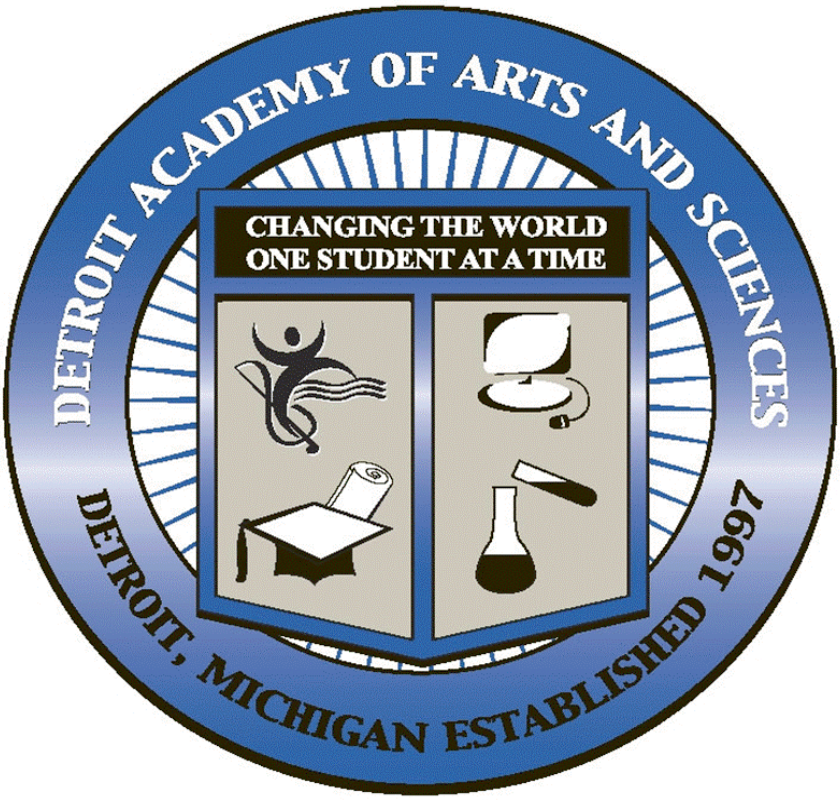
Detroit Academy of Arts & Sciences

School District

"Changing the World One Student at a Time"



HIGH SCHOOL RESTRUCTURING DESIGN

TURNAROUND PLAN

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Introduction

Over the years, the Detroit Academy of Arts and Sciences (DAAS) has recognized the many challenges that must be addressed in developing secondary programs. We have consistently sought to implement those strategies that would advance the academic performance, skills, interests and talents of **all** of our students. Although we have been challenged in raising the academic performance bar we have simultaneously been proud of our students' distinct accomplishments, particularly in the performing and visual arts – where state and national awards and recognition abound.

Unfortunately, past analyses of the district's academic performance have demonstrated a consistency of low performance in the core content areas and thus a failure to meet Adequate Yearly Progress. Now, in its 3rd year cycle and implementation of corrective action plans, the DAAS high school is still struggling to reach safe harbor. Further, in comparison to state expectations and student performance, we fall significantly short. This low academic performance, however, has not affected the district's commitment to re-imagine the high school program or to position it for student success.

The district formally began this process with the development of its Strategic Plan in the spring of 2009 and has already begun to transform district operations, expectations and student achievement for all Academies. We are committed to the development of a total district transformation plan that will guide and support the school organization; the curriculum and course options; academic intervention and support; and, all day-to–day operations. This high school re-invention opportunity as a Turnaround School will allow us to continue our efforts to create a state of the art professional learning community in which all high school students commit to serious high performance expectations and where staff instruction will be creative, engaging, innovative and data driven.

While our high school performance facts are disconcerting, the challenge of this classification as a low performing school provides us with an expanded opportunity to further advance our vision for the district's total student body. Our efforts to build and design around the theme of excellence in the arts and sciences will also impact the elementary and middle school structures, ensuring an alignment with the high school organization, goals and objectives. It will also provide a student transition that is seamless, supported and clearly focused.

We recognize that our work will be cut out for us in this coming year and future years as we seek to build collaborative teams, complete curriculum decisions, make personnel selections and install operational practices but, our actions now will prepare us well for the future. **The Plan as it unfolds will describe the data that will be reviewed; the hypotheses that will be developed from this review; the actions that will be taken to generate substantial gains in student learning; and, the systems to measure and report interim success and progress.**

We are not positioned for failure. We are positioned for success.

Background Information

District History

The Detroit Academy of Arts and Sciences (DAAS) district was founded in 1997 by Rev. Jim Holley, Ph.D. who held a desire and vision to create an innovative educational community that met the needs of the children in Detroit and its surrounding communities. He first succeeded in implementing this vision with the establishment of the elementary site on East Jefferson in downtown Detroit. Later, in 2003/2004, the Medbury site for grades 7-12 was opened. Initially, all three levels were begun under the charter umbrella of the Edison Schools Project. The school district however, converted to independent management in 2004/2005 and is currently authorized by Oakland University.

The 2003/2004 expansion by Edison and its simultaneous infusion of grades nine through 12 in one fell swoop, within one year, created the ripe conditions for educational challenges and school failure. A more reasonable approach would have engaged and expanded the high school program on a grade by grade basis each year to ensure the fidelity of instruction, teacher and student readiness and facility preparedness. The rapid assignment of students challenged the district's ability to meet the educational needs presented by a diverse student population.

Currently, the DAAS district serves students in grades Kindergarten through six at the Jefferson campus Elementary School; grades seven and eight at the Medbury campus Middle School; and, grades nine through twelve in the high school building also located on the Medbury campus. While the elementary and middle school programs have both evidenced satisfactory progress, their performance too has significant room for improvement and will be affected by the district's overall renewal. Student enrollment for the 2009/2010 school year was 1710 students, 589 of whom were enrolled in the high school program. This year, our total enrollment was 1886 students, 600 of whom were registered as 9th through 12th graders. The diverse demographics of downtown Detroit are reflected in our student population and include students from the central city as well as the far Northwest and Northeast sectors of the city. Our student population boasts of the enrollment of the gifted and talented and embraces the challenges presented by the low performing learner and the student requiring specialized resource room services.

An overwhelming number of our students have consistently qualified for the free and reduced lunch program and this year is no different. It is anticipated that this percentage will reach approximately 82% of our student population with many families requiring state supported assistance. While the incomes may be low, it has traditionally been true that our parents' school expectations are high and often extend beyond the basic responsibility of academic instruction to other services that will sustain the family.

District Theme

The district's theme of the "arts and sciences" continues as a primary focus providing opportunities for students to identify or expand upon other interests and to excel beyond academia. Elective course options are available through all grades in the performing and visual arts – which include orchestra and string instruments, the Marching Band, show and school choirs, dance, drama, ceramics, watercolor, oils and other three dimensional art activities. Students in the sciences are encouraged to extend their knowledge by participating in advance placement courses such as robotics, forensic science, physics and astronomy. Our athletic program includes soccer, girls' and boys' basketball and cheerleading. Other electives include the study of world languages, the Chess Club, Debate and Academic Games. Clearly, a plethora of activities are being made available to students as part of our wholistic approach to educational practice.

District Vision, Beliefs, Values and Mission Statements

The journey toward excellence requires a clear plan – a plan that identifies where you were, where you are, where you want to be and how you are going to get there. This plan must engage the thinking of all constituents; must become a constant referent for decisions to be made or actions to be taken; and, must be clearly understood and achievable.

In 2008/2009, the district began the development of its Strategic Plan and completed its content at the conclusion of the calendar year. This Plan would guide the district's actions for the next five years at all program levels.

During this developmental period, our vision, mission and values statements, were re-written with the collaborative input and review of parents, teachers, school administration and district administrators. These statements, which follow from both the district and high school level, will guide our planning, development and delivery of programs and services in the 2010/2011 school year and beyond. Ultimately, it will be the ideas and concepts embedded in the vision, mission, beliefs and values statements that must be powerful enough to motivate and energize constituents and answer the question of why we exist. It is important to have clear, concise and easily repeated statements that are understood and endorsed by a consensus of constituents.

These foundational statements are presented as follows from the district's Strategic Plan:

THE VISION STATEMENT

The Detroit Academy of Arts and Sciences vision is to be a premier school district that is committed to quality education for all students. We will be recognized as a world class leader in education by providing a state of the art learning environment.

… where every **student** is given an opportunity to explore his or her interests and talents and to become a better analytical and critical thinker who is well rounded, self reliant, self sufficient, productive and a life-long learner prepared to compete in and add value to a global society;

… where every **teacher** is highly qualified in his or her chosen field of expertise and possesses the passion, the proficiency and the professional commitment to guide students in reaching the highest academic standards;

… where every **parent** commits to a partnership that supports dialogue and empowers staff and students to succeed; and

… where every **school site** is safe and secure and provides an exciting, challenging, technologically advanced learning environment that is designed to deliver a comprehensive, creative and innovative curriculum.

It is our vision to make trends – not follow them.

THE BELIEFS and VALUES

We believe that the world of tomorrow depends on how well we educate, challenge and nurture our children today.

We pledge to promote education and the principles of self-esteem, self-respect, self-discipline and respect for others, their diverse backgrounds, cultures and family structures.

We commit to reduce the barriers that prevent our children from learning and to create family and community networks that will support their development.

We encourage families, citizens, community organizations, schools and government to join us in creating a safe and positive learning environment for all children.

THE MISSION STATEMENT

The mission of the Detroit Academy of Arts and Sciences is "to provide a high quality, wholistic education anchored in the arts and sciences that prepares our students to compete in a global society."

The District's Strategic Planning Goals and Objectives

The goals indicated here represent the long-term goals of the district. The objectives following each goal define the short and mid-term actions that will be taken to reach each goal at the district level by the year 2011. This listing of goals and objectives is considered to be flexible and fluid with modifications being expected throughout this timeline. Specific levels of academic achievement as well as attainment strategies and measurements will be independently addressed by the administration as part of the School Improvement planning and development process and the emerging curriculum structure.

GOAL ONE: STUDENT ACHIEVEMENT AND CURRICULUM DEVELOPMENT – design and implement an aligned curriculum content that is consistent with the vision, mission and philosophy of the district as well as state and federal standards.

District Objectives

a. Create Leadership Institutes that provide rich staff development experiences designed to improve instructional quality and promote the understanding of student development
b. Provide teacher guidance in the development of professional portfolios and course syllabi
c. Create opportunities to formally acknowledge staff and student accomplishments
d. Identify assessment options for supporting and evaluating student progress
e. Improve the district's elementary and high school AYP status

GOAL TWO: SAFE AND SECURE LEARNING ENVIRONMENT – establish an exemplary, synergistic learning environment that is welcoming, productive and conducive to the teaching learning process

District Objectives

a. Implement a school review process that semi-annually monitors and evaluates the physical appearance and operation of all school sites.
b. Develop a comprehensive district support referral process for students who are experiencing academic and behavioral adjustment challenges.
c. Work with city officials and governmental entities to demolish vacant and dangerous structures that are adjacent to the Medbury campus.
d. In the short term, improve the Medbury campus site with the installation of greenery and school signage.
e. Begin a process of searching for potential properties or sites for the development of a new middle and high school campus.

GOAL THREE: PARENT AND COMMUNITY PARTNERSHIPS – establish a collaborative, cooperative relationship with our community partners that enhances the school development, the nurturing of our student body and the development of families.

District Objectives

a. Develop at least two district/community or social service partnerships prior to the end of the school year
b. Implement a Latch-Key Program that is responsive to parent needs and student development.
c. Design a district student and staff retention plan based upon community demographics, educational interests and potential client expectations
d. Establish a corporate or business partnership that will enhance the district's operational effectiveness through financial or human resources

GOAL FOUR: FINANCIAL RESPONSIBILITY AND FISCAL ACCOUNTABILITY – ensure fiscal and financial responsibility through the establishment of effective management and accountability procedures that support school success.

District Objectives

a. Limit administrative position funding to ensure that such spending does not exceed 10% of the district's total budget
b. Aggressively pursue potential grant dollars to supplement the district's educational programs
c. Develop independent school budgets that define site resources and expenditures with an expectation for review and reconciliation on a monthly basis
d. Review competitive and equitable salary and fringe benefit options for all instructional staff, developing a personnel salary range based upon merit, productivity, experience and qualifications

GOAL FIVE: ORGANIZATIONAL EFFECTIVENESS –create an organizational structure that is efficient and effective and fully responsive to the challenges presented in implementing positive change for school success.

District Objectives

a. Review, develop, modify or combine the following district policies, procedures or practices:
    (1) Student Enrollment Policy
    (2) Staff Policy and Procedures Handbook
    (3) Administrative Procedures Handbook
    (3) Crisis Communications and Operations Plan
    (4) Parent Handbook (districtwide)
    (5) Personnel Policies and Procedures
    (6) Transportation Policies and Operational Guidelines
    (7) Student Code of Conduct

b. Ensure the development of a job description for every employee – administrative, instructional and support staff
c. Create marketing publications that will promote the organization and communicate its mission, expectations and accomplishments
d. Install a consistent, qualitative process for evaluating the performance of administrative and instructional personnel
e. Submit all state, federal and county reports in a timely manner

The High School Improvement Planning Goals and Objectives

The school improvement planning process is one that engages all constituents in the review of curriculum fidelity and organizational effectiveness. For the purposes of the re-structuring design, the specific high school goals and objectives fall under the umbrella of the district's strategic goal #1, *Student Achievement and Curriculum Development.* These goals and objectives are described as follows:

Goal: All students will show improvement in mathematics.

Objective: The percent of students scoring proficient on the 2011 MME Mathematics test will increase by 10%. Fifty percent of the students will score proficient on the monthly mathematics assessments.

Goal: All students will show improvement in reading comprehension.

Objective: The percent of students scoring proficient on the 2011 MME Reading test will increase by 10%. Fifty percent of the students will score proficient on the monthly

reading assessments.

Goal: All students will show improvements in science concepts.

Objective: The percent of students scoring proficient on the 2011 MME Science test will increase by 10%. Fifty percent of the students will score proficient on the monthly science assessments.

Goal: All students will show improvement in mastering social studies concepts.

Objective: The percent of students scoring proficient on the 2011 MME Social Studies test will increase by 10%. Fifty percent of the students will score proficient on the monthly Social Studies assessments.

Goal: All students will be safe, respectful and responsible.

Objective: The total number of yearly behavior incidents will be reduced by 10% as represented in the Count of Behavior Incidents for school year 2010 -2011.

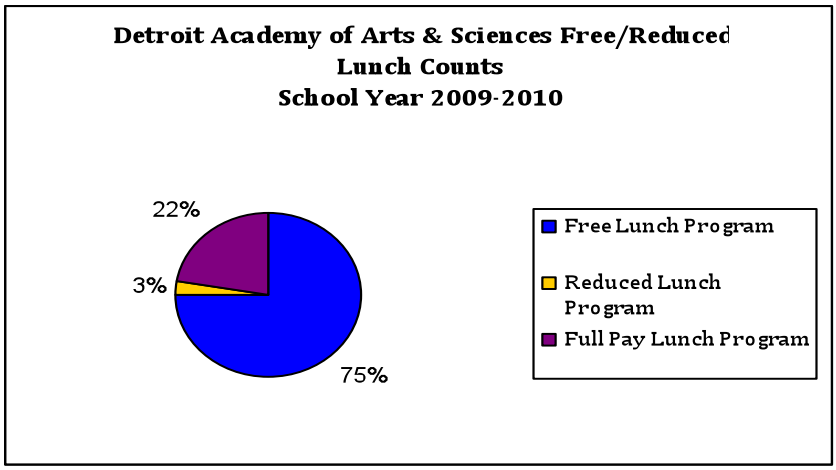
Measures of Student Performance and Achievement

Historical Data

Since opening its doors to high school students in 2003, the DAAS school district has served a diverse population of students, some of whom are from low income homes or challenged family settings. Many of these students are at-risk for failure. An historical analysis of student academic performance on standardized tests demonstrates consistently low performance in the core content areas and a significant gap between DAAS student performance, statewide student performance and the Michigan Annual AYP Objectives. Despite this academic performance gap, the implementation of various initiatives has resulted in small, yet consistent improvements. Analysis of non-testing data has shown improvement at the high school level and these results continue to drive process decisions.

Demographic Data

The high school enrollment for 2009-2010 was 589. Of these students, 99% were African-American and 72% qualified for the free lunch program and an additional 3% qualified for reduced lunch. The current year's high school enrollment is 600 students of which 99% are African American. Data is being disaggregated to identify student eligibility for free and reduced lunch.

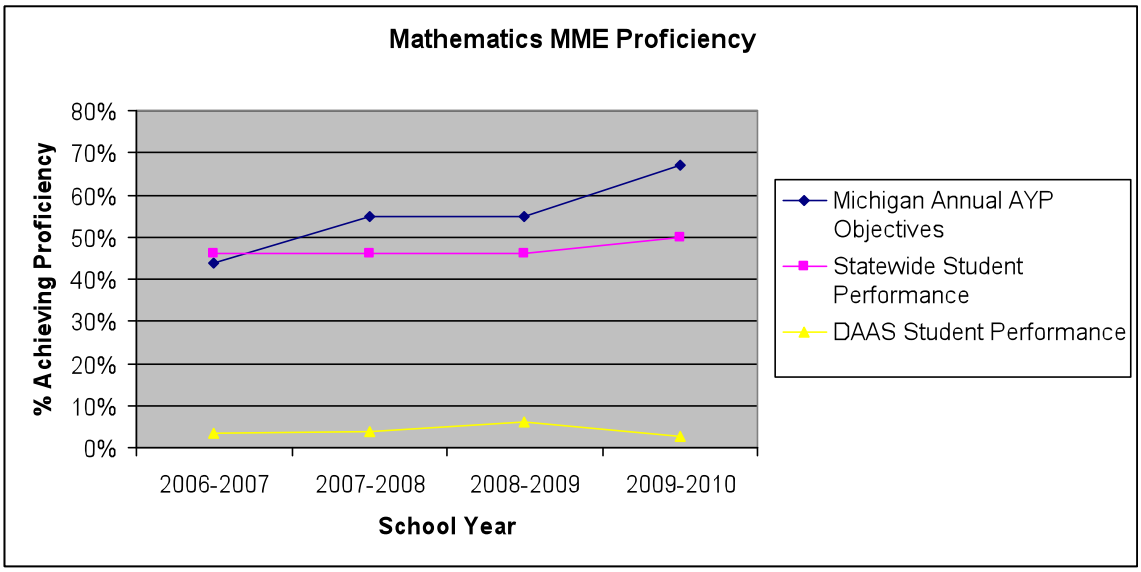


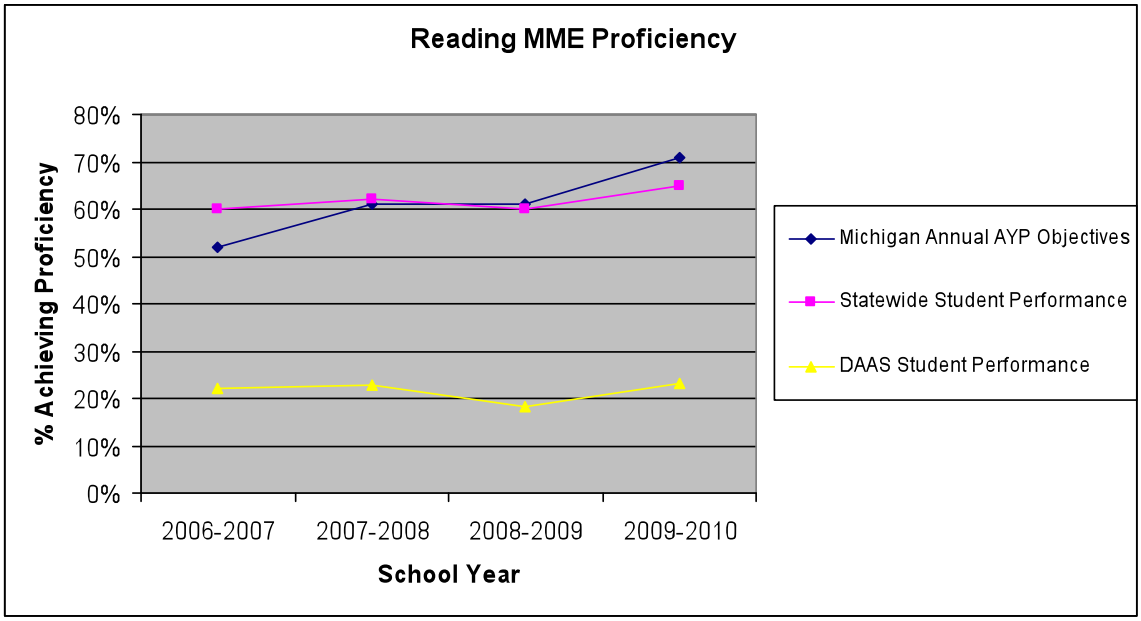
MME Performance Data

High School students in the Detroit Academy of Arts and Sciences school district are showing improvement on MME assessments in multiple subject areas. In 2009-2010 DAAS achieved AYP-Safe Harbor status in Reading, but failed to meet the academic objectives in mathematics. In comparing data from 2008-2009, the percentage of students designated as not proficient (Level 4) in 2009-2010 decreased in Reading, Writing, Social Studies and Mathematics. It appears that most of this decrease was due to an increase in the number of students in the partially proficient category which saw significant percentage increases in all subjects except Science. Although there was an increase in the percentage of students performing in the not proficient category in Science, there was an overall increase in the percentage of students performing in the combined advanced and proficient levels. Social Studies continued to be an area of strength for high school students where the total percentage of students meeting minimal proficiency requirements reached 42.7% in 2009-2010 including 41% reaching Level 2 and 1.7% reaching Level 1.

MME Proficiency Charts

The comparative analysis that follows describes the period of 2007-2010 reviewing the DAAS proficiency levels with other students across the state as compared to Michigan Annual AYP Objectives in the areas of Reading and Mathematics.





In an effort to continually improve the college-preparation level and performance of students on national, state and district level assessments, the Detroit Academy of Arts and Sciences offers a college preparatory curriculum that requires all graduates to successfully complete an academic program including four years of Mathematics, four years of English and three years each of Science and Social Studies. The district has historically provided advanced courses such as Anatomy/Physiology, Trigonometry, Pre Calculus, and Physics and has strengthened course offerings to include additional English courses involving literature studies and composition as well as additional elective courses in Science and Social Studies.

Curriculum changes are resulting in improvements in student achievement as evidenced by increases in average ACT scores and improvements in MME performance data.

Five Year Trends – Average ACT Scores

Year	Number of Students Tested	Detroit Academy of Arts & Sciences Five Year Trends-Average ACT Scores									
		English		Mathematics		Reading		Science		Composite	
		School	State	School	State	School	State	School	State	School	State
2006	66	14.1	20.7	15.3	21.2	15.7	21.8	16.3	21.7	15.5	21.5
2007	76	13.6	20.7	15.2	21.3	15.6	21.8	15.3	21.7	15	21.5
2008	160	12.4	18.7	15	19.5	14.7	19.8	15.2	19.9	14.5	19.6
2009	165	12.7	18.6	15	19.6	14.6	19.6	15.9	20.1	14.7	19.6
2010	142	13.3	18.9	15.1	19.7	14	19.7	15.2	19.9	14.5	19.7

SPRING 2010 COLLEGE READINESS					
SCHOOL: DETROIT ACADEMY OF ARTS AND SCIENCES HIGH SCHOOL					
	Percent** College Ready in…				
Entity	English	Reading	Mathematics	Science	All Subjects
District	18	6	1	1	0.0
State	56	40	33	25	19
Difference	-38	-34	-32	-24	-19

* Based on ACT college ready benchmarks (18 in English, 21 in Reading, 22 in Mathematics, & 24 in Science)
** Based only on students with college-reportable ACT scores.

ACT Performance Data

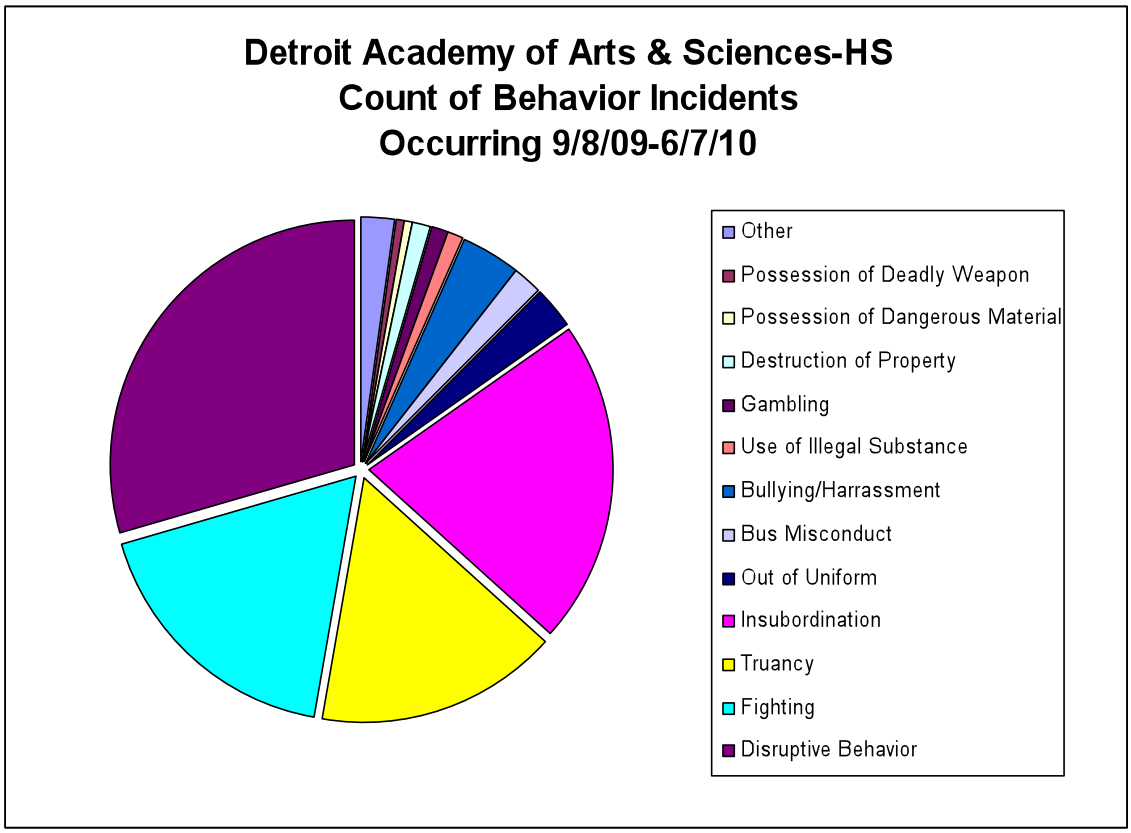
Looking at the Five Year Trends—Average ACT scores as provided to the school district in the ACT Profile Report for the Graduating Class of 2010, DAAS average ACT scores slightly increased in English and Mathematics. DAAS student performance mirrored performance at the state level where students also showed slight increases in English and Mathematics. The ACT profile report indicated that 18% of students tested in 2010 were ready for College Level Coursework in the subjects of College English Composition and 6% were ready for College Level Coursework in the area of College Social Science.

Graduation Rate

According to the 2008 4 Year Graduation and Dropout report provided by the Center for Educational Performance and Information (CEPI) the graduation rate for the DAAS high school was 88.48%. If the 2008 Cohort is expanded to include those students completing all coursework required for graduation within 5 years of enrollment, the rate increases to 91.41%. This trend of above average graduation rates continued with the 2009 Cohort, which had an 81.55% 4-year graduation rate.

Student Absentee and Suspension Data

In order for students to have the opportunity to learn, they must be present. Therefore, completing a review of the student attendance data was imperative in order for the district to move forward with operational and organizational planning. This data will significantly impact the district's suspension process, the development of an in-school detention option and the completion of operational and intervention plans. This behavioral and attendance data clearly identifies the areas that will require a concentrated effort in the 2010/2011 school year.



The various data that will be collected regarding our student performance, school enrollment, attendance habits and behavioral patterns will guide and support our planning efforts for both human and material resources in the coming school year.

Based upon the data presented, it is clear that at all grade levels our students are underperforming in the core content areas; that student mobility, behaviors and absences are frequent disruptors of student progress; and, that student demographic data must be evaluated as a real and potential threat to student achievement. The District Data Manager will work with the school's lead teachers and instructional teams to guide them in utilizing the data from multiple sources to improve academic performance. The Collection and analysis of data, combined with a reflective view of the causes for poor performance, will assist staff in implementing solutions. This responsibility will become the core work of the instructional teams representing each core content area. These department teams and their lead teachers will be the primary conduits for bringing cohesion to the development and implementation of data driven decision making.

Design Vision and Description

Turnaround Permissible Activities:

- **Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.**

The DAAS district has selected the Turnaround Model as its plan of corrective action and school transformation for the 2010/2011 school year. As such we accept and embrace all specified requirements for leadership, instruction, evaluation, and organization.

Re-design requirements and activities

As indicated in the four Intervention Model Options, a Turnaround Model must:

i. Replace the Principal and grant the principal sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates;
ii. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
    a. Screen all existing staff and rehire no more than 50 % percent, and
    b. Select new staff
iii. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
iv. Provide staff with ongoing, high quality job imbedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
v. Adopt a governance structure that will guide and support turnaround efforts, provide intensive technical assistance, organizational fidelity and greater accountability
vi. Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with State academic standards;
vii. Promote the continuous use of student data (such as that from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
viii. Establish schedules and implement strategies that provide increased learning time; and
ix. Provide appropriate social-emotional and community–oriented services and supports for students.

In addition, we have chosen to implement the following actions as **Permissible Activities** described under the Transformation model:

- Increase emphasis as a themed school;
- Use rigorous, transparent, and equitable evaluation systems for teachers and principals that are designed with their involvement and consider qualitative and quantitative data as measurements of performance;
- Conduct quarterly reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement and is modified, if ineffective;
- Implement a school wide **Response To Intervention** student support service model;
- Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment;
- Use and integrate technology in the teaching and learning process and instructional programs
- Improve student transition from middle to high school
- Increase academic rigor by offering opportunities for students to enroll in advanced coursework that incorporates rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities or thematic learning that prepares students for college and careers -- including the provision of appropriate support systems that are designed to ensure that low-achieving students can take advantage of these programs and coursework
- Implement approaches that will improve school climate and discipline
- Establish early warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate
- Provide ongoing mechanisms for family and community engagement
- Partner with parents and parent organizations, faith and community based organizations, health clinics, State or local agencies and others to create safe school environments that meet students' social, emotional and health needs
- Institute a system for measuring changes in instructional practices resulting from professional development

Our planned transformational efforts will also incorporate changes in numerous activities, organizational structures, operational practices and administrative leadership that will extend beyond those efforts listed above. The planning efforts we will engage will be based upon a framework of the following four cornerstones:

Four Cornerstones of School Development

Our focus for change will rely on four (4) critical cornerstones that will serve as a foundation for planning and which will drive instruction, achievement and overall transformation:

I. Individualized Assessment

Assessment structures will be installed that will expand beyond the processes currently in place for the district. In the fall of 2009, an investment was made in the **Scantron** Assessment System which provides a broad spectrum analysis of student performance as well as intervention options that can be employed to intercede, restructure and support the learning process. This sophisticated system will also align the instruction with the state standards for each grade level. The **Aims web,** a similar system of assessment and instructional intervention will be used to evaluate the instructional needs of our specialized student services populations as well as some of the lowest performing populations in the general education stream. Other commercially available, as well as teacher designed assessment tools, will also be utilized to provide a foundation for instructional planning.

2. Effective Instruction

All instruction will be data driven and provided by teachers who have evidenced competency, expertise and innovation in their area of certification. We have retained the best and will recruit the best to complete our instructional teams at all grade levels. Support service personnel – the intervention specialists – will be assigned a targeted caseload of students who have been identified through various assessments as low performing or being at risk of failure. High quality instruction that holds high expectations for student capability and accomplishment is required. The various instructional strategies and options that teachers are currently being prepared to utilize are described in greater detail in the Curriculum and Student Achievement component of this document. In order to be successful, instruction must be engaging, comprehensive, utilize technology and be clearly aligned with the Michigan standards and grade level expectations.

While curriculum programs and instructional tools are valuable in delivering a 21st century curriculum, it is ultimately the teacher that makes the primary difference. It is the teacher that inspires, motivates, encourages, supports, guides and directs learning. The tools at his or her finger-tips only enhance the process.

Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified, if ineffective:

3. Quarterly Benchmark Evaluations

Progress towards school and district Benchmarks will be reviewed quarterly by our district's Chief Executive Officer, Chief Financial Officer, Federal Programs Manager and Data Managers – critical members of the *Turnaround Governance Team.* This internal review process will include qualitative and quantitative data secured through scheduled observations; results of common assessments delivered through the *Scantron* system or, other assessments; performance on standardized tests such as PLAN, EXPLORE, MEAP, MME, and ACT; analysis of behavior and attendance data using *Zangle*, our student information system; review of the impact of policies and procedures; and surveys of students, parents, and staff. Additionally, the high school program will follow through with the process for complete accreditation through NCA (North Central Association) and regularly address those areas of improvement as identified in the Self Accreditation Report.

Beyond the quantitative measures described above, the district will also conduct periodic reviews to (1) ensure that the curriculum is being implemented with fidelity and is having the desired impact on student achievement, and (2) that the analysis of the results considers such impact factors as student development, past experiences, multiple observation-based assessments, classroom behaviors, and social –emotional adjustment.

In addition to our own internal monitoring of student success, we will also engage the continuous involvement of WRESA's High Priority Schools' Project team, which provides both principal and teacher mentors; and, the Educational Marketplace the district's planning consultant. These external and internal entities will evaluate our progress regularly collecting process, demographic, achievement and perception data. These benchmark evaluations will also include a review of our progress towards meeting the district/local school goals and objectives that have been established in the School Improvement Plan; a review of teacher attendance and effectiveness; and, student specific academic achievement.

This benchmark data will be shared with all stakeholders.

4. Critical Partnerships

To further build our staff competencies and preparedness, the district will again establish ***professional partnerships*** with WRESA, Oakland University, the Educational Marketplace and/or other agents that may provide technical assistance and guidance in this redesign process by making curriculum choice recommendations, providing professional development experiences and by assisting in the resolution of instructional, organizational or leadership challenges.

We also recognize that this serious job of educating our students cannot be achieved in isolation but will require the support and involvement of our ***community partners*** as well. When we establish alliances with such partners, we will be able to connect our district with resources that would otherwise be unavailable, i.e., providing leadership and advisory support to our performing arts departments; embracing students and families on an individual basis by providing assistance outside of the home that the schools are not in a position to address; and, providing other resources and technical assistance that will aid in fast tracking our reform efforts. Therefore, we will seek to work closely with the *City's Department of Human Services*; area Wrap Around service agencies; *Communities in Schools*; and, the well respected social service entity, *Black Family Development, Inc.* Such partnerships will help to build healthy and stable home settings for students that are now leaving or returning to dysfunctional home environments.

Another such partnership to be created with our community in the coming school year is *The Performing Arts and Sciences Advisory Board.* This Board will be comprised of representatives serving our community in the arts and sciences who are prepared to bring special guidance, gifts and talents to the table. They become significant role models for our students and can serve as a liaison to the professional fields that they represent. The exposure and support opportunities that they may provide can expand both the vision and choices for students as they approach the next level of education.

To further structure ***parental partnerships,*** a *Parent Leadership Council* will be established to advise and support the high school reform efforts. This Council will assist in building and reinforcing parent trust, credibility and involvement. It can also help to promote and support collaborative decisions that are made to re-structure the school's organization and resolve parental concerns. Parents can assist in changing the student's view of school. School must be viewed by our students as a place that they attend not for the social opportunity but, as a place where their life choices will begin and their futures are determined by those choices and the effort that they put forth.

We have also created a *Parent Resource Center*, in an effort to bring our parents into the school setting for workshop experiences; securing information through independent, internet research; participating in opportunities to network with other parents; and, participating in classes that offer computer instruction or online learning experiences.

Rounding out the partnership category are ***instructional partnerships*** that explore and develop student interests. We recognize that academic preparation is not enough in preparing our students for the future. We must also expose them to direct experiences that can lead to viable careers. Thus, we are developing major corporate partnerships in those emerging and expanding markets within the Detroit community – namely, the health, wellness and medical fields as well as

Informational Technology (IT) and environmental engineering, safety and greening. Critical partners in these areas have agreed to support our mission and work with our student body on both an in-school and internship basis. This is an exciting opportunity for our students to gain personal and professional experiences in their chosen career field.

The implementation of these partnerships will begin at the High School level and will expose our students to career options and opportunities that extend beyond the students' current realm of knowledge. These prospective partnerships will be further addressed in the Curriculum and Student Achievement section of this document. How we structure and guide district partnerships will ground and support our academic success.

School Climate and Culture

Implement approaches that will improve school climate and discipline:

The process of changing the school culture and climate was begun in the summer of 2009 with the implementation of an interactive workshop series on "Building Collaborative Teams." This series has continued during this school year and was revisited again this fall. Every effort must continue to be made to create a learning environment that is collaborative, productive, purposeful and clearly focused. The vision, mission, goals and values must be communicated to **all** constituents on a consistent basis and the message must be regularly shared that district personnel are serious about what we are doing and that we hold high expectations for parent participation and student performance.

Further, the systemic review and delivery of the curriculum, implementation of operational structures and practices, general working conditions and the involvement of parents and community partners can either be energized or undermined by the school culture. The academically effective school is distinguished by its culture --- a structure, process and climate of values and norms that channel staff and students in the direction of successful teaching and learning-- the school culture serves as the engine that drives school improvement.

Sharing and modeling this message must be the responsibility of the school leader. The leader sets the tone in the school and holds the key to creating a caring community in which learning flourishes.

With this expectation in mind we have embraced the following norms of an effective school culture that we will seek to build over time within the structure of our professional learning communities:

1. Collegiality
2. Moderate risk taking experimentation

3. High expectations
4. Trust and confidence
5. Tangible support
6. Reaching out to the knowledge bases, without fear of reprisal
7. Appreciation, recognition and celebration of successes
8. Caring, celebration and humor
9. Involvement in collaborative decision making
10. Protection of what's important
11. Respecting traditions
12. Honest and open communications

In building capacity, it is important that we also create a culture that embraces collaboration, cooperation and collective planning. In so doing school climate changes will be evidenced on a number of levels, beginning with the school staff. First of all, at the instructional level, building collaborative teams will create stronger relationships within the instructional community of the district and give each staff member a voice in the decision making process. Even if a majority is not reached on a decision, at least a consensus amongst the team will keep the school moving forward. Such teams will also encourage the sharing of ideas, critiquing and evaluating progress, analyzing data and sharing expertise.

In addition, the following efforts will be employed to build a positive and productive school climate and culture as it specifically relates to our student body:

Character Education and Student Development

Paramount to the thinking of these teams were the options and opportunities that could be created to build student character, competence and confidence. To this end we will engage, as part of our curriculum, research based programs that build character, integrity, independence, honesty and work ethic. These programs will include *Character Counts*, peer mediation (*Peers Making Peace*) *Positive Behavior Supports* (PBS), and other conflict resolution options. These character development models explore universal values – trustworthiness, respect, responsibility, fairness, caring and citizenship.

Student Behavior Expectations

All students are expected to follow the Code of Student Conduct adopted by the DAAS Board of Directors. This code is very clear about those behaviors that are encouraged and those that are disallowed on each campus in the district. Certainly infractions at the high school level are addressed in a different manner than those infractions of a younger student. However, the consequence for not following the Code of Student Conduct must be clearly established and enforced. The high school Turnaround Team is currently reviewing these consequences to ensure the maintenance of a stable school structure and the application of consistent and clear enforcement expectations in the coming school year. The consequences under review will also include in-school suspension options.

Student Uniform Policy
The Turnaround Team along with parents has also established a clear uniform policy that quickly identifies and differentiates the middle school and senior academy students on the Medbury campus. The uniform presentation is one that is conservative and simple and allows students to focus upon their educational purpose for attending school rather than on their attire – which has been a problem in the past. Attending to the uniform specifications is a requirement on the part of both students and their parents, it is not optional.

The high school setting must be perceived as a welcoming, academically rigorous learning community that is serious about and respectful of the learning process. Not only must the building site itself reflect this commitment but, so must the administrative and instructional team. At the end of the day, staff must possess the belief that all students can learn and achieve at high levels; that a school must be a learner centered and caring community; that their major focus must be squarely placed upon student outcomes and achievement; and, that everyone is a partner in this teaching learning process.

The vision is clear as to what the climate and culture must become, but effecting change in practice is the challenge. Change, even if predictable, is almost always perceived as threatening. Even small changes are sources of tension. This tension unchecked and misguided can undermine all of our efforts at transforming the climate and culture --if steps are not taken to structure new learnings and reinforce the school's vision.

Thinking in the Future Tense

The four cornerstones at the foundation of our re-design plan – individualized assessment, effective instruction, quarterly benchmark evaluations and critical partnerships will support and catapult us into a process of thinking in the future tense. We will be better prepared by knowing the need, providing the instruction, evaluating the effort and participating in collaborative partnering that builds an effective school climate and culture.

The narratives which follow in Sections III and IV will outline and summarize the actions to be taken in building the school culture and climate; the provision of administrative leadership; the organization and day to day operational procedures to be engaged; the curriculum and expected student outcomes; the required student support services; and, finally a summary of the utilization of all the district's supplemental and foundational resources. Each narrative is preceded by the Turnaround Requirements and Permissible activities that we selected for school change. We have also attached a Turnaround Requirement and Implementation Schedule which provides a quick overview of the Plan and specifically provides for the reader the location of any supporting narratives.

The budget narrative in Section V has summarized all of the required supplemental expenditures from personnel and professional development to materials and supplies. It also (1) identifies the component or area of focus, (2) provides a description of the activity, action or initiative to be taken, (3) delineates the anticipated costs; (4) identifies the funding source that will be used; and, finally identifies the person(s) responsible for change.

Other items that specifically relate to or, expand upon, an activity will be found in the Appendices.

School Administration, Organization and Operation

Turnaround Requirements:

i. **Replace the Principal and grant the principal sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and to increase graduation rates**
ii. **Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students**
    a. **Screen all existing staff and rehire no more than 50%**
    b. **Select new staff**
iii. **Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school;**
v. **Adopt a governance structure that will guide and support turnaround efforts, provide intensive technical assistance, organizational fidelity and greater accountability**
Viii. **Establish schedules and implement strategies that provide increased learning time**

Permissible Activities:

* **Use rigorous, transparent and equitable evaluations systems for teachers and principals that are designed with their involvement**

Leadership

The implementation of a restructuring plan such as this requires innovative, knowledgeable and experienced leadership companioned with a strong commitment and vision to implement change. This key leadership responsibility rests both with the building Principal and the district administrative offices. The central office must share a commitment to support the turnaround efforts, but the Principal must lead the effort at the local school.

Adopt a new governance structure:

The school district is in the process of developing a Turnaround Governance Board to lead the turnaround initiatives and to address the barriers that impede student learning at the High School. The Governance Board will be comprised of the District Financial Director, Operations Officer, Federal Programs Manager, Data Manager, and our Process Mentor from Wayne RESA. This Team will meet weekly at the initiation of the plan and then bi-weekly thereafter with the Principal to discuss the progress and challenges as it relates to full implementation of the Turnaround Plan. The Team will evaluate the turnaround efforts specifically analyzing data from short-term student learning objectives, quarterly common assessments, and classroom walkthrough data.

The Principalship

Given the demographics of the district and the expectations for Turnaround, we were required to secure a new Principal that embodies the following leadership credentials beyond academic preparation. The Principal leader must:

- Possess the skill to motivate and inspire staff to action
- Be prepared to utilize data in the selection of curriculum and the identification of instructional practice
- Possess a strong vision and be prepared to communicate that vision to the school staff
- Be prepared to build collaborative working teams
- Be skilled in implementing a consensus decision making process
- Be skilled in supporting staff in meeting instructional objectives or, to problem solve
- Be skilled in incorporating parents in the educational process
- Understand and can develop a master school schedule that is responsive to all levels of learners
- Be prepared to aggressively build community, parent and individual partnerships
- Operate from a servant centered leadership perspective

Replace the Principal:

In April of 2010, the DAAS school district was advised by the State that the High School program was ranked as 5% of the lowest performing schools in the state. We were offered the opportunity and participated in the early meetings set aside for this identified group to discuss the options available to school districts. At this meeting, the district team, with the later approval of the Board of Directors, decided to accept the aggressive challenge of the Turnaround model and began the process of developing the plan to re-design our school operations and organization, which would lead to, improved student achievement.

As a charter school district, our contracts, both administrative and instructional, are issued each year and are subject to a renewal or release, without cause. Decisions

relative to this process must be completed by June 30th of each year. Therefore, we had the immediate flexibility to make the required staffing changes required by the Turnaround Intervention model for the 2010 – 2011 school year. As a result, the existing Principal contract was not renewed. Out of this process, Dr. Tammy Anderson was selected and appointed as principal of the Detroit Academy of Arts & Sciences High School for the 2010 – 2011 school year.

In accordance with the requirements of the Turnaround model, the Board of Directors and the district CEO, the new Principal was given the flexibility to make the appropriate decisions regarding the execution of the expected goals and objectives of the Turnaround Plan. Thus, the principal was given the autonomy of staffing, calendars, and budgeting among other programming expectations.
In this plan the Principal is guided by the "what" to do but, is given latitude to make the appropriate decisions regarding the execution of the expected tasks. How the expectations are to be accomplished is the role of the Principal and her leadership of the building, the implementation of its organization, operational practices and the execution of the curriculum. Much is prescribed in this plan, however, by design, operational flexibility is given to the Principal to substantially and substantively improve student achievement outcomes and ultimately graduation rates. The Turnaround Plan only provides a blueprint for success.

The Instructional Staff

The instructional staff of the school must be prepared to be flexible, willing to communicate new ideas and challenge old ones; create classroom environments that are organized, interesting and conducive to learning; hold high expectations for student performance; hold high expectations for their teaching performance; introduce innovative techniques and instructional strategies in the classroom; understand data, its interpretation and implication for the teaching process; maintain a high level of professionalism; seek continuing education opportunities; and maintain a strong attendance record.

Screen all existing staff and rehire no more than 50% of staff:

As indicated earlier, our contracts are issued each year and are subject to a renewal or release, without cause. Decisions relative to this process must be completed by June 30th of each year. Therefore, we had the immediate flexibility to make the required staffing changes expressed in the Turnaround Intervention model for the 2010 – 2011 school year. Thus, the contracts of 50% of the High School instructional staff were not renewed. Although the decisions were made quickly, they were made prudently and thoughtfully. All teachers were given a notice of non-renewal and invited to participate in an interview process to discuss their continued employment with the school district. At these interviews teachers were

encouraged to present their professional portfolios and discuss their experiences during the previous school year(s). The selection process for retention was based upon the quality of the following factors: teacher performance and evaluation records; student performance and records of disciplinary actions; participation in professional development activities; participation in school/community activities; portfolio presentations; and, administrative recommendations. At the conclusion of this process, less than 50% of the 2009-2010 school staff (15 out of 32) were retained for the 2010 – 2011 school year.

Select new staff:

The process of administrative and teacher selection began immediately in June. Announcements were made via the media, the district website, our county's education service agency and other venues that could inform the education community that the school district was accepting employment applications for designated positions.

Many of the teachers moving through the internal assessment process were retained. Others were selected from the external application process and evidenced those skills both in experience and academic preparation that the district felt would be beneficial to the educational programs and the individual achievement of students. Teacher candidates were selected based upon the following review and interview criteria:

- the knowledge of their content area
- student achievement data
- professional development experiences
- regular engagement with parents
- awareness of current educational trends and practices
- implementation of engaging, innovative and creative instructional techniques
- presentation of their professional portfolio
- classroom management skills
- other observed performance
- administrative recommendations

Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school:

In our current economies, it can be difficult to recruit and retain exceptional staff. The educational environment is competitive and provides prospective teachers with numerous choices in terms of their employment. It is clearly recognized that the local, traditional public school settings can offer far more as it relates to salary, which is a serious factor in this competitive process. As a result, the charter school community is required to be creative and innovative to offer opportunities that are much more inviting over and above the basic salary considerations. Therefore, to

compete with the local public school districts, DAAS nurtures an educational environment that is teacher friendly and offers the following incentives for instructional staff:

- Smaller class sizes
- Access to diverse teaching tools and supplemental instructional programs
- Opportunities to participate in professional development activities
- The provision of individual laptop computers
- A responsive and engaged administration
- Professional development activities that are geared toward personal growth as well as student achievement
- Positive working conditions
- Opportunities for advancement within the organization

In the upcoming years, DAAS anticipates using general funds, federal and state grants, in-kind services and other funding resources to provide incentives for staff who meet Turnaround goals and objectives. Using indicators from our comprehensive needs assessments and staff surveys, staff will be able to earn incentives based on their performance.

In addition to incentives, all staff will be eligible to participate in extended professional development opportunities both in school and off campus. Participation in professional development activities will be in accordance with staff Individual Professional Development Plan Goals. All staff will be able to attend at least two additional professional development activities during the school year and two during the summer months – of their choosing. Staff who identify leadership aspirations in their Individual Professional Development Plans may be allowed to attend leadership trainings and conferences and participate in on-the-job shadowing.

Contractual modifications will be considered as job responsibilities are redefined and staff compensation levels reviewed for additional service. Incentives have also been recommended for staff who serve as Learning Community Teachers; for instruction in critical need areas; for the promotion of exemplary attendance; for the consideration of merit pay and retention bonuses; and, to ensure parity with colleagues in similar educational settings.

In order to facilitate these opportunities, beyond the general fund, DAAS has submitted an application to be a part of a five year Teacher Incentive Fund federal grant proposal designed to strengthen teacher effectiveness and student achievement in Detroit's charter schools. We are committed to the reforms of undertaking and implementing a performance based compensation system for our teaching and leadership staff. If selected to be a part of this national evaluation model grant, we may become eligible to partake in the 1% bonus plan along with incentive opportunities for leadership roles. If not, we may be placed in the PBCS

cohort designed by MAPSA project coordinators called TEAMS (Teacher Excellence & Academic Milestones for Students). Although this project specifically supports the elementary community, we trust that the knowledge gained and experiences provided will lead also to the incorporation of some concepts in the high school teacher incentive package.

Beyond these options, we are evaluating the feasibility of and process for introducing a 3-5 % merit pay increase for all staff as well as recruitment, retention and attendance bonuses for general and critical need area staff.

Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs:

In addition to the dialogs about personal goals and professional development needs, staff was asked about their commitment to implementing the turnaround plan with fidelity. It was important that staff understood the complexities of urban education and embraced the belief that *"all students can learn."* During the interview process new and previous instructional staff had to express how their dedication to the school improvement process, curriculum knowledge, classroom management style, and instructional techniques would be an asset to the Turnaround Plan. The staff was also required to write individual professional development plans.

Instructional Competencies that Measure Staff Effectiveness:

The evaluation process is well structured for both administrative and instructional personnel with formal reviews occurring (4) times throughout the school year. The intent of this frequency is to ensure that all staff remains on target and that student achievement has remained the central focus. Informal observations can be incorporated on an as needed basis.

For instructional staff, this process currently begins with the first meeting, the goal setting review between the administrator and the teacher – a review that clearly defines the goals for the year and the performance standards that will be utilized to validate or quantify progress. This process began in September for the 2010/11 school year and will be modified as necessary going forward to also incorporate a system for measuring changes in instructional practice resulting from professional development. At this time, formal and informal observations will be held in the late fall, winter, early spring and June and will focus, at a minimum, on the following components of professional instructional practice:

I. Planning and Preparation

- Demonstrates knowledge of content and pedagogy (including GLCE, benchmarks, MME/ACT preparation)
- Demonstrates knowledge of students
- Selects appropriate instructional goals and objectives
- Demonstrates knowledge of materials and resources

- Designs coherent units of study, lessons and other supplemental activities
- Assesses students appropriately
- Establishes learning objectives

II. Classroom Environment

- Creates an environment of respect and rapport
- Establishes a culture for learning
- Manages classroom instructions and procedures
- Manages student behavior
- Organizes and manages physical spaces
- Provides for independent study and practice

III. Instruction

- Communicates clearly and accurately with students
- Uses appropriate questioning and discussion techniques
- Uses strategies to engage students actively in learning
- Provides appropriate and timely feedback to students
- Demonstrates flexibility and responsiveness to student differences
- Utilizes instructional time effectively
- Uses data to drive instructional decisions
- Uses multiple measures of assessment
- Encourages student self evaluation
- Celebrates and recognizes student successes
- Uses project based and inquiry based learning techniques
- Effectively utilizes technology in the instructional process

IV. Professional Responsibilities

- Reflects thoughtfully on own teaching
- Maintains accurate records including student attendance
- Communicates with families of students
- Positively contributes to the school and district re-design efforts
- Engages in continuous professional growth
- Follows building procedures
- Actions reflect the school and district mission and value statements

The outcomes of all observations will provide the basis for Performance based merit pay considerations.

Our administrative evaluation is in the process of development and will reflect upon the various aspects of educational leadership: data driven instruction, student achievement, effective school organization and management, parental and community engagement, and nurturing leadership. Both qualitative and quantitative data will be incorporated into this evaluative process which will be engaged in quarterly.

School Organization and Operational Practices

Organizationally, the district maintains smaller class sizes and utilizes integrated teacher teams to meet the social, emotional, and intellectual needs of our student body. Therefore, Academies are divided into 'schools within a school' or 'Houses' that focus upon grade level expectations and student achievement. This structure, as it is being developed in the high school, will also accommodate four teams, one for each grade level. These collaborative teams will include the Behavioral and Academic Intervention Specialists, counselors, teachers and tutorial or technical assistance staff. The support staff will remain assigned to the student body throughout the school year.

Facilities

In addition, the school plant is being realigned to cluster instructional course options for each grade level, thus minimizing significant "class passing" traffic throughout the school day. This organizational structure will be reflected in student scheduling with student passes being issued when these boundaries must be crossed for core instructional or elective course purposes. Floor plans reflecting these changes will be found in the Appendices.

The facilities will also undergo a physical transformation. Internally, changes will be made to the appearance of the halls, walls, offices and classrooms. Externally, campus upgrades will appear including the greening of the grounds and the creation of structured student gathering spaces. These changes are minor but their implementation will create a major difference in the student's perception of their learning environment and the teacher's perception of their working environment. In a positive school culture, coming to work every day is a joy for teachers -- as staff member's concerns are heard and respectfully addressed; as teacher's voices are regularly sought on issues regarding the general good – and their voices make a difference; as teacher competencies are recognized, rewarded and uniquely engaged on behalf of the students; and, there is order and consequence as it relates to the behavior of the total school community.

Student Orientation

Prior to the opening of schools in August, each parent and their accepted student(s) will participate in an orientation process that will define the responsibilities of attending a DAAS Academy, any book fees that are required, the Student Code of Conduct expectations and consequences, the Uniform Code, and any other matters pertinent to enrollment. The parent and the student will sign a contract in agreement with all regulations and expectations.

Transportation

Transportation will be made available on a limited basis to students who qualify. These services will support early arrival and late dismissal expectations. Negative

bus behaviors will immediately suspend these services, which are free to the student body.

Leadership Symposiums

To assist in guiding values development and critical thinking skills as well as exposure to career and personal possibilities, monthly symposiums/seminars will be held to introduce students to those personalities that can assist them in understanding the responsibilities of adulthood. These seminars will be led by men and women in the Detroit community (and beyond) who have achieved significant measures of success and are readily recognized by the students. These role models will augment our efforts to build student self esteem, confidence, courage and vision.

Establish schedules and implement strategies that provide increased learning time:

Extended learning time has been put in place for all students in all of core content instruction. The state requires at least 1,098 hours of instruction. At our High School, students receive over 1,281 hours of instruction. In addition to this fact, the following changes were implemented to our master schedule to offer increased learning time in the core content area:

- Reduced the lunch periods from 55 minutes to 30 minutes to add 4,350 minutes of additional core instruction learning time
- Added a math support class to all ninth grade students' schedules
- Added a 30 minute study period to all students' schedule for reading and math enrichment
- Offered after school courses, within the Learning Community structure, to all students which included opportunities for students to further strengthen their skills in English Language Arts, mathematics and sciences.

Extra time allotted for instruction will give teachers the opportunity to provide extended direct instruction, introduce special projects, and offer enrichment activities. An extended school day will also allow teachers to increase classroom instruction time from 50 minutes to 60 minutes.

Sample Schedule of Instructional Time

Do Now – 10 min.
Homework Check/Review – 10 min.
Daily Lesson – 15 min.
Independent Practice (Checking for Understanding) – 20 min.
Closure – 5 min.
Total = 60 min.

The school day will be divided into eight periods of instruction that begin at 7:30 a.m. and conclude at 5:00 p.m. The three following components will be incorporated in this schedule:

1. Advisory Period

Advisory groups create small integrated learning communities in large school populations and offer academic support, mentoring, and guidance. This format allows for a personalized educational planning process and links students directly to the district's support services personnel, i.e., the Behavior Intervention Specialist, Special Education Teachers, Social Workers, and Intervention Teachers. Topics of discussion in these small group settings, may include: study habits, test taking skills, career development, course selection, character education and other relevant issues of the day. It also provides an opportunity to engage our community partners in mentorship experiences.

In order to address any potential concerns, the advisory period, or '0 hour' was established to precede the formal instruction of the school day. This period of time provides a significant opportunity before course instruction for students and their teacher advisor to discuss and/or address any negative issues that may have surfaced previously. Impending challenges can be thwarted and positive actions pursued. This timeframe also offers a period of small group instruction that can address personal student growth and the development of leadership skills offering rich discussions that are future focused.

The following attributes of an advisory period will be considered in the preparation and implementation of the program. It is important that the advisory experience include the following:

1. The AP must not be considered as an "add-on" but rather as an integral part of the curriculum structure. It bears equal importance to the balance of the school day schedule and should not be considered as just something else teachers must do.
2. The AP must establish consistent student "teams" that become connected over time and with a caring adult who assists in personalizing student to student as well as teacher to student relationships.
3. The AP activities are mutually decided upon and embrace student interests and needs. Although activities are not prescribed, specific content can be made available through structured programs such as Character Counts.
4. Each AP cluster identifies specific goals and objectives to be met in each session – a serious plan guides activity content
5. Tangible outcomes/accomplishments will be seen at the conclusion of each AP session. Added value must be seen by participation in the experience. At the conclusion of these experiences it is anticipated that student attendance, academic performance and overall behaviors have been positively affected.

2. Study Period

By shortening the lunch period, students will have the opportunity to receive specific academic support in reading and mathematics through evidence based and research based programs such as **Carnegie Math** and **Reading Plus.** Moreover, students will have the opportunity to receive assistance with their academic courses. Additional study periods will be available based upon the individual student's schedule. The implementation of these curriculum options will be further discussed under Curriculum and Student Achievement.

3. Learning Communities

The last hour of the school day will be dedicated to small group instruction in learning groups. These programs enhance the educational experiences offered during the school day. The Learning Communities are as follows:

> **Math & Science Community** – Academic Games, Robotics, Recycling Club, Urban Garden, Forensic Science Club, Math & Science Round Table, Chess, and Credit Recovery
>
> **Literature & Language Community** – Debate, Optimist Club, Book Club, Poetry Club, Reading Round Table, *La Comminudad*, Creative Writing, Credit Recovery, and the Student Newspaper
>
> **Arts Community** – Marching Band, Dance, Piano, Choir, Art Portfolio, Interior Design, and Garden Design
>
> **Leadership Community** – Class Boards, Student Council, National Honor Society & National Junior Honor Society, Skills USA, DECA, Yearbook and Girls Leadership
>
> **Health & Wellness Community** – Athletic programs, Healthy You Club, Weight Training, Aerobics, and Cheerleading

The following presents additional schedule information that either elaborates upon the structure or adds dimension to the extension of learning time.

Breakfast Program

Breakfast is made available to all students free or, at a reduced cost, dependent upon program eligibility, prior to the start of classes each day. It was recognized that in many instances students either had no breakfast prior to school or, only ate unhealthy snacks en route to school. The initiation of the Breakfast program allows for the introduction of a balanced and healthy meal prior to the beginning of the school day. Breakfast is served from 7:00 a.m. to 7:30 a.m. in the school's cafetorium.

Bell Schedule
The Bell Schedule, also found in the Appendices lists the times and hours of instruction, lunch, study periods and learning communities. The school day will start at Period 0 (7:30 – 7:55) and conclude with Period 8's Learning Communities.

Master Schedule
The Master Schedule outlines the core and elective instructional schedule for all teachers and students within the week. It takes into consideration the diverse performance levels of students and schedules them for intervention support as required and elective course work as desired. A copy of the Master Schedule for the 2010/2011 first semester may be found in the Appendices.

Summer School
A four week summer school program will be designed and implemented during the summer of 2011, in order to provide enrichment in the core content areas. Students have the opportunity to receive more personalized instruction in smaller classrooms. Within the Summer School program, there are opportunities for students to take advance courses, credit recovery and/or small group academic support.

High school Planning and Development Meetings
During the summer months meetings will be scheduled with instructional teams to address the items outlined above, reaffirm the student dress code, prepare for student grade transitions and develop individual core content and intervention schedules.

Curriculum and Student Achievement

Turnaround Requirements:

v. **Provide staff with ongoing, high quality job imbedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;**

vi. **Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with State academic standards;**

vii. **Promote the continuous use of student data (such as formative, interim and summative assessment) to inform and differentiate instruction in order to meet the academic needs of individual students;**

ix. **Provide appropriate social-emotional and community-oriented services and supports for students**

Permissible Activities:

- **Use and integrate technology in the teaching and learning process and instructional programs**
- **Conduct quarterly reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement and is modified if ineffective**
- **Improve student transition from middle to high school**
- **Increase academic rigor by offering opportunities for students to enroll in advanced coursework that incorporates rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities or thematic learning that prepares students for college and careers -- including the provision of appropriate support systems that are designed to ensure that low-achieving students can take advantage of these programs and coursework**
- **Implement a school wide Response To Intervention student support service model**
- **Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment**
- **Partner with parents and parent organizations, faith and community based organizations, health clinics, State or local agencies and others to create safe school environments that meet students' social, emotional and health needs**

District Curriculum Design and Philosophy

Our curriculum design is inquiry and discovery based and places a strong emphasis on the arts and sciences. It is our commitment to ensure that all students from kindergarten through the twelfth grade are prepared not only academically for the future, but that they are also exposed to other options that will develop their skills and strengths; expand their learning experiences and options; increase their general knowledge base; and, cultivate their creativity and love of learning.

Our focus is to provide an education that addresses the developmental needs of the whole child; nurtures the development of special interests and talents; and, exposes students to a curriculum that embraces a broad spectrum of knowledge. To this end, quality elective course options have been added to the curriculum at all levels.

This elective course expansion that is available to students has focused greatly upon our district's theme, original design and intent, which was to build an educational institution that embraced and supported the arts and sciences. The commitment to this theme continues and within its' framework, the DAAS *science curriculum* has expanded to provide hands-on scientific exploration and research. According to the NRC National Science Standards, research shows that children learn science best when doing science. In accordance with this research and the Michigan Science Grade Level Expectations, this hands-on scientific exploration is embedded into all of our grade level learning experiences. Students learn how to generate questions, conduct research and to develop solutions to the problems encountered in the physical world around them. Using scientific inquiry, students also become independent investigators conducting their own scientific research, investigation and exploration. At the initial stages, teachers lead students through the process of scientific inquiry. As the curriculum builds, students become independent investigators in scientific exploration.

In the *fine and performing arts*, DAAS students have received national and statewide attention and recognition -- winning awards repeatedly each year. Student performance opportunities, supported and guided by the leadership and instruction of their talented 'special class instructors,' have provided a continuous venue for student success, development and exposure. This arena of study also provides competitive opportunities for student participation in the Marching Band, and the Show Choir; the choreography of dance routines; and, the participation in stage productions and art exhibitions.

The High School Curriculum Development

Core Content

As required of all Michigan School districts, our Academies' Curriculum content is aligned to the Michigan Curriculum Framework expectations and is transitionally aligned with all grade level expectations within the district. The basic core content of the high school curriculum includes instruction in English Language Arts, Science, Mathematics and Social Studies. Elective course options within the core content include, but are not limited to, trigonometry, statistics, social issues, astronomy, psychology, forensic science, journalism, African American literature, credit recovery and advanced academic studies as well as other course options designed to meet student interests and to expand upon core content instruction.

In addition to the core subject areas, students have the opportunity to participate in physical education and an expansive athletic program, choir, marching band, art, music, instrumental music, dance and a host of other "special" or elective courses. Through inquiry, laboratory and exploration based instructional processes, students build essential critical thinking skills which are necessary for problem solving. Classroom instruction is delivered through a variety of technological venues such as, Eno Boards (interactive white boards), graphing calculators and online virtual learning programs.

At the Detroit Academy of Arts and Sciences (DAAS), we have made tremendous strides in developing and aligning our curriculum to the Michigan Curriculum Framework. We began this work during the current school year and have built a curriculum guide that is standards-based and data-driven. To build a strong curriculum that would meet the needs of our students, the following questions were asked:

1. What are we going to teach? (Alignment)
2. When are we going to teach it? (Mapping)
3. How are we going to teach it? (Instruction)
4. Did the students learn it? (Assessment)
5. How will we respond if they don't learn it? (Instructional Strategies)

By using these questions, we have prepared a pathway for securing the data we need to make better instructional decisions and to improve student achievement on a continuing basis throughout the school year.

With the curriculum guides, all stakeholders, including teachers, parents, and students will be aware of the student learning expectations for each grade level and course. Information from our curriculum guides will be shared with stakeholders through the course syllabus, course catalog, Curriculum Nights, and annual School Open houses. Our curriculum design will allow us to track student progress, identify needs, and provide focused instruction and interventions. Ultimately, we can

anticipate improved student achievement throughout the school year and expect a similar performance on the Michigan Merit Examination (MME/ACT).

Alignment

The first component of our Curriculum Design framework, *curriculum alignment,* identifies ***what*** we will teach in each subject area and at each grade level. First, our teachers assembled their curriculum for each course and aligned it with the High School Curriculum Expectations. They next organized the resources utilized to teach each objective and organized the objectives into four (4) units. Students study two (2) units per semester. As part of the alignment process, teachers identified which skills students should be able to demonstrate at the end of each unit.

Mapping

After deciding what we were going to teach, we had to devise a map of ***when*** we would teach it. Mapping displays the skills in the order they will be taught for each course. Teachers know exactly what they will be teaching and when, which is important for planning purposes. With a mapped curriculum, cross curricular planning is easier.

Instruction

As we mapped the curriculum, the bigger picture revealed that there were many opportunities to integrate interventions for students struggling to meet the standards. Thus, in accordance with our school improvement plan, we were sure to incorporate the following strategies in the ***how*** of instruction.

- Reading Across the Curriculum
- Writing Across the Curriculum
- Analyzing Charts, Graphs, and Tables
- Building Vocabulary

Comprehensive Instructional Reform Strategies

The utilization of creative, innovative and evidenced based instructional strategies is critical to any intervention process. It is what we do differently that can make the difference in student learning. Some instructional strategies are more effective than others, have a different impact based upon subject area, are more effective at certain grade levels or, only with certain students. It is important then that teachers also rely on their knowledge of their students, their subject matter, and their situations to identify the most appropriate instructional strategies. Effective pedagogy involves a variety of interacting components.

In developing these instructional strategies we utilized the High School Content Expectations, the Michigan Merit Curriculum, and the updated Michigan Graduation Requirements, aligning the curriculum both vertically and horizontally across all subjects and grade levels. Pacing guides were developed by teams of instructional and administrative staff to prioritize and identify the alignment of weekly and daily instruction with the High School Content Expectations. A priority is being placed on teaching to those standards identified as being directly linked to the skills necessary for improvement on national and state assessments.

Differentiated Instruction

The High School teachers utilize various research-based instructional strategies to increase academic achievement. Many urban students lack the reading comprehension and mathematics skills that are needed to perform successfully on state and national assessments. The instructional program being implemented is designed to meet these deficiencies of the urban learner.

Differentiated Instruction is a research-based strategy utilized by all DAAS teachers in which teachers enhance learning by coordinating a student's learning profile to their instructional delivery, design and assessment. Student learning is enhanced by enabling all students to access the same classroom curriculum and providing entry points, learning tasks, and outcomes that are tailored to the students' needs. Teachers plan and deliver instruction that is based upon the assumption that 'one size doesn't fit all', ensuring that struggling, advanced, and in-between students achieve more. Differentiated instruction engages students through different learning modalities by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity. Regardless of the academic level of the students in the classroom, teachers are able to accommodate the needs of all students. Differentiated Instruction has proven to be pertinent in assisting students with improving academically.

Marzano's Essential Nine Instructional Strategies

In addition to Differentiated Instruction, teachers will employ *Robert Marzano's Essential Nine Instructional Strategies* from "Classroom Instruction That Works." Teachers incorporate the use of Venn diagrams to engage students in comparing

and classifying information. Note-taking and summarizing is a skill taught to all students, but ninth grade teachers especially, stress the importance of learning this skill.

Within the Marzano model three critical commitments are made which will affect every classroom student. These commitments include (1) the development of a system of individual student feedback at the district, school, and classroom levels; (2) the assurance of effective teaching in every classroom; and (3) the construction of background knowledge for all students (particularly those with educationally challenging backgrounds.) These commitments serve to broaden and deepen instruction that leads to improved student learning.

Research shows that student participation in **cooperative groups** yields positive effects on overall student learning. All teachers integrate many opportunities for students to work collaboratively with their peers. These research-based strategies are among several strategies that have proven to enhance student achievement and performance on achievement assessments.

Clearly, teachers will be prepared to deliver a plethora of intervention strategies. However, the overall importance of teaching quality and authenticity must not be minimized.

Data-Driven Instruction

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards:

Our goal has been to introduce innovative practices that are research based and vertically aligned to Michigan benchmarks to provide hands-on opportunities to apply math and English skills during the day. We agree with the statement that "Data-driven decision making does not simply require good data; it also requires good decisions." "*The New Stupid*" Education Leadership Dec/Jan (2009). Thus, being a part of the State-Wide System of Support (SSOS), we were offered the opportunity to have a complete analysis of our school data by the Red Cedar Group. The Study-Analyze Form was used to assist with the investigation of an Evidence Based Intervention (EBI) that would target academic areas of need. After extensive research by the School Improvement Team, we selected two evidence based interventions (EBI) to address math and English achievement gaps. These interventions were selected with guidance from Wayne RESA external providers and other community stakeholders.

Mathematics Data Implications: *(from Study-Analyze Form)*

> *The Math standard representing the greatest challenge is **G1: Figures and Properties**, at a -19.4% gap between the school and state average, which also makes up almost 22% of the test. This finding is consistent with the previous gap in concepts*

and skills for this cohort of students exhibited on the 8th grade MEAP, particularly in ***G.TR.07.04****. Following this standard in order of importance,* ***A1: Expressions and Equations****, represents a -17.0% gap between the school and state averages for 2008/2009 and since it makes up 13.7% of the test has significance in terms of this particular permutation of the MME.* ***G1: Figures and Properties*** *is also the standard representing the greatest challenge for 2007/2008, and is the most challenging over a two year testing period, with Percentage of Test, State Gap and Strand Percentage factored in.*

To embrace the challenge of improving math achievement, as recommended by the High Priority Schools Initiative, we chose to implement the Carnegie Learning's Cognitive Tutor for Bridge to Algebra, Algebra 1, Geometry, and Algebra 2. The programs are research and evidenced based. The Carnegie Learning instructional program, in conjunction with the HPSI Coach Continuum, will offer the following program elements:

- Full first-year algebra and geometry curriculum
- Supports Work Keys application problems
- Focuses on contextual or real-world problems
- Engagement in real-world problem solving
- Alignment with the Michigan High School Content Expectations
- Full implementation of Cognitive Tutor program which involves students spending 60% of class time in a collaborative classroom and 40% with Cognitive Tutor remote web-based software
- Incorporates instructional technology tools, such as computers, graphing calculators, document cameras, and multimedia projectors aids instruction
- Program fosters building and sustaining a collaborative learning community
- Teacher's role as a facilitator
- Emphasis is placed on understanding mathematics and encouraging the use of multiple representations
- Various assessment tools are utilized, such as, ACT-Explore common assessments, Toolkit reports from Carnegie
- Monthly professional development

The **Carnegie Mathematics** program and its on-line options are utilized at all levels of Algebra instruction. This is an evidenced-based curriculum that is designed to help students learn how to think and apply new mathematics knowledge. Our data has shown that students were unable to apply math concepts to realistic problems and Carnegie Math addresses this concern. Students engage in problem solving, reasoning and communication using multiple representations of mathematics concepts. Real-world situations are in problems designed to make connections between verbal, numerical, algebraic and graphic representations. The Carnegie

program identifies student weaknesses in mastering concepts and individualizes instruction to focus on the areas where the student is struggling. This program has had significant impact on student learning outcomes resulting in improved academic achievement in mathematics.

Reading Data Implications

> *The Reading standard of greatest challenge for the previous year (08-09) is R2.1 Strategy Development, at 16.8% gap to state average. Also factored into this calculation are the percentage of the test and the percentage of the school average to the points possible in the test. For two years of MME testing, the overall Reading Standard of Greatest Challenge is still R2.1 Strategy Development. 2007-2008 MME Reading test is identified by Strands instead of standard, so it is not possible to draw a valid comparison between the two years, as is possible for Mathematics. In 2007-2008, the strand of greatest challenge is Literature and Culture and includes the standard L3.1 Close Literature Reading.*

Based on this data and research results from the What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences, the Reading Plus was selected as a reading intervention program. This program uses 21st century technology to provide a unique, independent practice environment designed to ensure immediate and frequent success. Students will build independent reading skills and confidence to prepare them for standardized assessments, academic success, and challenges beyond secondary school. The Reading Plus program has been proven to produce substantial gains in reading rate and comprehension for students in grades three through college.

Reading Plus is designed to assist struggling readers with improving their reading fluency and comprehension skills utilizing silent reading assessments and remediation. The program utilizes research based instructional strategies to build vocabulary and increase reading proficiency. Students who participate in Reading Plus have shown significant improvements on standardized tests such as, MEAP, MME, and ACT. Reading Plus has achieved substantial gains with students at-risk for reading difficulties.

Using the data from Scantron's Performance Series Test (PST), students will be enrolled in a double-dose of reading. In addition to in-school opportunities for reading opportunities, some students will be able to utilize the program at home. All students enrolled in the Reading Plus program will be monitored by the Academic Intervention Specialists and the student's English teacher. Data from this program will be analyzed by the Data Team to measure progress.

Credit Recovery

Increasing graduation rates through credit-recovery programs:

Data results also showed that a great percentage of students were deficient in high school graduation credits. Thus, it was necessary to implement a program to give

students timely assistance to recover credits in core content courses. To fill this need, DAAS will utilize Education 2020. Students enrolled in Education 2020 courses receive all of the opportunities as student in a traditional classroom, instruction by a certified teacher, differentiated instruction, formative assessments, and rigorous coursework.

Credit Recovery opportunities are built into the master schedule and allow students to fast track their academic requirements. It is a flexible option that is offered during the day or afterschool at no charge to the student. At DAAS, these virtual on-line courses allow students a 24-hour access to on-line study. This option is particularly valuable to the student who wishes to advance their academic studies or, the student who is desirous of completing failed course content.

Technology Tools and Instructional Integration

Use and integrate technology in the teaching and learning process and instructional programs:

DAAS has remained current with the **technological tools** available in education. All classrooms are equipped with an interactive whiteboard to facilitate effective engagement between teacher, student, and peers. Additionally, teachers use PowerPoint Presentations, document cameras, and computers to enhance instruction. In the Mathematics Department, teachers use graphing calculators to demonstrate and lead classroom explorations of mathematics concepts. Other programs utilized by DAAS teachers include, Education 2020, Robotics, Engineering, Carnegie Math and Reading Plus, each of which has huge technology components. We understand that technology is integral in educating the students of this generation.

It is our belief that it is critical to prepare our students to meet (1) the challenges and realities of this century, (2) the expectations of a global, information-based economy; and (3) the priorities and practices of research and advanced technological study. This access and exposure to knowledge and its advanced technologies is needed to succeed in today's world and it is the right of every child. We have made a commitment to enable every student to receive a world-class education that embraces rigorous core subject instruction that is supported by state-of-the-art technologies. We have wireless connectivity in every building and in all classrooms which allows teachers and students to reach beyond the classroom walls. Beginning with the 2010-11 school year, the Detroit Academy of Arts & Sciences High School students will have the opportunity to access the following innovative technologies:

- ENO Interactive Whiteboards, in every core content area classroom
- State of the Art Media Center, with iPads, Power Macs, and advanced computer software for educational exploration;
- State of the Art Computer Labs, offering interactive learning experiences;
- Mobile Computer Labs, for in-class instruction and research;
- Student Response Systems, "Jeopardy-like clickers"
- Education 2020, virtual learning experiences.
- Carnegie Math, supplemental online math program

Interactive Whiteboards

The interactive whiteboards not only bring learning to life, but also create a true 21st Century Classroom. Students learn to have the opportunity to utilize a new technological tool in the classroom to advance their learning experience. With the interactive whiteboards, students and teachers can manipulate and interact with text and images which can be saved and shared. These cutting edge interactive whiteboards provide an exciting venue for learning and increase a student's

interest, motivation and class participation; reduce the need for personal note taking; and accommodate different learning styles.

Student Response Systems

Along with interactive whiteboards, student response devices, referenced as 'Clickers', will be utilized to collect, record and graph each student's answers submitted on various assessment instruments. The ability to frequently assess, track, and analyze student comprehension and performance is an essential aspect of data-driven instruction. Clickers allow student to respond to questions asked verbally, on paper, or on screen. These handheld gadgets enable teachers to instantly assess students' comprehension of a lesson. The clickers create an interactive learning environment in any classroom.

Media Center

Along with interactive whiteboards and student response systems, DAAS has also invested in media libraries which will house the latest technology, including the current IPod touch learning solutions, which will allow students to explore the creative and innovative uses of technology. Here students are able to create, edit, and publish videos and music; develop podcasts and photo projects; and, virtually create any kind of digital design. With our wireless connections to all classrooms, students will have the opportunity to study a mixture of Apple and Windows platforms so that they may benefit from both system options. Leading these learning experiences is the **Technology Lab Assistant** and two academic tutors who will work in small group settings or, on an individual basis with targeted students.

Mobile Computer Labs

The Mobile Computer Labs, which consist of the latest Dell laptops, allow staff to take technology to each classroom. In addition to the regular computer labs, the mobile computer labs will enable teachers to provide laptops to each student in the classroom for research. Teachers will be able to introduce online resources and provide skill development experiences for students to support classroom instruction. Moreover, our Mobile Computer Labs allow students to take assessments in their regular learning environment, which is optimal for reducing test anxiety.

Education 2020 (E2020)

Education 2020 is a virtual learning program. This program represents a school without walls that uses online courseware to bring secondary education in the content area subjects virtually from anywhere. Courses are designed and monitored by certified teachers and it includes video streaming lectures. Education 2020 also allows students to take advanced courses and recover credits needed to fulfill graduation requirements.

Carnegie Learning's Cognitive Tutor

Carnegie Learning, Inc. is a leading publisher of innovative, research-based math curricula for middle school, high school, and post-secondary students. This program

helps students succeed in math, creating a gateway to graduation and preparing them for 21st century careers.

Carnegie Learning's Cognitive Tutor program is an innovative application of technology, artificial intelligence and cognitive science. These programs give students the opportunity to receive individualized attention, maximizing the amount of time spent actively learning and mastering fundamental thinking skills.

iPads

Students will have the opportunity to utilize iPads in the classroom and in the Media Centers to increase student's interest in reading as well as other academic course content. With the iPad, students can read books, search the internet, create and watch demonstrations and work in educational applications such as The Elements, a scientific application. These handheld devices will allow for virtual field trips, group research, and interactive instruction.

The Detroit Academy of Arts & Sciences is committed to prepare students for tomorrow's digital economy.

Assessment Strategies

After setting a plan for student learning, it was important to monitor and evaluate student achievement and answer the question, "How will we know if students learned?" Using several assessment tools, we will be able to monitor and evaluate student progress. We will be able to determine where children are, and where they need to be, to successfully pass local academic standards and state mandated assessments. Based on our data we will be able to provide timely interventions in the classroom or enroll students in intervention classes which will assist them wherever they need it.

Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students:

A data driven curriculum calls for an aggressive assessment plan, therefore, we will be utilizing several tools to monitor and measure student progress. We will be using MME/ACT (state-mandated), Scantron Performance Series (norm-reference), Scantron Achievement Series (local common assessments), and ACT's Explore & Plan (college readiness).

- *Norm-referenced Assessments* - We will use the Performance Series to measure a student's annual growth. Students will be assessed in reading and mathematics in the Fall and Spring of each school year. Because the assessments are completed online, teachers and administrators will receive immediate feedback relative to their students' performance.

- *Local Common Assessments* – The Common Assessments were developed utilizing the Department of Education's Secondary Credit Assessments and are administered quarterly. These assessments provide data to monitor and evaluate our school improvement plan's goals, objectives, and strategies.

- *College Readiness* – We will be utilizing EPAS (Explore Plan ACT System) to gauge our students' readiness for college. In the Fall, students in our district take the Explore in seventh through ninth grade, the Plan in tenth grade, and in conjunction with our state-mandated assessment, students take the ACT in eleventh grade. With early participation in this system, students build test taking skills, teachers and administrators can make predictions about student performance on the ACT and most importantly, the school can provide interventions or advanced classes based on the data.

In order to ensure that all decisions impacting student achievement are data-driven, DAAS will regularly collect and analyze data from multiple sources at multiple levels of the organization. This data will be consistently shared with decision-makers at all levels including students, parents, teachers, building administrators, district administrators, and the Board of Education.

To facilitate this process, DAAS has employed a Data Manager to facilitate and monitor the collection and analysis of data and information. A Data Team will be formed at the high school level to focus on historical data giving insight to specific school improvement questions; provide focused professional development on data-based decision making; and, to provide a scaffold of support for the School Improvement Process. The Data Manager will work collaboratively with the building Data Team and district administrators as part of the Turnaround Governance Team and reports directly to the Chief Executive Officer.

According to Ainsworth and Viegut (2006) in Common Formative Assessments, "High-quality classroom data clearly reflective of the students' attainment of the most critical academic content-and available to educators routinely throughout the quarter/semester/year – are the data teachers need to be able to analyze in order to determine if students are indeed "hitting the target."

To ensure that high-quality classroom data is routinely available to teachers, the Data Team will work with instructional staff within the Professional Learning Communities to:

- Conduct data mining
- Identify where the majority of students are performing within score distribution bands
- Discuss and address standards of greatest concern
- Determine where and when deficient standards are taught
- "Unwrap" the standards or HSCE based on the work of Larry Ainsworth "Unwrapping" the Standards: A Simple Process to Make Standards Manageable
- Determine skills required for students to meet standards/HSCE

The Data and Department Teams will then devise **Content Action Plans** (using template from MDE Process Mentor Guide) which consists of writing Student Learning Objectives to address deficient areas. These action plans will be used by instructional staff.

All teachers will have a copy of the objective and each department will create and implement Content Level Action Plans that will accordingly support the Student Learning Objective. Each grade level/content area will identify the appropriate HSCE that support the building-wide Student Learning Objective. Teachers will collaboratively decide on pre and post assessments that will measure student learning on these short term objectives. The building leadership team will collect these plans from each content area in order to assess the success of the Student Learning Objective.

The **Content Action Plans** will provide instructional staff with a map to meet short term goals and objectives as well as individual student learning objectives. This

document captures the work on which the school will be focusing and documents the efforts made towards increasing student achievement.
A 2010-2011 timeline for the collection, analysis, monitoring and adjustment of data is below. This timeline will be the model for data collection moving forward.

August – November 2010

- Form building level Data Team as a committee of the School Improvement Team
- Complete Comprehensive Needs Assessment and share results with stakeholders
- Professional Development with instructional and support staff on administration and use of data collection and analysis
- Administer SCANTRON Norm-Referenced Based assessment
- Administer MEAP testing for 9th grade students
- Administer PSAT testing
- Collect and analyze base line data for student performance in mathematics and reading. Data sources: MME/ACT, MEAP, SCANTRON
- Collect and analyze base line data for student behavior and attendance
  Data Sources: Zangle Behavior and Attendance Reports
- Establish student achievement targets with School Improvement Team
- Identify at-risk students and align personnel and financial resources
- Quarterly Data Analysis conducted by Data Manager and Turnaround Governance Team: areas of focus include student behavior, student attendance, student achievement, teacher attendance, positive parent interactions, enrollment, and stakeholder satisfaction
- Instructional staff to work with WRESA content coaches to develop authentic formative and interim assessments

November – December 2010

- Results of Quarterly Data Analysis are shared with instructional staff, building and district administrators
- Conduct perception surveys of students, parents, teachers and community to evaluate school climate and culture
- Data Team and Department Teams use student achievement data to make adjustments to assure vertical alignment of the curriculum and target areas of challenge in meeting State of Michigan standards that can guide professional development to improve the instructional process
- Devise Content Action Plans, using template from MDE Process Mentor Guide, for use by instructional staff
- Instructional team will identify specific standards of focus for after-school Learning Communities to provide additional hands-on learning opportunities outside of school
- Turnaround Governance Team to align resources to provide support to after-school Learning Communities
- Professional Development with Title I support staff on use of SCANTRON system
- Instructional staff to conduct interim and formative assessments in classrooms to monitor student progress towards goals.
- Begin development of individual student portfolios for all at-risk students that includes achievement data, samples of student work, and student developed goals
- Development of common assessments for all core content areas

- Quarterly Data Analysis conducted by Data Manager and Turnaround Governance Team: areas of focus include student behavior, student attendance, student achievement, teacher attendance, positive parent interactions, enrollment, and stakeholder satisfaction

January 2011

- Administer common assessments to all grade levels in all core content areas
- Counselors and Principal will analyze enrollment and achievement data and make any necessary adjustments to master course schedule for 2nd semester

February 2011

- Administer SCANTRON Norm-Referenced Based assessment
- Analyze student progress as evidenced by results on SCANTRON testing
- Data and Department Teams use student achievement data to review interventions and instructional practices and recommendations for adjustments to curriculum and interventions
- Review mid-year achievement data, authentic classroom data, behavioral data, and grades to implement school-wide RTI

March 2011

- Administer MME/ACT test for all 11th graders
- Quarterly Data Analysis conducted by Data Manager and Turnaround Governance Team: areas of focus include student behavior, student attendance, student achievement, teacher attendance, positive parent interactions, enrollment, and stakeholder satisfaction

April – May 2011

- Data Team to begin analysis of 2010 MEAP data
- Conduct perception surveys of students, parents, teachers and community to evaluate school climate and culture

May 2011

- Quarterly Data Analysis conducted by Data Manager and Turnaround Governance Team: areas of focus include student behavior, student attendance, student achievement, teacher attendance, positive parent interactions, enrollment, and stakeholder satisfaction

June 2011

- Administer common assessments to all grade levels in all core content areas
- Analyze year-end data and conduct a comparative analysis with SCANTRON, MEAP, and common assessments
- Data Team to use year-end data analysis to make recommendations for summer school
- Turnaround Governance Team to align resources to support summer school recommendations
- Share results of year-end data with all stakeholders
- Conduct focus groups with all stakeholders to review perceived effectiveness of school policies, procedures, and academic programs and interventions

August 2011

- Evaluate effectiveness of academic interventions, professional development, and RTI. Make recommendations for improvements that will further impact student achievement
- Data and Department Teams use student achievement data to make adjustments to assure vertical alignment of the curriculum and target areas of challenge in meeting State of Michigan standards that can guide professional development to improve the instructional process
- Establish student achievement targets with School Improvement Team
- Review student portfolios of all at-risk students and review personal achievement goals with parents and student

Instructional Partnerships

As indicated previously, DAAS recognizes the value and importance of school and community partnerships. The support and engagement of corporations and the community at-large is a critical component of our ability to be successful in an increasingly competitive society. Several corporate entities have expressed a willingness to work with our student populations and we are grateful for the opportunity to explore the many career venues as possibilities for our students' futures. At this time we are aggressively planning three programs that will address such areas of study as allied health, information technology, and environmental science.

Increase academic rigor by offering opportunities for students to enroll in advanced coursework that incorporates rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities or thematic learning that prepares students for college and careers -- including the provision of appropriate support systems that are designed to ensure that low-achieving students can take advantage of these programs and coursework:

We have been fortunate to receive a commitment from the Detroit Medical Center and Wayne County Community College to begin the development of the Allied Health Career/College Program. Each of these partners have committed to provide guidance for students interested in the health field and to supporting accelerated, work-based opportunities for qualified students. We have begun the enrollment of these students into this educational stream and have also selected an instructor with the unique qualifications to guide the planning and implementation of this program. Here, students will be introduced to the college and corporate partners via seminars and coursework on the high school campus and through a progressive program will gradually increase their off-campus involvement until their senior year, when 60% of their program will occur off-campus at either the college, corporate location or, hospital setting under the supervision of a mentor designated by the high school.

The rubric designed for instructional partnerships is summarized in the following grade level expectations. The allied health partnership model will be similarly structured.

In **Grades 7-9** students will be exposed to the various career options through in-class assignments, research projects, field trips, guest speakers and special programs. They will complete an annual Educational Development Plan (EDP) that will help them identify careers that are interesting and aligned with their talents and interests.

In **Grade 9**, based upon the EDP, students will be identified for a career pathway that is aligned with their talents, interests and goals. Students may also be

identified by results of previous self-assessments as well as input from the student, parents and staff. Students will continue to be exposed to special programs and opportunities to help in the career decision-making process. Any course adjustments that might be required or support services that are relevant will be provided by support services personnel.

In **Grade 10** the student's EDP will again be reviewed; students will be introduced to or continue in a Career Club of their choice; elective courses will be selected and exposure to various career options will continue through in-class assignments, research projects, field trips and other experiences. At the end of the 10th grade students will have the opportunity to formally apply for a dual enrollment option with the college and pursue career -based certifications.

In **Grade 11** the EDP documents will be reviewed with the student's mentor or guidance counselor. Students will participate in volunteer activities in career related fields and on line instruction will be encouraged to advance learning in elective courses or aligned areas of interest.

Grade 12 represents the final high school year of the program and students at this time should be on target with the completion of their EDP's defining the course requirements for their chosen field of study. Internships begin this final year, with the expectation that students will have the option of continuing their academic program in a post-secondary institution (with a corporate sponsored scholarship) or, based on their work experiences have the potential to receive special certifications qualifying them for employment. The EDP document will continue to follow the student through their post-secondary experience of choice.

Wayne RESA High Priority Schools Partnership

Through the Statewide of System of Support, DAAS High School has engaged in several partnerships with Wayne RESA to meet the challenge of improving student achievement. The Wayne RESA Process Mentor Partnership

In addition, we are seeking to restore a partnership with **The Communities in Schools Project.** This project provides support to districts to sustain the needs of the whole child and his or her family. We currently have a working relationship with this organization and intend to carry forward in meeting the needs of the following identified concerns:

1. working with family members and care-givers as partners in their child's education
2. offering Advanced Placement courses and other opportunities for students who want to do extra college preparatory work
3. exposing students to various career and world of work opportunities

4. integrating project based learning and studio courses (such as visual arts, music, drama, sculpture, wood working and metal working) to expand our elective course options
5. providing a wide array of extracurricular activities
6. offering community-based apprenticeships internships, or projects for our students
7. fostering the understanding of and care for our natural environment among our students

Process Mentoring Team provides support to high priority schools. These sources are organized into: Culture and Climate; Curriculum: Content, Assessment, Instruction; Data Use; and, School Structure

Professional Development

Effective teaching is indeed a complex, intentional process, which requires prepared, compassionate, creative and visionary leadership. Therefore, it is critical to provide ongoing professional development for our instructional staff to ensure the success of our schools and the academic development of our students. Such experiences are essential if all students are to achieve at high levels. Our professional development plan is therefore, aligned with our student achievement goals and state standards expectations, curriculum structures, technology engagement and also supports our commitment to parental and community partnerships.

The goals established in the School Improvement Plan outline the specific professional development necessary for student improvement and are accompanied by a Professional Development calendar that is designed to assist teachers with the implementation of the programs and strategies used in our curriculum. A copy of the *Professional Development Calendar* may be found in the Appendices.

Our Professional Development Plan for the 2010/11 school year is based upon teacher input secured during the summer planning sessions; a review of the student strengths and weaknesses as well as academic assessments, and, the evaluations of individual teachers and instructional practices. Professional development provides the most promising strategy for sustained, substantive school improvement and builds staff capabilities and competencies as a professional learning community. The path to change in the classroom lies within and through professional development experiences.

As a result, our professional development plan is driven by clear and well defined needs that focus on the following areas of preparation:

*individual and organizational development
*site based approaches and instructional systems
*student needs and learning outcomes
*teaching and learning processes and practices
*data driven instruction

Our Professional Development components include the following options:

Leadership Training

The process of transforming the school culture requires new ways of thinking and behaving and requires that school leaders are prepared to inspire and lead this change. School leaders in today's educational market must transform separate individuals into cohesive teams. DAAS places high expectations upon the principal's ability to influence and motivate his or her staff within the school organization. Therefore, our leadership training sequence is designed to provide the foundation that will enable principals and others to successfully guide our schools to exemplary

levels of performance – creating learning environments that are innovative, exciting and productive.

Summer Teacher Institutes

Each summer, prior to the opening of schools teachers are provided with staff development experiences that provide ongoing support and guidance for classroom instruction. Many of these experiences are core content specific preparing teachers to assume practical instructional responsibilities. Others address more personalized options which include classroom management, results driven instruction, systems thinking, building team relationships, constructivist classrooms and the graphing of student progress.

Professional Development Days

Throughout the school year there are 14 professional development days scheduled to continuously support teacher skill development. These opportunities may address operational issues or may serve as extensions to the Summer Institute experiences.

To ensure the high quality of instruction expected, teachers receive training in all the strategies they are expected to utilize in the classroom within these time frames. The utilization of these days also extends to out-of-the district classroom observations/visitations to improve, inspire and refresh teaching perspectives.

Scheduled Daily Professional Development

Each day, time is built into the teachers schedule to allow for student planning, lesson planning, research, technology development and parent conferences. This time is also made available to allow for teachers to communicate with each other as part of pre-established House or department teams to discuss their concerns, review the mission or goals, develop lesson plans and assessments that provide real-time data and analysis, discuss student progress or, to explore alternative educational practices to meet their students needs.

These daily planning opportunities will allow departmental or House teams to:

- work together to clarify intended outcomes
- develop common assessments
- jointly analyze student achievement data
- establish team improvement goals
- share strategies, materials, personal and research-based best practices
- engage in collective inquiry and action research regarding student learning
- clarify what each student is expected to learn
- monitor each student's learning on a timely basis
- create systems to ensure that students receive additional time and support if they are not learning
- align resources to support student learning
- examine all of the practices policies and procedures of the school in light of their impact on student learning.

External Conferences
Where possible and economically feasible, teachers and administrators are encouraged to participate in national or local conferences that may expand their knowledge or pedagogy in specific instructional areas. Resources are also budgeted to allow staff to attend conferences or workshops throughout the school year.

Personal Professional Development
Teachers are encouraged to complete a self appraisal to determine their strengths and weaknesses as teaching professionals and to develop a *Professional Growth Plan* that defines those areas that they will address to build their career and instructional preparedness. Such plans include the development of a professional portfolio; the identification of specific goals and objectives; a plan for achieving these goals; and, reflections on individual progress. Our district's administrative team will work closely with teachers to implement, evaluate and support these plans.

Provide staff with ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies:
Prior to the close of the 2009 – 2010 school year, a team was developed to identify the needs of the school. The Turnaround Team made suggestions for professional development activities for the 2010 – 2011. These requests were used to compose the District and High School Professional Development Plan. The District also aligned the High School's master schedule to include common planning periods for each department for job-embedded professional development activities.

Staff will also have the opportunity to participate in job-embedded professional development. Each department has a common daily planning period during which the following topics will be discussed:

- **Data Analysis** – Staff will analyze student data from both formative and summative assessments. Staff will discuss plans for differentiation, remediation, and re-teaching based on student needs. Staff will utilize professional development support materials from **Data for Student Success** a resource. The data topics from Data for Student Success include some of the following topics:

    - Using State Data to Identify School Improvement Goals
    - Using School Data to Clarify and Address the Problem
    - Examining Student Work to Inform Instruction
    - Using Classroom Data to Monitor Student Progress
    - Leadership in Building a Culture of Quality Data

- **Technology Integration** – Staff will discuss methods for integrating technology in instruction, student independent practice, and the connection between home and school.

- **Response to Intervention (RtI)** – Staff will identify and discuss students in need of additional support to meet state standards.

- **Instructional Support** – Through our external partnership with the HPSI Coaching Continuum, we have a coach in the following areas: Reading, Reading Special Education, Math, and Math Special Education.

With the increase demands placed on schools to improve student performance in mathematics and reading, we are utilizing support from the Wayne RESA Coaching Continuum. The coaching continuum provides the following job embedded professional development:

Collaborative Resource Management – The coach works with teachers to become familiar with and tap into available resources. This is an opportunity for rich conversation about instruction, grouping, and differentiated instruction.

Literacy Content Presentations – The coach provides content knowledge and fosters collaboration. This format focuses on content and ensures coherence - all teachers are on the same page in terms of information, procedures, best practice, and other matters.

Focused Classroom Visits – Based on purpose and conversations with the teacher before and after the lesson, the coach has the opportunity to observe a particular teaching method, and learn how the teacher organizes and delivers instruction.

Co-planning – Teachers work together to review current data and plan instruction. This might include discussion on grouping options, assessment results, and specific lesson planning.

Small Group Conferences –Teachers meet with Content Coaches on a regular basis to discuss issues relevant to their teaching. The range of options includes book study and action research (i.e. Look at Student Work).

Modeling Lessons – The coach demonstrates particular teaching methods to teacher who are less familiar with these methods or less condiment about using them.

Co-teaching – The classroom teacher and the coach plan a lesson together and share responsibility for the lesson's implementation as well as the next steps for instruction.

In addition to above stated opportunities, coaches schedule a pre-conference with staff to establish the purpose, goals, procedures to be utilized and the post-conference provides feedback, an opportunity for reflective thinking, and establishes the next steps for action and or improvement. This process is embedded in each of the learning formats of the HPSI Coaching Continuum.

At DAAS, we consider the professional development experience to be an indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment. As partners in meeting these expectations we engage the resources of community agencies such as Wayne RESA, Oakland University, the Michigan Department of Education and others that provide opportunities for participation in a wide range of professional development experiences for all levels of personnel, including the administrative and tutorial staff.

The Professional Development calendar for the summer and the beginning of the school year is also provided in the Appendices.

Serving the Challenged Learner

Barriers to Effective Student Learning

Like many urban schools, the DAAS High School has faced many challenges that have negatively impacted student achievement. Some of these challenges include a transient population, lack of assessment tools, poor use of data, misalignment of curriculum, and inconsistent leadership. Our Turnaround model addresses these concerns. One challenge in particular that has had the most impact, is the school's climate and culture. We began the extensive process of reclaiming and changing the attitudes and beliefs of the High School by first working with the staff. Through team building activities, clusters of teachers were formed to work as collaborative teams. Using the "S.W.O.T" method (Strengths, Weaknesses, Opportunities and Threats) -- the staff was able to voice their concerns and work in teams to remedy many of our weaknesses.

Collaborative Instructional Teams

Building collaborative teams will create stronger relationships within the instructional community of the district and give each staff member a voice in the decision making process. Even if a majority is not reached on a decision, at least a consensus amongst the team will keep the school moving forward. Such teams will also encourage the sharing of ideas, critiquing and evaluating progress, analyzing data and sharing expertise.

During the summer months of 2010 three such teams were established on a volunteer basis:

The Re-imagine Team – at the elementary level
The Transition Team – at the middle School level
The Turnaround Team – at the high school level

Each of these teams responded to a SWOT Analysis that was completed by all staff that critically reviewed the local school's strengths, weaknesses, opportunities and threats to success. Nothing was considered sacred or off limits and staff responded candidly to each of the issues. These issues then formed the basis of our corrective action planning. Decisions were made during this past summer's professional development experience to change the pattern of doing business or making decisions in curriculum, student discipline, facilities upgrades, student uniform procedures, communication policies, teacher absences, and school organization -- amongst other issues.

At the conclusion of this experience plans were exuberantly presented by the staff for implementation in the fall of this school year (2010). A copy of these recommendations for the high school program and the accompanying SWOT analysis are available in the Appendices.

The following issues were voiced and remedied by our teams:

1. *Establishing professional learning communities* – All curriculum teams will have a common preparation hour during the school day. Teachers felt that this would be the ideal method for sharing information, building the curriculum, and analyzing data.
2. *Addition of an advisory period* – Staff discussed the need to help students build character, explore college options, and develop stronger relationships with students, especially ninth grade students. As part of the master schedule redesign, all students will be assigned an advisor that will remain with them throughout their high school experience.
3. *Redefining our dress code* – Since its inception, DAAS High School students have worn uniforms. Two years ago the uniform policy at the school shifted from business attire - blazers, dress shirts, and ties to casual dress - navy blue polo styled shirts and khaki pants. As recommended by the staff, we are going to reclaim the business-themed uniform policy of our past for the next school year.
4. *Providing Embedded Professional Development throughout the school year* – Previously, the majority of our professional development activities occurred prior to the opening of school. There weren't any days scheduled within the school year to continue professional development activities or to address new concerns, issues, or needs. Next year, additional days of professional development will be incorporated throughout the school year.
5. *Positive Behavior Support* – Staff began to notice that we do little to praise and acknowledge the students that exhibit positive behaviors and that there were significant increases in the amount of minor suspensions. By establishing positive behavior interventions, staff members will focus on the preferred behaviors instead of negative behaviors. This school-wide model will help to establish school norms and expectation of behavior.
6. *Response to Intervention* – Staff members discussed a need to have systems in place to detect early signs of students needing additional assistance in meeting performance benchmarks. Therefore, a model for Response to Intervention is being installed to provide timely, adequate and meaningful interventions.

The work of these leadership teams demonstrates an improvement in teacher morale and the building of a culture and climate that is respected by all stakeholders. Throughout the school year, these teams will reconvene to further guide the Plan and execute strategies to improve our school climate, culture and instructional practice.

In addition, during student registration this year we held Orientations at both the Middle and High School Academies to acquaint students with the "new" norms and expectations of our schools and district. We introduced new academic and extracurricular activities to improve school pride and engage student interest. These activities and clubs included the Chess Club, the Robotics Club, Academic

Games, the Debate Team, and additional athletic clubs. During the orientations, administrative teams met with parents to personally address their concerns and structure understanding and acceptance of new practices.

Every effort has been made to eliminate the potential barriers to the learning process through the building of collaborative relationships; the establishment of clear policies and procedures; and, the implementation of sound organizational practices.

The General Education Support Process

It is critical that we prepare our students for the next level of experiences by building their confidence, grounding them academically and socially for grade level expectations and generally preparing them to accept the independence and attendant responsibility of upper grade level placement.

Middle to High School Transition

Improve student transition from middle to high school:

Students leaving the 6th grade elementary campus or, moving from the 8th grade to the 9th grade will have the following experiences:

- visits to secondary campus student performances
- visits to classrooms in the middle school or high school with opportunities to meet their prospective teachers
- pre-assessments that are administered to identify potential career interests
- EDPs that are prepared to structure career pathway opportunities
- Middle School teacher visits to the elementary campus setting to discuss the vision and organization of the middle school program
- Open Houses to share with parents the content, organization, expectations, the required and elective curriculum as well as campus safety and security
- Teacher preparation for all transitions
- Summer Enrichment Programs on promoted campus sites
- Early exposure to next level curriculum

The support services personnel specifically dedicated to this structure include the academic intervention specialist, the behavior intervention specialist, the educational intervention coordinator the social worker and the principals of the transitioning grades. Early contacts will support the transition of our students from grade six to grade seven and grade 8 to grade 9. The middle and high school settings can be imposing and intimidating when coming from a small essentially self-contained environment.

Four Year Plan

The Four Year Plan outlines the coursework required by a student from the point of initial admission in the ninth grade until graduation in the twelfth grade. Our Four Year Plan identifies the courses that students will be scheduled to take each year

and provides students with the opportunity to take a variety of courses even within their required schedule of courses. Seniors and advanced students have the opportunity to take courses such as Engineering, Robotics, Psychology, and Literary Studies. The Four Year Plan is discussed annually with students and parents so that they are aware of the school's expectations and graduation requirements.

Revised Graduation Requirements

This year the Detroit Academy of Arts & Sciences' Board of Directors amended our graduation requirements to comply with the Michigan Merit Curriculum Graduation Requirements.

From the Michigan Curriculum Framework…

> *To prepare Michigan's students with the knowledge and skills needed for the jobs in the 21st Century, the state of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace.*

Because Detroit Academy of Arts & Sciences' previous graduation requirements were rigorous, including 4 years of English and Mathematics, minimal changes were made. Our graduation requirements now adhere to the requirements of the state. In addition to the state requirements, DAAS students must take both a course in the Arts and Music department. Moreover, our students are required to take two consecutive years of a foreign language.

Throughout an educational career, students will present learning challenges that may or may not give cause or concern to the need for special education services. Before we rush to judgment, every effort must be made to evaluate a student's strengths and weaknesses, assess the learning style and instructional approach and review the potential for modified instruction. Therefore, the district's student referral process begins with regular education and utilizes of all support mechanisms and systems available before making a referral to special education. Thus, DAAS believes that it is important to educate the whole child by embedding additional developmental supports into the student's educational experience.

Provide appropriate social-emotional and community-oriented services and supports for students:

Our parents are encouraged to maintain regular communications with the school district regarding their child's progress. In addition to the normal communication vehicles of parent teacher conferences and participation in PAC activities parents are encouraged to connect to district technology. We have provided them with *Parent Connect* a technological tool that allows parents real time access to student achievement, behavior and attendance information.

In many instances student achievement is affected by family challenges that are often beyond the school's scope of authority and opportunity to address. When

such circumstances surface, we engage parents and students in wrap around services that can at least begin to respond to some of the very basic needs of survival: adequate food, clothing and housing.

Partnerships have also been established with social service organizations to address those areas that truly fall outside the school venue for resolution. We have been successful in securing financial support to families in need with the support of the Department of Human Resources; we have also linked these families with food banks and other human services that provide home repair options and household furnishings and clothing.

Beyond these basic needs we are working to build the social emotional development of our students and their families through other social service organizations such as Black Family Development that can support mental health issues and address a plethora of family concerns that ultimately impact the student's school success.

Currently assisting the district in addressing the student's social-emotional needs is the **Detroit Communities in Schools project.** One of the whole child educational philosophies of Detroit Communities in Schools is to contribute to the well-being of the wider community in creating new learning opportunities for students and their families through partnerships with other community-based organizations. This is achieved by

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

Another partnership to aid the social-emotional development of the student will be accomplished through a partnership with Wayne County Community College District's School of Continuing Education, the **"Youth Skills Enrichment Series."** This innovative program is designed to respond to the increasing needs of youth in today's society. The series is structured in various sessions and will be incorporated into the Advisory period for each grade level. The topics of discussion will include the following:

- Building a Positive You-Self Esteem
- Conflict Resolution
- Diversity
- Healthy Active Living

- Peer Pressure-Making the Right Choice
- The ABC's of Bullying
- Think Smart-Critical Thinking Skills
- Goal Setting

The program's series speaker will initiate the monthly focus for the advisory courses of study. The assemblies are approximately 45 minutes in length and all students will have the opportunity to participate in the program.

Within the school setting, we have built in internal mechanisms for providing support. The personnel designated to provide this support are the academic intervention specialists, behavior intervention specialists, the school counselors and the social worker. As a team, these individuals will address those problems that may surface related to school adjustment on an individual basis.

Support Systems Personnel

In analyzing the data that must drive this transformation process at the high school level, it was determined that significant numbers of students at each grade level were functioning well below grade level expectations. Teachers therefore tended to teach to the midline, not challenging the advanced student and losing the attention of the low performer in the classroom. Over time, for the student at the lower end of the spectrum, high school becomes only a social experience with the opportunities and advantages of learning being lost.

The *learning community* schedule that is incorporated in this Plan takes this factor into consideration and provides opportunities at both ends of the spectrum for student growth. Advanced placement options increase the rigor for the high performer and modified compensatory, fast track instruction is made available for the student struggling with course content – and yet basic core content instruction is received by all as part of the state graduation requirements. Teachers and the Intervention teams will lead this process.

Independent study hours are structured throughout the instructional day to allow students the opportunity to work independently with tutors, technicians and intervention specialists to complete daily assignments and special projects; to participate in virtual instruction on line, to utilize technological support tools for learning and research and to problem solve. **Tutors** and **Technical Assistants** will lead this option.

Low performing students present greater needs and challenges that often are masked by negative and non-productive behaviors. These behaviors will be addressed by the **Behavior Intervention Specialists (BIS),** the school social worker, truancy officer and other support team personnel who will follow a student's progress. A BIS will be assigned to each grade level and will lead the

district's RTI process at that grade level. This position will also provide direct support to targeted students.

The **Academic Intervention Specialist (AIS)** has the tremendous task of connecting research based interventions with student achievement strengths and weaknesses; applying data to the instructional support process; and, evaluating pre, post and interim assessment performance. They also work closely with the classroom and lab teachers and direct their attention to targeted low performing students.

The scheduling process for intervention requires great detail and must follow the plans put forth in the EDP that will be created every year by the intervention teams consisting of counselors, Academic Intervention Specialists, Behavior Intervention Specialists and tutors. Each team will provide student support throughout the high school experience and will remain as the student advocates to maintain consistency of expectations, constancy of effort and ease of transition.

Going forward then, a student support plan will be developed and monitored that identifies the academic or behavioral intervention options that are available, the assessment tools and procedures that will be utilized, the timelines for adjustment and the individuals that will assist in implementing the modifications in general education. It is only when these efforts do not succeed that referrals should be made for special education services. Students that warrant this service will be so assigned and the **Educational Intervention Coordinator** will monitor all services rendered**.**

Implement a school-wide Response to Intervention student support service model:

Presently, a number of such referral systems are available as national models and include the Comer Schools and Families Initiative and the RCT process (Resource Coordinating Teams) utilized in California and in the Detroit Public Schools. Each of these systems has demonstrated value and offer school districts' options for incorporation into their school plans. The DAAS district has chosen a modification of the **RTI (Response to Intervention)** as its source of student review and referral for intervention support or, if required special education services.

The RTI model for DAAS is a comprehensive model designed to identify and provide interventions for students that are having difficulty mastering the standards. This model includes a diverse team of teachers and staff members that are knowledgeable in addressing poor behavior and academic indicators. The RTI team includes the Special Education Teacher, School Counselor, Academic Intervention Specialist, Behavior Intervention Specialist, Social Worker, and the student's general education teachers. Through strategic evaluations and monitoring, the team is able to devise a plan of action for the student. RTI provides that integrated system of instruction/intervention that is guided by child outcome data.

Identification Process

1. Staff or parent submits an Intervention Referral Form indicating the area of need or other observed behaviors along with supporting documentation to the Building Level RTI Team.
2. RTI Team analyzes and evaluates referral and devises a Plan of Action for student. The Plan of Action may include monitoring by a member of the Support Team. Based on the findings, the Support Team may request additional intervention support such as academic assessments or assistance from community agencies.
3. In subsequent meetings, the RTI Team along with the student and parents, reviews student progress and adjusts the student's Plan of Action according to address the student's need.

Within this framework, three tiers of observation/intervention will be embraced that will evaluate a student's performance based upon grade level expectations:

Tier I -- the student is at or above grade level expectations
Tier II – the student is not at grade level expectations, even after receiving quality instruction
Tier III -- the student is not achieving at grade level expectations, even after receiving quality instruction and receiving Tier II assistance

In Tier III, modifications, accommodations, adaptations in content, format, materials, presentation or response mode, quantity, and/or class configuration are needed. Instruction is usually delivered in the general education classroom and could be supplemented in specialized settings with small groupings and/or 1:1 interventions

Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment:

It is important that intentional connections are made between the student's IEP goals and objectives, testing accommodations and the daily instructional practice in both the special education and regular education classroom environment. To ensure that we are reaching the population of students identified as having disabilities we will formalize the procedures and protocols of the RTI process; use screening and progress monitoring data to identify students in need of assistance; and require high-quality research-based academic instruction. Further we will continue to encourage and support team and co-teaching opportunities to assist students in bridging that instructional gap.

To embrace this change in commitment administrative and instructional staff will participate in professional development experiences that will:

- Share information on the utilization of Zangle in capturing and applying performance data to the instructional process

- Prepare both the general education and special education teachers to complete substantive I.E.P's that truly guide the instructional process
- Prepare teachers to use technologies to augment and accommodate instruction
- Prepare teachers to understand the developmental challenges of the student with disabilities and apply the appropriate pedagogy.

Establish early warning systems to identify students who may be at risk of failure:

The District Data Manager will play a significant role in monitoring the student information system and evaluating student performance data – including current course grades, assessment information, classroom behavioral adjustment and daily attendance. As early warning indicators surface identifying students at risk of failure, the Data Manager and grade level support teams, including the counselor and intervention specialist will red-flag the student for an immediate academic review to identify the possible causes and plan adjustment solutions. The student is an active part of this process as well as other professionals, i.e., the Truancy Officer, if appropriate.

Special Education Services (Specialized Student Services)

Something special must happen when a student is placed with the professionals serving children who have been identified with a disability. Many students at the high school have been so labeled and will require resource room support. With such an assignment, perspectives and methodologies change. At this point in their education every effort must be made to keep such students current with the curriculum expectations engaging their peers; to regularly evaluate and monitor progress; to provide students with the tools to compensate for their disability; to build confidence and competence in all subject areas; and, to professionally work in partnership with the general education team in developing accommodations for learning in the general classroom.

A sole pull-out model of instruction is not sufficient. Partnerships and team teaching relationships will exist between special education teachers and general education teachers to enhance student achievement success and *Personal Curriculum* modifications will be designed, where appropriate, for eligible students. This Personal Curriculum modification, if employed will be coordinated with the IEP and EDP. This coordinated effort should support a barrier free pathway to making academic progress and achieving post secondary goals. Further, special education teachers should work proactively to become a referent point and resource to teachers in general education. The expertise that can be shared is invaluable.

Every effort will be made to assess student progress and to design systems of instruction that will support academic growth and personal development.

Appendices

School Climate and Culture

i. SWOT Analysis and Turnaround Team Observations

School Administration, Organization and Operation

ii. High School Floor Plans

iii. District Calendar

iv. Master Schedule

v. Bell Schedule

vi. Four Year Plan of Work

vii. Revised Graduation Requirements

viii. High School Course Catalog

Curriculum and Student Achievement

ix. Assessment Calendar

x. Professional Development Calendar

xi. Support Services Personnel Job Descriptions

Detroit Academy of Arts & Sciences
SWOT ANALYSIS

Adjectives That Describe Our School / Students

Resilient, Perseverance, Diverse, Intensive, "Potentiality", Disappointing, Energetic, Rambunctious, Exhilarating, Chaotic, Demanding, Exhausting

Adjectives That Describe Our Staff

Committed, Creative, Caring, On-edge, Spontaneous, Flexible, Driven, Knowledgeable, Determined, Demoralized, Exhausted, Frustrated, Afraid, Passionate, Sad, Concerned, Hopeful, Adaptive in the midst of Change

STRENGTHS

- Bright students; cooperation; great support staff; counseling; passionate; for growth of infrastructure
- Committed and talented staff; adaptability of staff; small classes
- The staff and students are willing and flexible
- Staff mix of youth and experience
- Awesome technology
- Positive male staff member support
- Genuine concern of staff for student well-being

WEAKNESSES

- No in-school detention; middle school should have an early release; electronics in classroom (student use); lack of opportunities to develop teacher unity; security; chaotic hallways; limited opportunities for team teaching; inconsistent discipline procedures; lack of respect; lack of strong leadership; need common planning time incorporated into schedules; ineffective policies, organization, professional development, and support; too many substitute teachers
- Uncertainty, lack of supplies; grade levels scattered throughout the building; high staff turnover; low morale; too much gossip and judgmental behavior
- Facilities are disconnected and present structural barriers to cooperation; sense of isolation
- Disconnection from District/Board; failure of decision-makers to listen to staff and parents; lack of student empowerment; poor communication with leadership
- Poor parent involvement; Parent disconnect created by busing
- Lack of effective teaching tools; no teacher mentoring
- Lack of teacher input in administrative hiring process

OPPORTUNITIES

- Create more effective policies; utilize teacher's passions and talents; change; share information about students
- Freedom of curriculum; new technology; being a charter school

- Create ways for students to purchase supplies in school through a DECA store
- Create opportunities for student input and leadership such as Student Council and Peer Mediation; Increase student activities such as athletics, band

THREATS

- Closure; loss of jobs; failure to meet AYP; retention of teachers & students
- Graduation rate decrease; loss of materials
- Students not being adequately prepared; lack of student motivation
- Losing sight of the vision
- Awesome technology
- Inconsistency of budget
- New charter school openings
- Pressure from national, state, and local governments
- Neighborhood is a perceived threat to students