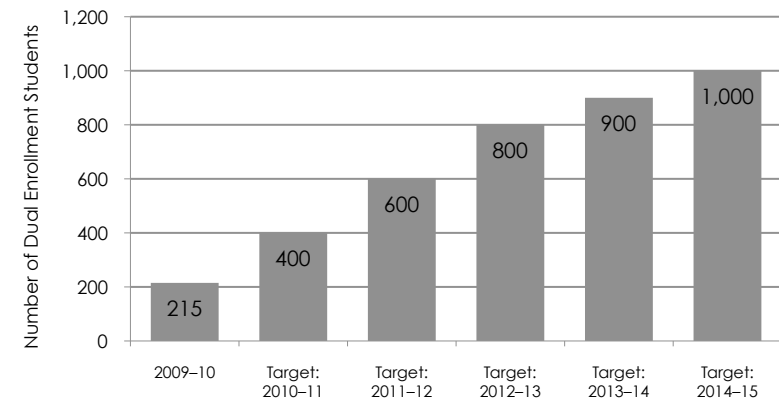
Like the graduation rate, the dropout rate is calculated by tracking students who enrolled for the first time in grade 9. It accounts for students who left high school permanently without receiving a diploma, a GED, or other certificate at any time during the four-year period. The count does not include students who earned a GED or are continuing to earn credits after four years, or who reached the maximum age to receive special education services.

- National dropout rate: 8.7%
 - For black males: 9.7%
 - For black females: 5.3%



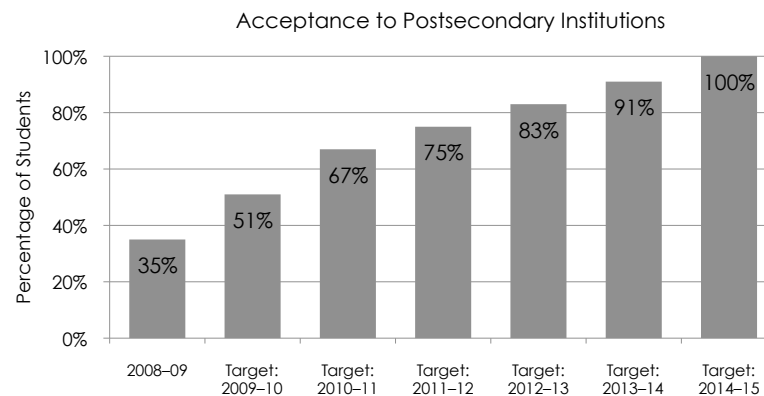
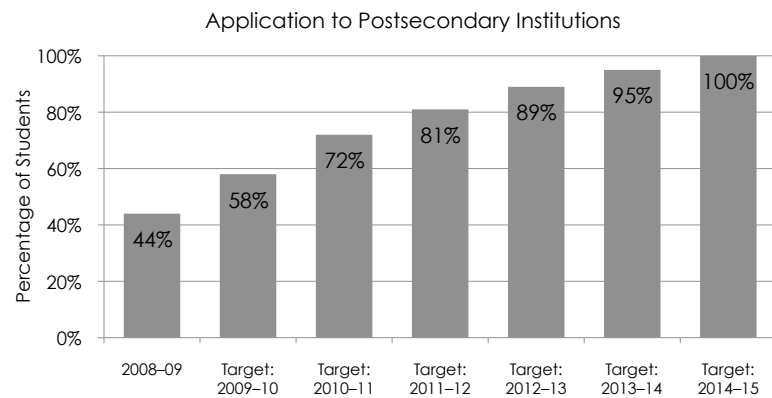
Dual Enrollment

Based on evidence that dual enrollment increases academic performance and educational attainment, the District will encourage students to take advantage of this opportunity to pursue an advanced curriculum that aligns to their postsecondary interests and goals. Dual enrollment eases the transition from high school to college and allows our students to get ahead of the curve in their technical careers.



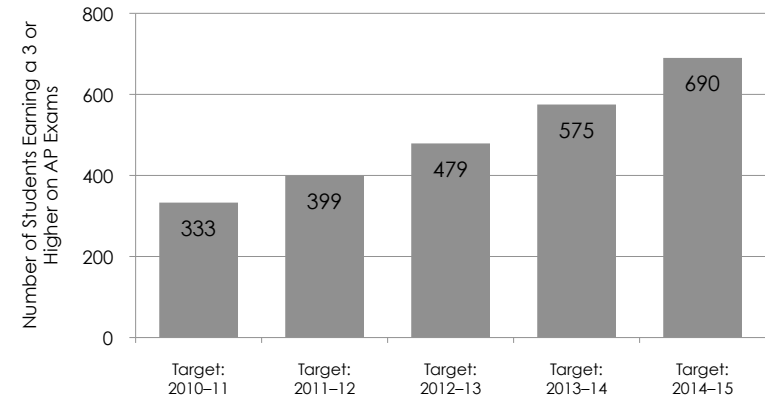
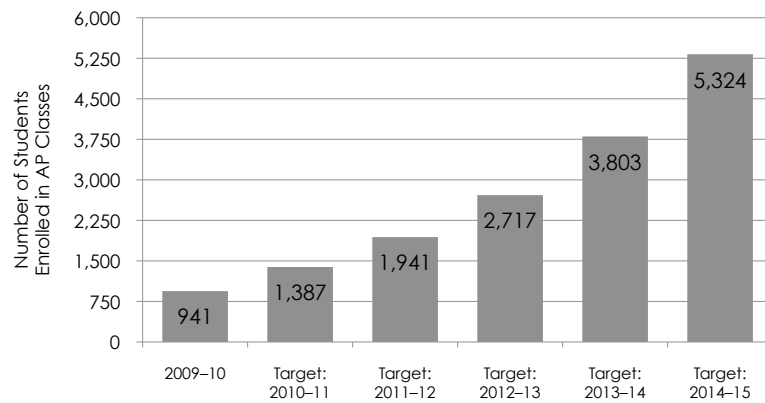
Application/Acceptance at Postsecondary Institutions

These charts represent the percentage of students who apply for admission to a community college, career and technical institute, or four-year university, as well as the percentage of those accepted.



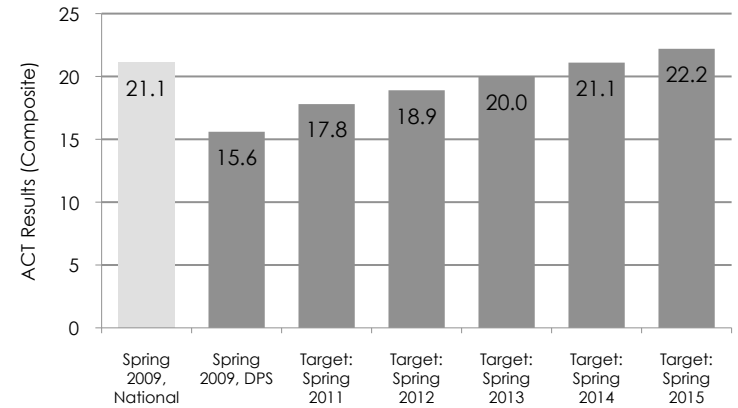
Advanced Placement (AP)

Students can take courses that reflect the level of learning in colleges and universities, earning college credit if they do well on an AP exam and increasing their chances for admission to college. We will increase the number of AP classes offered by employing certified teachers on district campuses and through virtual schools.



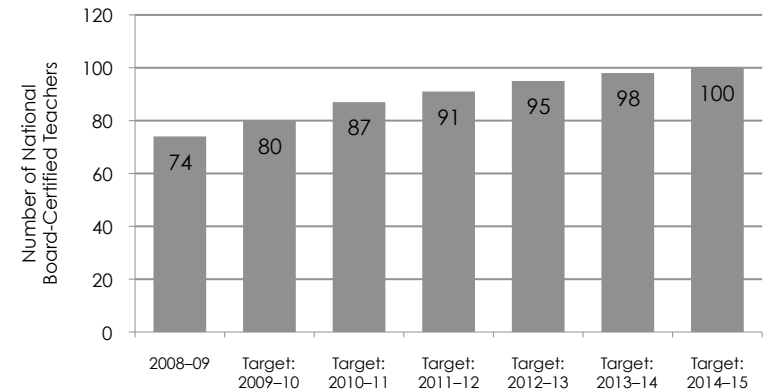
ACT

The ACT is a college admissions test that is incorporated into the MME. The test is directly related to what students have learned in their high school curriculum.



National Board Certification

Teachers who achieve National Board Certification have met high standards through study, expert evaluation, self-assessment, and peer review. A report by the National Research Council indicates National Board Certification has a positive impact on student achievement, teacher retention, and professional development.



Decrease in the Number of Student Suspensions

Number of student suspensions in SY2008/2009	Target					
	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
37,655	33,889	30,499	27,449	24,704	22,234	20,011

Source: DPS Office of Student Code of Conduct



Decrease in the Number of Student Expulsions

Number of student expulsions in SY2008/2009	Target					
	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
292	219	146	73	<10	<5	<5

Source: DPS Office of Student Code of Conduct

Decrease in Referrals and Placement of Students into Special Education

Number of referrals/Number of students eligible for placement SY2008/2009	Target					
	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
1,829/ 1,503	1,281/ 1,052	897/ 736	628/ 514	565/ 463	509/ 417	458/ 375

Source: Department of Student Support Services-Office of Psychological Services

Increase in Number of Special Education Students who Are Decertified

Number of students decertified in SY2008/2009 (Based on 3 year re-evaluations)	Target					
	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
45	60	78	100	130	160	190

Source: Department of Student Support Services-Office of Psychological Services

Increase in Percent of Students Placed in the Least Restricted Environment (LRE)

Number of students placed in Least Restricted Environment SY2008/2009	Target					
	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
319	351	386	424	466	513	564

Source: Department of Student Support Services-Office of Psychological Services

Five Areas of Focus

To aggressively accelerate student achievement, we have identified five areas of focus, and within each area, have defined the goals, strategies, and objectives to be accomplished. This section of the plan includes the goals and strategies in the five focus areas. The section that follows provides the next level of specificity—the objectives/activities related to each.

Glossary

REPORTS AND RECOMMENDATIONS

GTT: Governor's Transition Team

CGCS: Council of Great City Schools

FEDERAL FUNDING SOURCES

ARRA: American Recovery and Reinvestment Act of 2009

IDEA: Individuals with Disabilities Education Act

Title I: Funding for high-poverty, low performing students and schools

Title IIA: Funding to support teacher and principal quality

Title IID: Funding to enhance education through technology

Title III: Funding for programs to serve English Language Learners

MEASURES OF STUDENT PERFORMANCE

AP: Advanced Placement courses and Advanced Placement examinations

MEAP: Michigan Educational Assessment Program, administered yearly in Grades 3-9

MME: Michigan Merit Examination, administered yearly to students in Grade 11

NAEP: National Assessment of Educational Progress, administered every other year in Grades 4 and 8



1. Teaching and Learning

The schools that led our community to prosperity through much of the 20th century are not sufficient for the 21st. Our schools must ensure that children graduate with the academic and social skills necessary for success in college, work, and life. To achieve that goal, we will transform our instructional programs to meet children where they are and move them to greater achievement.

High standards

- After making improvements immediately in the standards and curriculum we use now, move quickly to incorporate standards that mean more learning for everyone: the Common Core Standards being developed nationally, which Michigan intends to adopt in English language arts and mathematics.
- Define grade-level expectations, making clear what students need to learn in English Language Arts, math, social studies and science, including second language students and students in special education.
- Eliminate social promotion so that students are promoted from one grade to the next only if they can do the work in the higher grade.
- Change from course credits to Carnegie units. (A Carnegie Unit is 120 hours of class or contact time with a teacher over the course of a year).

Rigorous curriculum

- Give the youngest children in Detroit a better chance to succeed in school by revising the curriculum and teaching strategies for language development.
- Ensure consistency across the district from pre-kindergarten through grade 12 in our curriculum in reading and writing, mathematics, science and social studies, a curriculum based on the high standards we adopt.

Aligned assessments

- Base the tests used to measure how well students have learned on the standards we implement; when students master these standards, they should show better performance on state and national tests.

Instructional programs responsive to student needs

- Guarantee students a larger block of time for reading in pre-kindergarten to grade 8, and reinforce skills learned in reading and other subjects through an arts program.
- Increase the number of global languages taught and offer language at more schools.
- Design programs for special needs students to ensure that students master the most important concepts and skills. As much as possible, teach special needs students in classrooms with their regular education peers.
- Ensure that high-quality programs for students learning English respect the needs and cultures of the learners.



- Create programs for gifted students in grades 3–12, and offer more Advanced Placement classes for high school students.
- Increase student participation in apprenticeships, internships, shadowing, and mentorships that lead to future

employment, and in the construction of new schools as a part of the master facilities program.



2. Safe Schools and a Marketplace of Choices

Our schools will be safe and welcoming places for students to learn. Through a marketplace of choices, students will find the school that offers the best fit for their interests and will benefit from an array of health, guidance, social services and co-curricular activities.

Student conduct

- Within each school, provide an orderly, safe, secure and drug-free environment with a zero-tolerance policy and enforced codes of conduct.
- Revise the student attendance policy and focus on practices and programs to improve attendance.
- Help students in grades K-12 learn to handle their differences and disputes with the implementation of a conflict resolution curriculum.

School facilities

- Ensure that school facilities are inviting and well maintained, and have the necessary supplies, materials, and resources to support quality teaching and learning.

A marketplace of school choices

- Organize our schools into two levels: pre-kindergarten through grade 8, and grades 9 through 12.
- Offer new schools to serve the diversity and talents of our students, including magnet schools for science or business, virtual schools students can attend on-line, district-

sponsored charter schools, and Early College where students earn college credits in high school.

- Provide new options to earn credits and catch up to students who have fallen behind, are subject to possible expulsion, or can't thrive in a traditional high school.
- Provide additional resources to schools in a Priority School District, one with both low-performing and high-achieving schools, in exchange for commitments to extend the day and year for students.
- Redesign, restructure or re-open low-performing schools with aggressive efforts to reverse student failure.

School supports for students and families

- Develop a system of services, provided by the district or in cooperation with external organizations, to ensure that students and their families have access to social, guidance, and health services, including school-based health clinics and co-curricular activities.
- Give students more time for learning, both after school and in the summer.
- Give students interested in co-curricular activities alternatives to football, basketball, and softball such as participation in golf or swimming and in citywide performing groups such as jazz ensemble or gospel choir. The first priority is making progress in school, and students must demonstrate eligibility for participation in co-curricular activities with good grades.



3. Committed and Talented Staff

We will recruit, hire, and develop the capabilities of staff committed to learning, and identify practices that can accelerate achievement and improve operations across the district.

Recruitment

- Identify, select, develop and maintain a highly qualified pool of teachers and support staff at all schools, with particular attention to schools with traditionally low performance.
- Collaborate with organizations such as Teach for America and New Leaders for New Schools to recruit new employees.

Professional learning

- Provide all employees with classes, courses, and workshops offered in the district and in schools to build their skills and knowledge. We will use data to identify individual, school, and district professional development needs.

- Focus professional development for educators on teaching to standards, using appropriate curriculum, monitoring results, developing interventions, and re-teaching for student mastery. Using an instructional management system, teachers will be able to view test results, figure out specifically what students have yet to learn, and find lesson plans to address the concepts students missed.
- Ensure that principals participate in peer networks and develop their skills as instructional leaders and organizational managers.

System development

- Identify successful practices and develop ways to replicate them in other departments and schools.
- Restructure the central office to support learning in schools.
- Develop a process for school-based, shared decisionmaking, with the focus on decisions that impact student achievement.



4. Accountability for Student Achievement

We will conduct our work with the highest level of professional responsibility and integrity to students, and commit to monitor and report school and district progress.

Professional accountability

- Develop a single tool for the annual evaluation of managers, school leaders, teachers, and support staff across the organization, and a process for peer assistance and review.
- Hold all school staff accountable for meeting school benchmarks and targets.
- Support and reward high-performing and significantly improving schools with bonuses.

Assessment and reporting on student achievement

- Identify and use formative assessments (measures used throughout the school year to monitor student progress) and administer assessments at the end of grades and courses for grades 3-12.
- Provide information to parents and the community on student progress through the Learning Village (an on-line instructional management system), Web updates, and semi-annual reports.



5. Family/Community Support and Empowerment

We will increase opportunities for collaboration and involvement in schools, and create programs to support learning for families and other adults.

Engagement with schools

- Engage families and members of the broader community in organized and meaningful ways to support all students, such as volunteering, mentoring and tutoring.
- Allow families to tap into the district's instructional management system to see how their students performed on tests, as well as textbooks and other learning materials. They also will be invited to participate in online forums with other parents, teachers, students and administrators.
- Collaborate with businesses, faith-based and community organizations to develop school-to-career opportunities that connect students to apprenticeships, internships, shadowing, and mentorships that will lead to future employment.

- Through existing and new university and college partnerships, provide professional development for staff and increased academic opportunities for students.
- Identify local and national partners to support and build capacity at low-performing schools.

Learning for adults

- Invite parents of infants and toddlers to attend classes to learn about early language development and socialization so that students enter pre-kindergarten ready to participate fully.
- Expand parent education programs through the creation of a Parent University and offer courses in parenting skills, early childhood literacy, adult literacy, and GED.



1. Teaching and Learning

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	High standards			
1	<p>Develop benchmark and grade-level academic content standards for literacy, writing, mathematics, science, and social studies for all students, including second language learners and students enrolled in special education programs.</p> <p>Ensure that the standards are aligned to NAEP content framework expectations, and also reflect Michigan Grade-Level Content Expectations.</p>	<p>CGCS – pp 23, 25, 26</p> <p>GTT - pp 34-35</p>	<p>We will see increased student achievement for all students, including those with special needs and whose native language is not English, as measured by MEAP, MME, and NAEP results.</p> <p>More students will move from basic to proficient and from proficient to advanced.</p> <p>More students will graduate.</p>	<p>General Fund</p> <p>ARRA</p> <p>Title I</p> <p>Title III</p> <p>RTTT</p>
2	Based on the content standards developed in Objective 1 above, develop performance standards for literacy, writing, mathematics, science and social studies define and illustrate the expected level of performance for each grade level.	<p>CGCS – pp 23, 25</p> <p>GTT - p 35</p>	<p>Teachers will provide rigorous instruction to ensure increased student achievement as measured by both formative and summative assessments.</p> <p>Teachers will develop standards-based lesson plans using student assessment results and these plans will be used to accelerate student achievement.</p>	General Fund
3	Identify standards that must be met though high school core courses, and a sequence of coursework to achieve them. Develop course catalog.		High school students will have a clear sequence of required coursework that is described in the course catalog.	General Fund
4	Evaluate current student promotion policy and make necessary adjustments to ensure students who are promoted have achieved standards.		Students will only be promoted if they meet standards.	General Fund

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
5	Develop student, teacher, family and community understanding and support for standards by sharing and eliciting response and providing feedback.	CGCS – p 23 GTT - p 35	Principals, teachers, family, students, and community will be aware of and support standards-based teaching and learning.	General Fund
	Rigorous curriculum			
6	Change from course credits to Carnegie Units.		Alignment with Michigan Merit Curriculum, most high schools, colleges, and universities.	
7	Review existing materials for core courses. Address gaps that exist between Michigan Grade-Level Content Expectations and the NAEP frameworks by identifying supplemental intervention texts and materials.	CGCS – pp 23, 26, 28 GTT - p 34	Resources, materials, professional development, and formative assessments will be aligned to high standards and rigorous curriculum. Student achievement as measured by MEAP, MME, and NAEP will increase.	ARRA Title I
8	Align all early childhood curricula, PreK-3, including special education and bilingual education, to reflect high standards focused on foundational literacy skills.			
9	Expand upon existing libraries or build classroom libraries with a variety of appropriate multicultural literature for students.	CGCS-pp 36, 38	Students will be able to use more trade books in each classroom.	ARRA Title I

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	Aligned assessments			
10	Develop an assessment system that measures student progress toward the standards we adopt.	CGCS – pp 23, 57, 58 GTT - p 35	Benchmark and formative assessments will be developed as diagnostic tools to accelerate student achievement. Teacher decision making and instructional practice will improve.	ARRA
	Instructional approaches that meet student needs			
11	Adopt a district-wide philosophy and comprehensive plan for intervention and acceleration for literacy, mathematics, and science.	CGCS – pp 35-36, 38, 40 GTT - p 35	A management information system will support instruction. Each school will implement a plan based on the district's systemic plan for literacy, mathematics, and science.	ARRA Title I RTTT
12	Increase students' opportunities to develop literacy, mathematics, and science skills in classrooms with abundant materials.	CGCS–pp 35-36, 38, 41	Classrooms and schools will reflect an emphasis on literacy. Additional materials to support literacy will be available to teachers and students.	ARRA Title I
13	Implement a 120-minute balanced literacy block in Pre-kindergarten-eighth grade. Develop strategies for increasing instructional time spent on literacy in secondary schools.	CGCS– pp 36, 37, 38	With increased high quality instructional time for students, more students will achieve at proficient and advanced levels as measured by MEAP, MME, NAEP, PSAT, and ACT.	ARRA Title I

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
14	Provide intensive support through tutoring in reading for Pre-kindergarten through third grade.	CGCS – p 78 GTT - p 35	There will be more rigor and equity in quality instruction. Students will be better prepared to meet/exceed learning standards and expectations by third grade, as measured by Dibels, Battelle, and DPS benchmark assessments.	Title I ARRA IDEA ARRA Title III
15	Develop a plan to integrate technology in the major content areas.	CGCS – p 38 GTT - pp 35, 79, 80, 82	Students will have more opportunities to acquire skills and knowledge via an interdisciplinary technology- based curriculum. Teachers and students will use technology as a learning tool.	ARRA Title I Title II D IDEA ARRA
16	Increase advanced placement (AP) and honors course offerings. Every high school will have advanced placement and honors course offerings.	CGCS– pp 80, 82	The number of students accessing advanced placement classes will increase. The number of students scoring a three or higher on AP exams will increase.	TBD

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
17	<p>Implement an ongoing test sophistication program at every school where teachers and principals utilize data from practice tests and other sources to assess students and successfully transition them to the next level of instruction.</p> <p>As a program of continuous improvement, identify and implement effective instructional strategies to support improved student learning, monitor student progress regularly and make necessary instructional adjustments based on student needs, and transition students to the next level of instruction.</p>	CGCS– pp 23, 58, 62	<p>Principals and teachers will utilize performance data to identify and provide necessary interventions for students.</p> <p>Teachers will group students for “re-teaching” to promote high achievement, and students will be better prepared to take tests.</p> <p>An increased number of students will pass the MEAP and MME at proficient and advanced levels.</p>	<p>ARRA</p> <p>Title I</p> <p>IDEA ARRA</p>
18	Design and implement creative English Language Learner programs aligned to state and district content and performance standards.	CGCS–pp 72, 75	<p>Students will acquire literacy skills in their native language that will help them develop English fluency.</p> <p>Students will have coordinated and sustained instruction in the English language that helps them achieve the standards.</p> <p>More ELL students will move from basic to proficient and proficient to advanced as measured by the MEAP and MME.</p> <p>Students will be identified for support services as indicated by ELPA.</p>	Title III
19	Increase the number of global language offerings.	CGCS-p 82	More students will study a global language.	TBD

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
20	Design and institute practices to intervene and remediate learning problems before children are referred to Special Education.	CGCS – p 76	Fewer students will be referred and identified for Special Education services, and we will reduce the percentage of students served in self-contained classrooms.	IDEA IDEA ARRA
21	Streamline the current IEP process with an electronic IEP.	CGCS – p 76	IEPs will be available to teachers before they begin instruction with students, allowing teachers to deliver appropriate education.	IDEA IDEA ARRA
22	Provide timely Special Education services.	CGCS – p 76	<p>All school personnel will be aware of the academic progress of students receiving Special Education services. School professional teams will be able to intervene when necessary to ensure that appropriate instruction is delivered.</p> <p>Students will receive required services within the timeframe specified in the policies and procedures.</p> <p>Students with mild disabilities will be educated with general education students and learn in the least restrictive environment.</p> <p>The de-certification rate for less severely disabled students will increase.</p>	IDEA IDEA ARRA

No.	OBJECTIVES/ ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
23	Increase the percent of students with disabilities being educated in the least restrictive environment.	CGCS – p 76	<p>A continuum of placement settings will be available that include regular classrooms, special education classrooms, home instruction, and instruction in hospitals and institutions to ensure that a student is appropriately served.</p> <p>IEP teams will be provided professional development to assist them in determining what constitutes an appropriate education and placement for students with disabilities. The benefit of providing an education and interaction with students without disabilities will be emphasized, resulting in increased placements for students in the least restrictive environments. Students identified as Learning Disabled will be evaluated for the appropriateness of more inclusive placements and IEPs will be adjusted accordingly.</p>	IDEA IDEA ARRA
24	Create and implement a developmental and sequential arts program infused into the general instruction program. Schools will have arts infused in the school curriculum to reinforce skill acquisition, particularly related to literacy.	CGCS – p 38	Students will be provided with creative opportunities that enhance the inextricable relationship between arts, culture, life, and learning. Students will increase skills across multiple content areas.	Private Funding
25	Increase both the number of schools and the number of classes within schools that offer a full complement of arts instruction.		The number of students who participate in the full complement of arts will increase.	Private Funding

2. Safe Schools and a Marketplace of Choices

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	Student conduct			
1	Redesign, disseminate and monitor the implementation of the District Attendance Policy.	CGCS – p 14, 62	Student attendance will increase. Students will be encouraged to attend school.	General Fund
2	Revise the current suspension policy to maximize students' time in school while ensuring safe and orderly classroom environments.	CGCS – p 62, 86	There will be more emphasis on prevention of suspensions, and increased use of alternatives to suspension. Student achievement will improve.	General Fund
3	Evaluate and redesign all conflict resolution programs in the district and implement system-wide.	CGCS – p 86 GTT - p 43	Schools will have increased capacity to address safety and school climate issues.	ARRA RTTT
4	Identify new approaches to improving discipline, including alternatives to suspension. Minimize the impact of disruptive behavior in classrooms and schools.	CGCS – p 86	Schools will have positive behavioral intervention programs in place to support students.	ARRA RTTT
	School safety			
5	Define what constitutes an acceptable safety plan and establish minimum standards for each school safety plan.	CGCS – p 17 GTT - p 43	Students and staff will be able to focus more effectively on teaching and learning. Schools will be a safe and inviting learning place with minimum disruptions.	General Fund
6	Review and evaluate current school safety plans.	CGCS – pp 14, 17	Schools will be better able to prevent and respond to critical incidents.	General Fund

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
7	Hold regular police commander principal meetings at the beginning and at least two other times within the school year.	CGCS – p 17	Early warning system will be strengthened and there will be a closer relationship between DPS and various law enforcement agencies.	TBD
	A marketplace of choices			
8	Redesign and evaluate the K-8 school model. Strengthen the research-based school practices in a K-8 structure.	CGCS – p 68	Students will be instructed in an environment that provides continuity, stability and greater opportunities for achievement and success.	TBD
9	Revisit school start times at all K-8 and secondary schools.	CGCS – pp 68, 83	Improved attendance and improved student achievement.	General Fund
10	Design the marketplace of secondary school options by creating new schools, e.g., Choir Academy, Newcomer Academy, Ben Carson School for Medicine and Science, Cornerstone, Option Schools, Virtual Academy, Early College.	CGCS – p 68 GTT - p 35	Students will have additional opportunities to achieve at high academic levels.	RTTT TBD
11	Reorganize the Career and Technical Education (CTE) program offerings. Design a work-based learning (school to career/work) program with specific objectives for students in grades 6-12.	CGCS – pp 87, 88, 89 GTT - p 35	Students will have a variety of educational opportunities and will receive training geared to a 21 st Century work force.	ARRA Perkins RTTT
12	Design an Entrepreneurial Program.	CGCS - pp 88, 89	This will be one choice for students in a marketplace of secondary school options.	ARRA RTTT

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
13	Design accelerated programs to prepare students for post-secondary opportunities.	CGCS – pp 81, 90	Students will be prepared to compete for admissions to higher education institutions, colleges, universities, and advanced vocational schools.	ARRA Title I Perkins RTTT
14	In selected high schools, pilot a “Friday in College” program in partnership with local colleges and universities.	CGCS – pp 81, 90	Secondary students will have opportunities to enhance their academic performance using the resources of colleges/universities. Secondary students will be exposed to college campus study and will be motivated to pursue higher education.	ARRA Title I RTTT
15	Identify models, adapt successful practices, and design a student exchange program abroad.	GTT – p 35	Secondary school students will have the option to study in other countries and interact with international students and educators.	TBD
16	Increase student and family awareness of school-to-work and higher education programs.	CGCS – p 81 GTT – p 35	Students and families will be aware and make use of a variety of post-secondary options available to students.	TBD
	School supports for students and families			
17	Provide after-school opportunities for learning and free summer school for eligible students.	CGCS – p 108	Increased time for students to master standards and improve overall student achievement. Opportunity for high school students to make up credits and continue on path to graduation with their peers, thus improving graduation rate and decreasing dropout rate.	Title I

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
18	Organize and implement student mentor programs to the greatest extent possible.	CGCS – p 86	Mentors will provide students with the necessary individual support to enable them to achieve high academic standards.	ARRA RTTT
19	Design and implement health clinics in selected schools. Plan for the assignment of school nurses.		Students will receive onsite health services as needed.	TBD
20	Design and implement a system to provide the following student-at-risk services to schools in a timely manner: crisis response team, child abuse prevention, suspension regulation, substance abuse and alcoholism programs.	CGCS – p 86	The use of child abuse, suicide and other student-at-risk services will reduce the number of cases.	General Fund TBD
21	Establish coordination and effective working relationships between schools, the District and various public agencies that exercise legal authority over DPS students, e.g., including Juvenile Court, Community Mental Health Board, etc.		Students will receive better and more timely services. Schools will have increased capacity to access community resources. The District and external agencies will identify and address policy barriers (i.e., confidentiality, allocation of public/non-school resources to meet needs, etc.).	General Fund
22	Redesign the role of guidance counselor to provide better support and services to students.	CGCS - p 22	Increase in student leadership, higher graduation rate, introductory jobs and acceptance to post-secondary institutions.	General Fund

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
23	Establish and enforce academic eligibility requirements for student participation in extracurricular activities.		Only students who meet acceptable academic standards can participate in athletics and other extracurricular activities.	General Fund
24	<p>Increase the number of students participating in extracurricular activities. Set school targets for participation and focus on recruitment.</p> <p>Link extracurricular participation to student achievement.</p> <p>Create a variety of city-wide artistic groups: Band, Jazz Ensemble, orchestra, chorus, gospel, drama, dance, media specialists, and feature competitions.</p> <p>Create a Youth Advisory Council.</p>	GTT - p 43	<p>Higher number of students will participate in extracurricular activities.</p> <p>Students will have a variety of opportunities to showcase their talents and learning.</p> <p>Youth will be exposed to leadership experiences through student government and special projects.</p>	TBD
25	Establish and enforce strong eligibility requirements, provide quality facilities and equipment, and maintain strong management and accountability. (See Appendix D.)		<p>All athletic programs will be safe, high quality programs that emphasize good relationships, high academic standards and rigorous physical conditioning.</p> <p>All athletes will meet or exceed eligibility requirements.</p>	<p>General Fund</p> <p>Private Funding</p> <p>Private Donations</p> <p>TBD</p>

3. Committed And Talented Staff

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	Recruitment			
1	Design and enact a comprehensive program to recruit committed and talented individuals, while simultaneously supporting existing talent. Organizations such as Teach for America (TFA) and New Leaders for New Schools (NLNS) will serve as partners to the district.	CGCS-pp 3, 10, 50	Students will be the beneficiaries of caring, supportive, passionate, committed, and talented professionals who work to ensure student success.	Title I Title II A
2	Recruit staff to fill supervisory and administrative vacancies.	CGCS – p 22, 23, 24	The District will have a comprehensive complement of supervisory and administrative personnel to perform efficiently and effectively at all levels of the organization.	
3	Recruit and hire qualified administrative personnel and school-based coaches to oversee and implement the responsibilities of the Detroit Public Schools Athletic Department and school based programming.		The leadership of DPS athletics will maintain high ethical standards and implement programs with integrity, professionalism, expertise and good sportsmanship.	General Fund Private funding TBD
4	Recruit and assign school nurses in selected schools, and add staff over time to ensure a nurse in every school.		Students will receive onsite health services as needed.	TBD
	Professional learning			
5	Define expectations and standards for professional development at every level of the organization and hold adults accountable to the standards.	CGCS – pp 23, 42	Professional development opportunities will exemplify standards established by the National Staff Development Council (NSDC). The district will evolve into a cohesive teaching and learning system.	ARRA Title I Title II A



No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
6	Align all professional development activities with district academic reform initiatives and priorities.	CGCS – pp 23, 42, 43, 45, 47, 49	Resources will be used more effectively to ensure that professional development has student success as its major focus.	ARRA Title I Title II A RTTT
7	Identify and coordinate internal and external professional development resources. Assign teacher instructional specialists in literacy, technology and mathematics to each school.	CGCS – pp 23, 42, 47, 49, 51	Communication and planning will include appropriate district staff and external partners, including institutions of higher learning.	ARRA Title I Title II A RTTT
8	Develop a methodology to evaluate the impact of professional development activities on student achievement.	CGCS – p 48	Evidence of successful professional development will be measured by positive quantitative and qualitative student outcomes.	ARRA Title I Title II A
9	Use quantitative and qualitative data to identify individual, school, and district professional development needs.	CGCS – pp 44, 48	A district-wide coordinated and comprehensive professional development plan specific to the needs of all district employees will be developed.	ARRA Title I, IIA RTTT
10	Design and implement a Professional Development Laboratory as a training site for new teachers, implementation of Peer Assistance and Review (PAR), and the Teaching Fellows (<i>The Teacher Academy</i>).	CGCS – p 50	Effective teacher practice will lead to higher student achievement. As a result of the Teaching Fellows Program, students will benefit from the knowledge and experiences of experts such as poets, engineers, scientists, physicians, attorneys, and journalists.	RTTT

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
11	<p>Design and implement a Principal Leadership Academy that will include a coordinated system of principal recruitment, identification, selection and hiring. The academy will include first-year principals who will be assigned mentors.</p> <p>Implement year-long professional development program for 15-20 principals focused on assessing and meeting their individual leadership needs.</p> <p>Design a professional development program for all assistant principals.</p>	<p>CGCS – pp 42, 43</p> <p>GTT - p 35</p>	<p>The district will maintain a pool of highly qualified candidates from which to identify potential principals to fill vacancies, and the academy will strengthen the leadership skills of existing principals.</p> <p>Principals will have the support they need to address the issues they face in their first year.</p> <p>The district will have a cohort of principals who will serve as peer leaders.</p> <p>Assistant principals will be better prepared to assume principalships, thus creating a pipeline for leadership.</p>	<p>ARRA</p> <p>Title I</p> <p>Title II A</p> <p>RTTT</p>
12	Establish a monthly schedule of meetings to provide on-going professional development and supervisory support to associate superintendents, principals and other school administrators.	CGCS – p 42	A monthly professional development calendar will be published that is detailed, relevant and a component of evaluation.	<p>ARRA</p> <p>Title I</p> <p>Title II A</p>
13	Conduct professional development by organizational units to ensure that the new organizational design provides a structure for supporting, monitoring, and evaluating school improvement efforts.	CGCS – pp 42, 43, 47, 48	District staff will acquire a high level of professional competence to provide support to schools.	<p>ARRA</p> <p>Title I</p>
14	Provide professional development training for all non-pedagogical staff including paraprofessional, secretaries, noon hour aides, security officers.	CGCS – p 42	All school support staff will be able to provide assistance to schools in a competent and professional manner, and everyone will treat parents with respect.	<p>ARRA</p> <p>IDEA ARRA</p>

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	System development			
15	Redefine roles and responsibilities of Academic Cabinet.	CGCS – pp 19, 20, 22	Academic Cabinet members will have a laser-like focus on those areas for which they have responsibility. Academic Cabinet members know who to involve in planning activities and whose support they will need for new initiatives.	General Fund
16	Increase the ability of Academic Cabinet members to access, interpret and use research and student data to improve teacher instructional practice.	CGCS – pp 23, 62, 63, 65, 66, 67	Reports and analyses will be available and released in a timely manner. The Academic Cabinet members will use the information to assist schools in the development of their Academic Achievement Plans. The information will also be used to direct and redirect instructional practice.	General Fund
17	Reorganize administrative and supervisory staff to provide clearly defined lines of authority and accountability.	CGCS – pp 19, 20, 22, 23 GTT - p 46	Central Office's new organizational structure will enhance each school's ability to service students and parents.	General Fund
18	Articulate newly defined tasks, share vision/mission/goals and new organizational structure with various constituencies.	CGCS – pp 22, 23	All district employees and all stakeholders will have a common understanding of the goals and objectives of the District and the plans to achieve those goals and objectives.	General Fund
19	Identify and hire external consultants to conduct a thorough evaluation of the operations of Special Education.	CGCS – p 76	The district will implement recommendations that improve service quality, efficiency and lower costs.	IDEA IDEA ARRA
20	Assess and restructure the Special Education Department to promote a unified instructional system that incorporates recommendations for improvement.	CGCS – pp 72, 73, 76	Accommodations and supplementary aids and services will be provided to assist students to access the general education curriculum in the	IDEA IDEA ARRA

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
		GTT - pp 35, 50	least restrictive environment.	
21	Strengthen the Multilingual Education Office. Develop and disseminate district policy on multi-lingual education.	CGCS-pp 15, 23, 72	More language learners will stay in school and show measurably improved test scores.	
22	Evaluate the Office of Student Support Services.	CGCS – p 22	Based on the evaluation, the office will be redesigned as necessary to provide strong non-academic support.	General Fund
23	Review and evaluate all student-at-risk services provided by Guidance Services, (i.e. child abuse, suicide, etc.).	CGCS – p 86	Changes made based on the evaluation will result in improved delivery of services.	TBD
24	Reallocate space to support the reorganization of offices and units of operation.	CGCS – p 22	District offices will be situated to promote collaboration and communication.	General Fund
25	Establish procedures to ensure ongoing communication, lateral as well as vertical, throughout the organization.	CGCS – p 73	The District will demonstrate improved communication and transparency throughout the organization.	General Fund
26	Develop and/or update written guidelines that are "user friendly" and enable schools and administrative staff to access services in a timely and efficient manner.	CGCS – pp 8, 26, 27, 28, 29	Appropriate, user-friendly manuals and handbooks will be available that clearly articulate district processes and procedures.	General Fund IDEA ARRA
27	Design a format for a school-based Academic Achievement Plan (AAP) that will help schools effectively implement the core instructional program.	CGCS – pp 15, 16, 18	Schools will develop and implement more effective plans, better target their resources, make progress toward the targets, and evaluate instructional practices to determine which should be replicated and which eliminated.	General Fund

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
28	Develop an annual budget process using the budget development tool COGNOS, which allows for school autonomy in determining the needs of the school and creating a budget that aligns with the school's Academic Achievement Plan.	CGCS – pp 24, 35	<p>The financial needs of schools will be articulated on a timely basis.</p> <p>There will be greater accountability for alignment of resources to instructional needs.</p> <p>School allocation formulas will be revised to ensure an equitable distribution of resources.</p>	General Fund
29	Develop a means to analyze expenditures to assure that education drives budgets and to determine if expenditures are resulting in improved educational outcomes.	CGCS – pp 23, 70	A performance-driven accountability system will support local autonomy.	General Fund
30	Provide appropriate instructional support, materials, and supplies of equal quality and frequency in a timely manner to all schools.	CGCS – pp 12, 35	All schools will have the resources they need to effectively deliver the curriculum.	<p>General Fund</p> <p>Supplemental – Title I</p> <p>Supplemental – ARRA</p>
31	Provide data and research to schools on a timely basis.	CGCS – pp 23, 62, 63	<p>Reports and analyses will be available and released in a timely manner.</p> <p>Principals and teachers will utilize data to assess student progress and identify needed interventions</p>	General Fund
32	Pilot and evaluate Shared Decision Making Teams.	<p>CGCS – pp 23</p> <p>GTT - p 35</p>	A pilot group of schools will be governed by Shared Decision Making Teams.	<p>ARRA</p> <p>RTTT</p>

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
33	Establish Instructional Leadership Teams and Shared Decision Making Teams at each school—consisting of the principal, teacher instructional specialists, and others— who will identify needs and plan for the professional development necessary to implement the Academic Achievement Plan.	CGCS – p 23 GTT - p 35	Teachers will have sustained school-based instructional support that will enable them to offer students what they need to achieve high academic standards.	ARRA RTTT



4. Accountability for Achievement

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	Professional Accountability			
1	<p>Develop and implement a school diagnostic process to drive improved academic achievement. The key components will include:</p> <ul style="list-style-type: none"> Professional development for all school staff on the purpose and use of the school diagnostic tool Opportunities for university, business, and other partners to participate in the school diagnostic process School diagnostic tools will assist schools in identifying strengths and weaknesses to drive continuous improvement Information gleaned will be shared with the larger community. 	CGCS – pp 15, 16, 17, 19, 20, 21, 58	<p>Principals, teachers, non-teaching staff, students and parents will know the established academic targets, expectations and benchmarks consistent with standards.</p> <p>School staff will be held accountable for improved student achievement.</p> <p>School staff will have a clear understanding of expectations and where the school stands in meeting those expectations.</p> <p>The school diagnostic process is a component of the assessment and evaluation process for principals, teachers and non-teaching staff members.</p>	TBD
2	Develop individual professional work plans to meet performance objectives.	CGCS – pp 20, 22	Adults will be held accountable for student achievement.	General Fund
3	Evaluate individuals based on objectives and work plans. Provide clear rewards and sanctions.	CGCS - pp 19, 20, 21	<p>Employees will have clear goals, objectives and expectations and will be held accountable for meeting them.</p> <p>Employees will be recognized for meeting or exceeding district expectations.</p>	General Fund RTTT

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
4	Establish clear performance objectives for every department at central office.	CGCS – pp 15, 19, 20	Central office personnel will be held accountable for meeting their performance objectives linked to supporting schools and improved student achievement.	General Fund
5	Develop a teacher evaluation matrix.		Teachers will be knowledgeable about the criteria for evaluation and understand the process of evaluation.	General Fund
6	Develop a principal evaluation matrix.	CGCS – p 21	Principals will be knowledgeable about the criteria for evaluation and understand the process of evaluation.	General Fund
	Assessment and reporting on student achievement			
7	Establish grade-level targets and benchmarks for every elementary, middle and high school.	CGCS – pp 15, 17, 18, 21	All district personnel will understand the expectations for student achievement and be held accountable for their work. Evaluations will determine whether employees meet or exceed targets and benchmarks.	ARRA Title I
8	Provide parents access to most current information on their student's progress, curriculum and instruction updates, homework assignments, and other relevant information.	CGCS – p 158	Parents will become more engaged in their child's academic progress and feel empowered to fully participate in the process of improving student motivation and academic achievement.	Title I ARRA

5. Family/Community Support and Empowerment

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	Engagement with schools			
1	Create systemic, effective two-way communication that utilizes a variety of tools to engage families and the community.	CGCS – pp 7, 11 GTT - pp 39, 41	Families/community will be informed about educational programs, school/district initiatives, and will have access to information about their schools and district. Families/community will have opportunities to share opinions, thoughts, ideas, and ideas regarding schools and the district. Families/community will have access to student achievement data at the district, school, grade, and individual student level.	TBD
2	Develop a “Home Visitation” program.			TBD
3	Create and publicize a Volunteer Reading Corps to support the development of early literacy skills beginning with Pre-kindergarten.	CGCS – p 3 GTT - p 39, 41	All students will be reading at or above grade level by the end of third grade.	Private Funding TBD
4	Implement a school-family compact that outlines shared responsibility for instruction and parent responsibility for support.		Families will have more ownership in their child's education and more commitment to school success.	TBD



No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
5	<p>Create and administer a pre/post survey to identify barriers to family/community engagement.</p> <p>Utilize the results to create strategies for increasing family/community participation.</p> <p>Track, compile, and disseminate family/community engagement data in an annual accountability report.</p>		<p>Increased input from families will ensure that all voices are heard.</p> <p>Increased accountability will ensure effective parent engagement.</p>	Title I
6	Develop a process to address issues that may hinder greater family/community engagement such as child care, transportation, cultural differences, language barriers, and work schedule needs.	GTT - p 39, 41	More families will participate in school/district activities and be satisfied with schools.	TBD
7	<p>Develop and implement on-going professional development for district staff so they can create an environment and school climate that encourages family participation, develops trust between schools and family/community, and makes ALL families feel valued and welcome.</p> <p>Teach staff to effectively utilize volunteer resources, maximizing volunteers' interests and abilities.</p>	<p>GTT - p 39</p> <p>CGCS - p 52</p>	<p>Employees will value family engagement and understand how to develop trust and elicit greater participation.</p> <p>There will be a common set of skills, beliefs, and values around family engagement.</p>	General Fund
8	Develop, implement, and publicize a comprehensive process for family/community to engage in school/district decision-making activities, raise issues/concerns, and resolve conflict.	GTT - p 39	There will be greater transparency between the district and family/community, with a resulting increased level of trust.	TBD

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
9	Engage parent organization leaders in the development of a template that identifies activities and organizational structures for engaging the school community.		Families will demonstrate increased ownership of in the success of schools and the district.	TBD
10	Develop a process for community agencies, businesses, universities, faith-based organizations, philanthropic foundations, elected officials, etc. to partner with the school district in ways that support student achievement, provide professional development opportunities, foster student mentoring programs, create opportunities for student internships/apprenticeships, and involve community members in volunteer programs.	CGCS – pp 3, 77, 90 GTT - p 35	Student achievement will increase as the result of a unified, comprehensive system for community engagement in education and support for students.	TBD
11	Develop and implement systems that embrace diversity and integrate all perspectives and backgrounds of the families and communities the school district serves.		There will be greater tolerance, trust, and collaboration between and among school/community members from diverse backgrounds, and as a result, increased opportunity to meet diverse student needs.	TBD
12	Create new or enhance existing school/family resource centers to ensure all schools provide access to quality resources for all families.	GTT - p 39	Families will have increased access to necessary resources.	TBD
	Learning for adults			
13	Develop a comprehensive prenatal to age 3 program that provides school readiness support to parents and infants/toddlers.	CGCS – p 78	Students will enter Pre-kindergarten prepared to participate fully and take advantage of the educational opportunities presented.	TBD
14	Create a Parent/Family University offering the following courses: Parenting skills	GTT - pp 39, 41	Families will be more engaged in the educational process and stronger advocates for their children. Families will develop increased capacity to improve their own quality of life.	Title I TBD

No.	OBJECTIVES/ACTIVITIES	REPORT	ANTICIPATED IMPACT	FUNDING
	<p>Establishing home environments to support children as students</p> <p>Early Childhood Literacy</p> <p>Adult Literacy skills</p> <p>G.E.D.</p> <p>English Language Learner/Bilingual education</p> <p>Student education learning goals</p> <p>Parent education support</p> <p>School volunteerism</p> <p>Homework Help</p> <p>School policy</p> <p>Education programs evaluation</p> <p>Post-Secondary/Career Planning/Resume development/Interview skills</p> <p>Support services</p> <p>Health and Wellness</p> <p>Financial Skills</p>			



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