

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Detroit Public Schools Community District

3011 W Grand Blvd.
Detroit, Michigan 48202

Board of Education

Honorable Dr. Iris Taylor
President

Honorable Angelique Peterson-Mayberry
Vice President

Honorable Sonya Mays
Treasurer

Honorable Misha Stallworth
Secretary

Honorable Dr. Deborah Hunter-Harvill
Member

Honorable Georgia Lemmons
Member

Honorable LaMar Lemmons
Member



Alycia Meriweather
Interim General Superintendent

Nekeya Irby
Senior Executive Director of
Curriculum, Instruction and Accountability

Leenet Campbell-Williams
Network 1 Leader

Rebeca Luna
Network 2 Leader

Brenda Belcher
Network 3 Leader

Alvin Wood
Senior Executive Director of
School Support

2015-2016

Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parent(s)/Guardian(s) and Community Members:

We are pleased to inform you that the Detroit Public Schools Community District's (DPSCD) Annual Education Report (AER) with report cover letters for the District and your child(ren)'s school are available for review. The Annual Education Report provides key information on the 2015-2016 educational progress for DPSCD. The AER addresses complex reporting information required by Federal and State laws. Please be advised that our staff is available to help you understand this information. Feel free to contact us at (313) 873-6473 or email us at AER@detroitk12.org, if you need assistance.

The AER is available for review electronically by visiting the District's website <http://detroitk12.org/aer> or the MI School Data website at [DPSCD AER LINK at https://goo.gl/cvbHld](https://goo.gl/cvbHld). A copy is also available for review in the main office at your child(ren)'s school or at the Parent Resource Room located in Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan 48208.

The AER contains the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability Scorecard - Detail Data and Status available at the MiSchool Data website at <https://goo.gl/FLp7GD>. The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data - Identifies teacher qualification at district and school levels. Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes.

NAEP Data - National Assessment of Educational Progress
Provides state results of the national assessment in mathematics and reading every other year.

KEY STRENGTHS AND AREAS OF CONCERN

KEY STRENGTHS

Student Outcomes	4 Year Cohort	5 Year Cohort	6 Year Cohort
Graduation Rate Increasing and very close to Michigan’s average 4-Year Cohort rate of 79.65%.	78.30%	77.35%	71.05%
Dropout Rate Decreasing and close to Michigan’s rate of 8.91%	8.74%	11.47%	18.31%

Student Growth Data							
Subject	Grade	Report Category	Percent Above Average Growth	Percent Average Growth	Total Percent of Average Growth	Number Assessed	Mean Student Growth Percentile SGP
ELA	All Grades	All Students	17.40%	37.10%	54.5%	16,262	39.1
Mathematics	All Grades	All Students	16.50%	37.90%	54.4%	16,220	38.5
Science	All Grades	All Students	11.70%	33.10%	4.48%	4,670	32.4
Social Studies	All Grades	All Students	14.60%	36.50%	51.1%	4,699	36.3
“The Student Growth report shows changes in student scores over time for students who have taken two or more consecutive state summative assessments in Michigan.” Source: MiSchool Data Website							

Teacher Quality				
	Other	BA	Masters	Ph.D.
Professional Qualifications of all Public Elementary and Secondary School Teachers in the District	37	701	2,297	30

AREAS OF CONCERN

Student Assessment Data At-A-Glance

3-8 M-STEP Assessment Summary			
Content Area	District Proficiency Rate	Wayne RESA Proficiency Rate	State Proficiency Rate
English Language Arts	12.0%	36.7%	47.3%
Mathematics	6.0%	27.6%	37.3%
Science	2.4%	12.4%	19.3%
Social Studies	4.8%	17.1%	24.1%

AREAS OF CONCERN

Student Assessment Data At-A-Glance (Continued)

11 Grade M-STEP and SAT	District Proficiency Rate	Wayne RESA Proficiency Rate	State Proficiency Rate
Evidence Based Reading and Writing	34.2%	51.9%	60.2%
Mathematics	14.6%	31.0%	36.8%
Science	5.2%	24.8%	33.0%
Social Studies	12.2%	35.4%	43.1%

ACCOUNTABILITY SCORECARD AT-A-GLANCE

Michigan Public School Accountability Scorecard Rating					
District Overall	Red				
Schools within the District	Red 48.9%	Orange 12.2%	Yellow 31.1%	Lime 7.8%	Green 0%

ACCOUNTABILITY SCORECARD DATA

All Students Proficiency		
Content Area	District Proficiency Rate	Statewide Proficiency Rate
English Language Arts	34.9%	69.6%
Mathematics	28.2%	62.1%
Science	16.7%	50.0%
Social Studies	26.2%	59.3%

AREAS of CONCERN

Accountability Scorecard Data

Subgroup Core Academic Challenges		
Content Area	Bottom 30% Proficiency Rate	Students with Disabilities Proficiency Rate
English Language Arts	0.75%	Met
Mathematics	1.21%	Met
Science	0.00%	11.01%
Social Studies	0.00%	12.18

Subgroup Assessment Participation Challenges (Participation Rate Target: 95%)						
Content Area	All Students	Bottom 30%	African American	White	Economically Disadvantaged	Students with Disabilities
English Language Arts	Met	94.44%	Met	92.92%	Met	Met
Mathematics	Met	90.70%	Met	Met	Met	Met
Science	94.46%	Met	94.12%	93.25%	94.35%	92.59%
Social Studies	93.99%	Met	93.60%	92.54%	94.05%	90.66%

State Attendance Accountability Goal	District Attendance Rate	Statewide Attendance Rate
90%	87.02%	94.32%

PLAN FOR IMPROVEMENT OF STUDENT LEARNING

DPSCD is actively working to strengthen the conditions for student learning through our Academic Plan which can be accessed online at:

<http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.pdf>



As DPSCD strives to create high quality options and opportunities for families in the City of Detroit, our ultimate goal is to become the first choice in education for residents, an excellent choice for non-residents, inspiring and developing students who are career and college ready. Through the development process, our Five Pillars of Excellence emerged: Literacy, Innovation, Career Pathways, Family and Community, and Wrap-around Services. By focusing our efforts and aligning our resources with these five areas, we are confident that we will see results over the next 10 years. Additionally, through this process, we developed our DPSCD Foundations (Values) that all members of the organization should reflect: Kids First, Excellence, Respect, Integrity, and Service.

Finally, understanding the crippling power of a fixed mindset and the transformative impact of a growth mindset, all of this work is rooted in a positive/growth mindset.

DISTRICT GOALS

Goal 1: Literacy - Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

- ❖ 10% increase in the number of students within one standard deviation to the right of the national norm on the district's benchmark assessment.
- ❖ 10% increase in the number of students meeting their individual student growth targets as measured by the district's benchmark assessment.
- ❖ 100% of instructional staff will be offered professional development and coaching focused on increasing student literacy.

Goal 2: Career Pathways - Provide students with a context for studying traditional academics and learning the skills specific to a career.

- ❖ 100% of high schools will offer Career Clusters.

Goal 3: Innovation - Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

- ❖ 100% of partnerships will be vetted and aligned to the academic plan.

Goal 4: Family and Community - Enhance and enrich positive relationships for all stakeholders.

- ❖ 90% of students, staff, and families will indicate a positive learning environment on district wide surveys.
- ❖ 90% of partners will indicate that DPSCD is upholding our Five Foundations: Kids First, Excellence, Respect, Integrity, and Service.

Goal 5: Wrap Around Services - Ensure every student receives appropriate support to elevate their social, emotional, and academic performance.

- ❖ 10% decrease in the number of students that are Chronically Absent.
- ❖ 10% increase in the number of schools providing academic, social, and emotional supports.

CORE STRATEGIES FOR GOAL ATTAINMENT

Literacy

- ◆ Develop Competency Based – Personalized Learning
- ◆ Implement a Standards Based Instructional Program

Career Pathways

- ◆ Expand Career Pathways K-12
- ◆ Design Curriculum around Career Clusters
- ◆ Integrate Robust Fine Arts and STEAM Programming
- ◆ Implement Project Based Learning, Experiential Learning, and Service Learning

Innovation

- ◆ Cultivate innovation at all levels of the organization
- ◆ Focus on flexibility, agility, and creativity
- ◆ Extend the proposal process
- ◆ Align partnerships with the district's Mission, Vision, Pillars, & Foundations

Family and Community

- ◆ Create a cultural shift in relationship building and attendance
- ◆ Focus on a high level of customer service and collaboration

Wrap Around Services

- ◆ Utilize a Multi-Tiered System of Support for the academic, social, and emotional needs of students.
- ◆ Partner with parents, agencies, and the community to support academic, social, and emotional needs of students.

SCHOOL LEVEL INITIATIVES FOR IMPROVEMENT

For the 2016-2017 school year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. DPSCD schools are categorized as follows:

Reward Schools: A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools.

Focus Schools: A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools.

Priority Schools: A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

No Status: Some schools are not identified with any of these labels. In these cases, no status label is given.

Review the table below listing our schools.

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
1	Ann Arbor Trail Magnet School	Priority	<ul style="list-style-type: none"> ♦ Positive Behavior Intervention Supports ♦ Multi-Tiered System of Support ♦ NWEA- MAP Learning Continuum ♦ Gradual Release of Responsibility Instructional Model 	<ul style="list-style-type: none"> ♦ Professional Learning Communities ♦ Instructional Learning Cycles ♦ Professional Learning Communities ♦ Targeted Small Group Interventions ♦ myON Digital Reading Platform
1	Bow Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ Before/After School Tutoring ♦ Small Group Support ♦ Blended Learning ♦ Academic/Attendance incentives Positive Behavior Intervention Supports 	<ul style="list-style-type: none"> ♦ Instructional Learning Cycles ♦ Professional Learning Communities ♦ Professional Learning Communities

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
1	Brewer Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ One-to-One and Peer Tutoring ♦ Drop Everything and Read Schoolwide Initiative ♦ Collaborative Groups ♦ Early Morning Breakfast/Reading time 	<ul style="list-style-type: none"> ♦ Lending Library ♦ Small Group Math Intervention ♦ Professional Learning Communities ♦ Differentiated Instruction
1	Brown, Ronald Academy	Priority	<ul style="list-style-type: none"> ♦ Professional Learning Communities ♦ Positive Behavior Intervention Supports ♦ Instructional Learning Cycles ♦ Small Group Intervention 	<ul style="list-style-type: none"> ♦ Drop Everything and Read Schoolwide Initiative ♦ Drop Everything and Write ♦ Gradual Release Model ♦ Data Discussions - MAP/MStep data
1	Burton International School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Formative Assessment ♦ Small Group Intervention ♦ Blended Learning Initiative 	<ul style="list-style-type: none"> ♦ Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) ♦ Positive Behavior Intervention Supports ♦ Professional Learning Communities
1	Carstens Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ Small Instructional Intervention Groups 	

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
1	Clark, J.E. Preparatory Academy	Priority	<ul style="list-style-type: none"> ◆ Differentiated Instruction ◆ Formative Assessments ◆ Small Group SSA Intervention ◆ Blended Learning Initiative ◆ MiBlisi 	<ul style="list-style-type: none"> ◆ DATA Meeting's Schoolwide ◆ Accelerated Reading & Math ◆ Multi-Tier Support System ◆ City Year School Tutorial
1	Davison Elementary-Middle School	Focus	<ul style="list-style-type: none"> ◆ After-School Tutoring ◆ Supplemental Academic Curriculum 	<ul style="list-style-type: none"> ◆ Extra Curriculum Time Incorporated into the school day.
1	Dixon Educational Learning Academy	No Status	<ul style="list-style-type: none"> ◆ Scheduled differentiation using NWEA/MAP results in Reading and Math. 	<ul style="list-style-type: none"> ◆ Monitoring growth using Renaissance Learning Accelerated Math & Accelerated Reading assessment results.
1	Dossin Elementary-Middle School	No Status	<ul style="list-style-type: none"> ◆ myON Digital Reading Platform ◆ Differentiated Instruction 	<ul style="list-style-type: none"> ◆ Positive Behavior Intervention Supports ◆ Instructional Learning Cycles
1	Durfee Elementary-Middle School	Priority	<ul style="list-style-type: none"> ◆ After School Tutoring ◆ Small Group Instruction ◆ Differentiated Instruction ◆ Drop Everything and Read Schoolwide Initiative 	<ul style="list-style-type: none"> ◆ Blended Learning ◆ MiBlisi ◆ Assemblies ◆ Data Contests Partnership for Assessment of Readiness for College and Careers (PARCC)

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
1	Earhart Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ MTSS for Reading 	<ul style="list-style-type: none"> ♦ Positive Behavior Intervention Support
1	Fisher Magnet Lower Academy	Priority	<ul style="list-style-type: none"> ♦ Small Group Instruction - Focused Interventions 	<ul style="list-style-type: none"> ♦ Positive Behavior Intervention Support
1	Fisher Magnet Upper Academy	Priority	<ul style="list-style-type: none"> ♦ Daily school-wide intervention, during math and reading block, working with 5 to 10 identified students. 	
1	Gardner Elementary School	Priority	<ul style="list-style-type: none"> ♦ Small Instructional Intervention Groups and Learning lab 	
1	Gompers Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ Small Group Instruction ♦ Tiered Interventions utilizing adaptive computer programs (Success Maker, Imagine Learning) ♦ Middle School Supplemental Classes ♦ Intensive school wide focus on Academic Vocabulary 	<ul style="list-style-type: none"> ♦ Instructional Learning Cycles ♦ Writing Across the Curriculum ♦ After School Tutoring ♦ Positive Behavior Intervention Supports
1	Greenfield Union Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ Blended Learning Small Group Rotation Model(onset) 	<ul style="list-style-type: none"> ♦ Professional Learning Communities
1	Henderson Academy	Priority	<ul style="list-style-type: none"> ♦ Multi-Tier Support System 	
1	Holmes, A.L. Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Blended Learning Small Group Rotation Model 	

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
1	King, John R. Academic and Performing Arts Academy	Priority	<ul style="list-style-type: none"> ♦ Project-based Learning ♦ Multi-Tiered Support 	<ul style="list-style-type: none"> ♦ Drop Everything and Read Schoolwide Initiative
1	Marquette Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ After School Tutoring focusing on the bottom 30% students. ♦ Differentiated Instruction ♦ Professional Learning Communities ♦ Implementing PBI 	<ul style="list-style-type: none"> ♦ MiBLSi ♦ Professional Learning Communities ♦ Learning Continuum with NWEA/MAP
1	Marshall, Thurgood Elementary School	Priority	<ul style="list-style-type: none"> ♦ Tues/Thurs intense Focus Group instruction ♦ Tiered Instruction ♦ Monthly Instructional Schedule Switch for Math/Language Arts 	<ul style="list-style-type: none"> ♦ Administrative Walkthroughs ♦ Piloting Blended learning ♦ Instructional Learning Cycles
1	Mason Elementary School	Priority	<ul style="list-style-type: none"> ♦ Success-For-All Reading Program ♦ Professional Learning Communities ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Small Group Intervention ♦ Greek/Latin Roots Practice-Grade 8 ♦ School-Wide Vocabulary Building
1	Nichols Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Success-For-All Cooperative Learning ♦ Small group Instruction ♦ 60-minute math intervention 	<ul style="list-style-type: none"> ♦ Positive Behavior Intervention Supports ♦ Cooperative Learning Group
1	Noble Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ 60-minute intervention block in reading and math based on NWEA MAP Learning Continuum. 	<ul style="list-style-type: none"> ♦ Instructional Learning Cycle ♦ Professional Learning Communities
1	Palmer Park Preparatory Academy	Priority	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Cooperative Groups 	<ul style="list-style-type: none"> ♦ Multi-Tier Support System ♦ 90 Minute Reading & Math Block

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
1	Pulaski Elementary-Middle School	Priority	<ul style="list-style-type: none"> ◆ Success-For-All Literacy Program ◆ Cooperative Learning ◆ Structured/uninterrupted reading block 60 minutes (middle school) 90 minutes (elementary) ◆ Professional Learning Communities 	<ul style="list-style-type: none"> ◆ Reading Corps (Individualized Reading) ◆ Positive Behavior Intervention Supports ◆ Aggressive Placement every 8 weeks. ◆ Daily 30-minute Math Workshop
1	Sampson Academy	Priority	<ul style="list-style-type: none"> ◆ SSA Small Learning Groups ◆ After-School Tutoring ◆ Multi-Tiered Support System 	<ul style="list-style-type: none"> ◆ Positive Behavior Intervention Supports
1	Thirkell Elementary School	Priority	<ul style="list-style-type: none"> ◆ Title 1 After-School Tutoring ◆ 21st Century After-School ◆ Beyond Basics ◆ Positive Behavior Intervention Supports ◆ Instructional Learning Cycles 	<ul style="list-style-type: none"> ◆ Differentiated Instruction ◆ Instructional Learning Cycles ◆ Professional Learning Communities
1	Young, Coleman A. Elementary	Priority	<ul style="list-style-type: none"> ◆ Daily Small Group Intervention ◆ Professional Learning Communities 	<ul style="list-style-type: none"> ◆ Implementing Renaissance Learning & Study Island ◆ SSA Intervention ◆ Multi-Tier Support System

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
2	Academy of the Americas	No Status	♦ Sheltered Instruction Observational Protocol	
2	Bagley Elementary School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Cooperative Learning 	Marzano's Essentials for Rigor
2	Bates Academy	No Status	<ul style="list-style-type: none"> ♦ 6 + 1 Writing Across the Curriculum ♦ Differentiated Instruction ♦ 	<ul style="list-style-type: none"> ♦ Writing in The Content Areas ♦ Infusion of technology
2	Bennett Elementary School	No Status	♦ Sheltered Instruction Observation Protocol Model	<ul style="list-style-type: none"> ♦ Monitoring Student Growth Using NWEA MAP ♦ Inquiry Based Instruction
2	Carleton Elementary School	No Status	♦ Daily MTSS/RTI built into the schedulers address reading and math deficits.	
2	Carver Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Implementing a comprehensive STEM/STEAM educational program model. ♦ Implementing a rigorous professional development agenda. 	♦ Restructuring the school's master schedule to provide teachers with sufficient collaborative time and to provide students with additional learning time
2	Cass Technical High School	No Status	♦ Higher Order Thinking Skills featuring Cognitive Rigor and Complexity Models for all students.	♦ Flexible Cooperative Grouping for some students, and Intensive Individual Approach for those students furthest from the target.

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
2	Chrysler Elementary School	No Status	<ul style="list-style-type: none"> ◆ Success for All ◆ Administration of Diagnostic, Formative and Quarterly Assessment 	<ul style="list-style-type: none"> ◆ Marzano’s Instructional Framework ◆ Gradual Release Model
2	Clemente, Roberto Academy	No Status	<ul style="list-style-type: none"> ◆ Gradual Release Model ◆ Multi-Tiered Systems of Support 	<ul style="list-style-type: none"> ◆ Academic Vocabulary Instruction ◆ Monitoring and Conditions for Learning
2	Clippert Academy	No Status	<ul style="list-style-type: none"> ◆ Professional Learning Communities 	<ul style="list-style-type: none"> ◆ Sheltered Instruction Observation Protocol ◆ LSI model of Tiered Questioning and High Student Engagement
2	Cooke Elementary School	No Status	<ul style="list-style-type: none"> ◆ Accelerated Reading and Math ◆ Drop Everything and Read Schoolwide Initiative 	<ul style="list-style-type: none"> ◆ Differentiated Instruction which includes strategies for ELLs, Gifted and Resource
2	Detroit International Academy for Young Women	No Status	<ul style="list-style-type: none"> ◆ Strong emphasis on STEM related curriculum. ◆ Common Assessment 	<ul style="list-style-type: none"> ◆ After School Tutoring Program ◆ Peer Tutoring Program
2	Detroit School of Arts	No Status	<ul style="list-style-type: none"> ◆ Differentiated Instruction ◆ Response to Intervention ◆ Increased Instructional Time 	<ul style="list-style-type: none"> ◆ Increased PBIS and Restorative Practices initiatives ◆ Enhance the School Climate and Culture
2	East English Village Preparatory Academy	No Status	<ul style="list-style-type: none"> ◆ Extended Day ◆ Credit Recovery ◆ Second Chance ◆ S.T.E.M and the S.T.E.A.M Programs ◆ Project Based Learning 	<ul style="list-style-type: none"> ◆ Reading in the Content Area ◆ Arts Infused Education ◆ Targeted Reading Instruction ◆ Cumulative Writing Portfolios

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
2	Edison Elementary School	No Status	<ul style="list-style-type: none"> ♦ Success for All program as a school-wide model ♦ Utilize Team Teaching 	<ul style="list-style-type: none"> ♦ After School Tutoring and In-School Tutoring ♦ Outside academic consultants to provide additional supplemental support.
2	Emerson Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Instructional Coaches will model lessons using best practices and data analysis. 	<ul style="list-style-type: none"> ♦ Teachers will continue to implement the Common Core State Standards with the necessary rigor aligned to meeting expectations of the Michigan Student Test of Educational Progress (M-Step).
2	Foreign Language Immersion and Cultural Studies	No Status	<ul style="list-style-type: none"> ♦ Academic/Behavior Modification Program 	
2	Golightly Education Center	No Status	<ul style="list-style-type: none"> ♦ The Cycle of Effective Instruction 	
2	Harms Elementary School	No Status	<ul style="list-style-type: none"> ♦ Teachers will continue to differentiate their instruction and assessments based upon the needs of each individual student in their class. ♦ Fully implement a research-based reading program, such as Success for All. ♦ 	<ul style="list-style-type: none"> ♦ Prioritize student use of Accelerated Reader to increase achievement in reading. ♦ Use technology assisted guided practice through Accelerated Math and Math Facts in a Flash to service students at their individual levels. ♦ Support below grade level students in reading with a web based tutoring program, such as: Alphie Tutoring.

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
2	Ludington Magnet Middle School	No Status	<ul style="list-style-type: none"> ♦ ET/EP: Everyone Tested/Everyone Present ♦ Utilize Individual learning plans for each student to track data and set goals. ♦ Increase the usage of Accelerated Reader and Accelerated Mathematics to increase reading level and mathematics level. ♦ Progress reports will be created every four weeks, to inform parents and students about academic progress. These in turn will develop in individual learning plan for students to set goal for improvement. 	<ul style="list-style-type: none"> ♦ Use small group pullouts to reinforce core math and writing skills. ♦ Offer afterschool math, writing and science nights to enrich parent and students in all core skills. ♦ Create Readers Clubs to support reading progress. ♦ Ludington will increase the attendance rate by initiating a new program where students track their attendance through their planners and receive monthly incentives for attending school.
2	Mann Elementary School	No Status	<ul style="list-style-type: none"> ♦ Multi-tiered Systems of Support ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Daily 3 and 5 which focuses on mathematics and reading CAFÉ
2	Maybury Elementary School	No Status	<ul style="list-style-type: none"> ♦ Sheltered Instruction Observation Protocol Model 	
2	Munger Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Tier I, Explicit Systemic Instruction in core academic areas. ♦ Tier III Extended Learning Opportunities 	<ul style="list-style-type: none"> ♦ Family Literacy ♦ Sheltered Instruction Observation Protocol Model

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
2	Neinas Dual Language Learning Academy	No Status	<ul style="list-style-type: none"> ♦ Marzano’s Progressive Cycle of Learning ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Small Group/Extended Time
2	Pasteur Elementary School	Focus	<ul style="list-style-type: none"> ♦ Gradual Release of Responsibility ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Increase Instruction Time ♦ MiBLSi Behavior Intervention
2	Paul Robeson, Malcolm X Academy	No Status	<ul style="list-style-type: none"> ♦ Updated Mathematics and Science Curriculum ♦ Increased MiBlisi initiatives 	<ul style="list-style-type: none"> ♦ Currently reviewing African Centered initiatives to refocus across curriculum with an emphasis on School Climate and Culture.
2	Priest Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Positive Behavior Interventions & Supports ♦ Success for All 	<ul style="list-style-type: none"> ♦ Professional Learning Community Teams
2	Renaissance High School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Professional Learning Community Teams 	<ul style="list-style-type: none"> ♦ Scaffolding ♦ Digital Integration
2	Spain Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Positive Behavior Interventions & Supports ♦ myON Digital Reading Experience ♦ VIP mentoring program ♦ After-School Enrichment ♦ Installation of Smart Projector technology to enhance instruction. 	
2	Vernor Elementary School	No Status	<ul style="list-style-type: none"> ♦ Gradual Release of Responsibility ♦ Differentiated Small Group Instruction ♦ Increased Instructional Time 	

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
3	A. Philip Randolph Technical High School	No Status	<ul style="list-style-type: none"> ♦ Gradual Release of Responsibility ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Increased Instructional Time
3	Benjamin Carson School for Science and Medicine	No Status	<ul style="list-style-type: none"> ♦ Gradual Release of Responsibility ♦ Differentiated Instruction ♦ Professional Learning Community Teams 	<ul style="list-style-type: none"> ♦ Increased Instructional Time ♦ Data Tracking
3	Breithaupt Career and Technical Center	N/A	<ul style="list-style-type: none"> ♦ Integrating reading and mathematics skills in the students' technical programs. 	
3	Blackwell Institute	No Status	<ul style="list-style-type: none"> ♦ Positive Behavior Interventions & Supports 	<ul style="list-style-type: none"> ♦ Differentiated Instruction
3	Bunche Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Cycle of Effective Instruction ♦ Differentiated Small Group Instruction 	<ul style="list-style-type: none"> ♦ Writing Across the Curriculum ♦ Gradual Release of Responsibility
3	Cody Academy of Public Leadership	No Status	<ul style="list-style-type: none"> ♦ Increased Instructional Time ♦ Inquiry Based Instruction ♦ Collaborative Learning 	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Technology in the Classroom
3	Communication and Media Arts High School	No Status	<ul style="list-style-type: none"> ♦ Response to Intervention ♦ Differentiated Instruction ♦ Individualized Instruction 	<ul style="list-style-type: none"> ♦ Writing Across the Curriculum ♦ Sustained Silent Reading
3	Crockett Career and Technical Center	No Status	<ul style="list-style-type: none"> ♦ Integrating reading and mathematics skills in the students' technical programs. 	

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
3	Davis Aerospace High School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction using Flexible Grouping ♦ Extended Learning Time ♦ Individualized Intervention 	<ul style="list-style-type: none"> ♦ Adaptive Learning Curriculum ♦ Reading Tier 3 Individualized Interventions ♦ Inquiry-Based instruction
3	Detroit City West Side Academy for Leadership Development	Priority	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Pyramid of Intervention using R.T.I. as a Model ♦ Professional Learning Communities 	<ul style="list-style-type: none"> ♦ Parental Involvement ♦ Culture and Climate
3	Detroit Collegiate Preparatory High School @ Northwestern	Priority	<ul style="list-style-type: none"> ♦ Writing Across the Curriculum ♦ Small Group Instruction ♦ Strategic Intervention 	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Increased Instructional Time
3	Detroit Institute of Technology at Cody	Priority	<ul style="list-style-type: none"> ♦ Problem Based Learning ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Increased Instructional Time ♦ Direct Interactive Instruction
3	Douglass Academy for Young Men	Priority	<ul style="list-style-type: none"> ♦ Increasing Academic Achievement Through Summer School ♦ Instructional Specialist 	<ul style="list-style-type: none"> ♦ Use of The Progressive Cycle of Learning ♦ Push-In/Pull Out Special Education Staff in the Classroom
3	Eastside Detroit Lions Academy	No Status	<ul style="list-style-type: none"> ♦ Conflict Resolution ♦ Differentiated Instruction ♦ Direct instruction 	<ul style="list-style-type: none"> ♦ Extended Learning Time ♦ Positive Attendance

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
3	Edward "Duke" Ellington @ Beckham	No Status	<ul style="list-style-type: none"> ♦ Building Level Action Plans targeting low performance on common core standards in all core academic areas across grade level providing teaching strategies/feedback on specific timelines for academic achievement. 	<ul style="list-style-type: none"> ♦ Maintaining Individual Development Plans for each student identifying areas of low performance and providing strategies for attainment and continuous growth.
3	Garvey Academy	No Status	<ul style="list-style-type: none"> ♦ Direct Instruction on Writing Fluency ♦ Interactive Math Activities ♦ Multiple Intelligence 	<ul style="list-style-type: none"> ♦ Flexible Grouping ♦ Differentiated Instruction
3	Hutchinson Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ School-Wide Attendance Initiative ♦ Positive Behavior Support 	<ul style="list-style-type: none"> ♦ Differentiated Instruction
3	Martin Luther King, Jr., Senior High School	Priority	<ul style="list-style-type: none"> ♦ Six +1 Writing Traits ♦ Writing and Reading Across the Curriculum (WRAC) ♦ Professional Learning Communities 	<ul style="list-style-type: none"> ♦ Blended/Differentiation-Based on Learning Profiles ♦ Read 180 Program ♦ Project Based Learning
3	Mackenzie Elementary-Middle School	Priority	<ul style="list-style-type: none"> ♦ Continuing to implement with fidelity, our School Wide Reform Reading Program, "Success for All". ♦ Incorporate Writing Across the Curriculum 	<ul style="list-style-type: none"> ♦ Implement the "Gradual Release of Responsibility"

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
3	Mark Twain Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Implement International Baccalaureate Years Program (PYP) 	<ul style="list-style-type: none"> ♦ Utilize technology resources to enhance literacy ♦ Focus on writing across the curriculum
3	Medicine and Community Health Academy at Cody	No Status	<ul style="list-style-type: none"> ♦ Close and Critical Reading ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Co-Teaching ♦ Small Group Instruction
3	Osborn Academy of Mathematics	Priority	<ul style="list-style-type: none"> ♦ Project Based Higher Order Thinking Approach ♦ KAHN ACADEMY Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Align Social Studies Curriculum and Pedagogy to Common Core ♦ Differentiated Instruction
3	Osborn College Preparatory Academy	Priority	<ul style="list-style-type: none"> ♦ Implement the Multi-Tier System of Support 	<ul style="list-style-type: none"> ♦ Progressive Cycle of Learning of Marzano's Essentials for Achieving Rigor
3	Osborn Evergreen Academy of Design and Alternative Energy	Priority	<ul style="list-style-type: none"> ♦ Gradual Release Model of Instruction ♦ Cooperative Learning ♦ Vocabulary Development (Six Step Plan to Increase Vocabulary) 	<ul style="list-style-type: none"> ♦ Project Based Learning ♦ Implement a Behavior plan which encompasses attendance restorative practices, and positive behavior intervention supports.
3	Randolph Career and Technical Center	No Status	<ul style="list-style-type: none"> ♦ Best Practices for Increased Comprehension ♦ Differentiated Instruction ♦ Direct Instruction 	<ul style="list-style-type: none"> ♦ Small Group Learning ♦ Job Readiness/Placement

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
3	Schulze Elementary-Middle School	No Status	<ul style="list-style-type: none"> ♦ Small Group Differentiation of Instruction 	<ul style="list-style-type: none"> ♦ Intensive Intervention for improving academic skills
3	Wayne Elementary School	No Status	<ul style="list-style-type: none"> ♦ Direct Instruction ♦ Differentiated Instruction ♦ Expeditionary Learning 	<ul style="list-style-type: none"> ♦ Science Improvement through Best Practices ♦ Integrating Social Studies and the Arts
3	Western International High School	Priority	<ul style="list-style-type: none"> ♦ Common Standards for all students ♦ Benchmarks and Test-taking Strategies 	<ul style="list-style-type: none"> ♦ Differentiated Instruction ♦ Small Group Intervention
3	Wright, Charles School	No Status	<ul style="list-style-type: none"> ♦ Differentiated Instruction 	<ul style="list-style-type: none"> ♦ Increased Instructional Time
Support	Diann Banks-Williamson Educational Center	No Status	<ul style="list-style-type: none"> ♦ Instructional Learning Cycle 	<ul style="list-style-type: none"> ♦ Instructional Rounds
Support	Field, Moses	No Status	<ul style="list-style-type: none"> ♦ Picture Exchange Communication System ♦ Project Based Learning ♦ Whole Family Participation 	<ul style="list-style-type: none"> ♦ Assistive Technology Academic Support ♦ Multi-Sensory Approach to Math instruction ♦ Positive Behavior Intervention Support

Network	School Name	Status Label	Key Initiative to Accelerate Achievement	
Support	Jerry L. White Center High School	No Status	<ul style="list-style-type: none"> ♦ Utilizing technology that is research based and applicable to the population we service. ♦ Use common core essential elements as the basis of our curriculum. ♦ Implementation of Positive Behavior ♦ Intervention Support ♦ Utilization of teacher consultants for teacher support 	<ul style="list-style-type: none"> ♦ Professional development which focuses on: <ul style="list-style-type: none"> ○ Student achievement ○ Test taking strategies along ○ Improving classroom interactions and instruction ♦ Daily walk-throughs
Support	Keidan Special Education Center	No Status	<ul style="list-style-type: none"> ♦ Professional Learning Communities ♦ Unique Learning Systems ♦ Differentiation 	<ul style="list-style-type: none"> ♦ Positive Behavior Integrated Supports ♦ Extended Learning Time
Support	Turning Point Academy	No Status	<ul style="list-style-type: none"> ♦ School Improvement Plan ♦ More parent/guardian involvement ♦ Improved interaction with probation officers or court advocates 	<ul style="list-style-type: none"> ♦ Positive behavior intervention supports circles in both a.m.& p.m., ♦ Using English maven.com ♦ Increased lab time with Ed Tech in math.

DPSCD created an Academic Plan that provides the blueprint for both system and individual change and growth over time, within the larger educational and civic ecosystem. It is imperative that all stakeholders understand that change takes time, and that the strategies need to be implemented with fidelity before we will begin to observe measurable growth. In most major urban systems, this is not allowed to happen due to constant instability and turnover. Therefore, The Academic Advisory Council created the Academic Plan with the understanding that if it were implemented with fidelity, over the next 8 -10 years, positive change would be inevitable. It is with this intent that schools will begin the process of aligning their strategies to the DPSCD Academic Plan focusing on the whole child.

Sincerely,

Alycia Meriweather
Interim General Superintendent