



SCHOOL IMPROVEMENT PLAN

Starr Detroit Academy

Starr Detroit Academy

Mrs. Kimberley Pressley, Director
19360 HARPER AVE
HARPER WOODS, MI 48225-2212

TABLE OF CONTENTS

Introduction	1
Component 1: Comprehensive Needs Assessment	2
Component 2: Schoolwide Reform Strategies	10
Component 3: Instruction by Highly Qualified Staff	15
Component 4: Strategies to Attract Highly Qualified Teachers	16
Component 5: High Quality and Ongoing Professional Development	19
Component 6: Strategies to Increase Parental Involvement	21
Component 7: Preschool Transition Strategies	25
Component 8: Teacher Participation in Making Assessment Decisions	27
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	28
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ...	30
Evaluation:	34

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Starr Detroit Academy (SDA) is an open enrollment charter school founded on the belief that all children have the right to a rigorous college preparatory curriculum, the opportunity to recognize and develop their own strengths, and committed teachers who are dedicated to their success. The Academy is a public charter school, currently serving students in grades K-8. We are located near the east side of Detroit, in Harper Woods, Michigan. We opened our doors in the fall of 2012, with students in grades K-5, and are now in our fourth year of operation, having added 8th grade in 2015.

Our School Improvement Team began the process to transition to a Schoolwide (SW) Title I school in the fall of 2013. All staff members - administrators, teachers, ancillary staff and support staff (approximately 83 people total) - are part of the SIP process. We have created 7 goal area teams, each led by a chairperson. The goal areas are: Reading, Writing, Math, Science, Social Studies, School Climate and Culture, and Parent Involvement.

Our current School Improvement Team follows the process we began in 2013: all staff members serve on one of our goal-area committees, led by a goal chair. The goal chairs comprise the Steering Committee, who make final recommendations for updates and changes to our Plan, as well as to the Schoolwide Diagnostic.

The SIT examined all available new data: demographic, student achievement, program/process and perception, and updated the Comprehensive Needs Assessment. From the updated CNA, we reexamined our goals, objectives, strategies and activities to determine if they needed any adjustments.

Parent input was sought via surveys and feedback during conferences and meetings. Special events were held such as Donuts with Dads, Muffins with Moms, Grandparents Day, etc., in order to elicit additional feedback. Student and staff input was collected via surveys also.

After examining new data, our goals remained the same but some of the strategies and activities were updated. When the Plan was revised, it was presented to the staff, parents and our School Board.

The data collected and analyzed included the following:

Demographic Data: Enrollment, Ethnicity, Attendance, Retention, Student Residency, Suspensions, Socio-economic Status, Teacher Experience.

Student Achievement Data: M-STEP - Grades 3-8, Northwest Evaluation Association (NWEA) - Measure of Academic Progress (MAP) - Grades K-6, Achievement Network (A-Net) Common Assessments in ELA and Math - Grades K-8, Report Cards - Grades K-8.

Program/Process Data: School Systems Review. The SSR was completed by the entire staff, with each team completing one or more areas, then sharing and discussing their findings to ensure that we have consensus in our responses.

Perception Data: Surveys of parents, staff, and students.

Title I Schoolwide Diagnostic

Starr Detroit Academy

We continue to have goals in the following areas:

Reading: All students at Starr Detroit Academy will show increased proficiency in Reading.

Writing: All students at Starr Detroit Academy will show increased proficiency in Writing.

Math: All students at Starr Detroit Academy will show increased proficiency in Mathematics.

Science: All students at Starr Detroit Academy will show increased proficiency in Science.

Social Studies: All students at Starr Detroit Academy will show increased proficiency in Social Studies.

School Climate/Culture: A supportive school climate and culture will be established and maintained at Starr Detroit Academy.

Parent Involvement: Parent and Community Involvement in the life of the school will be increased and sustained.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

DEMOGRAPHIC DATA

Starr Detroit Academy (SDA) has an enrollment of 854 students in grades K-8. Our enrollment last year was approximately 816 in grades K-7. Our enrollment increased with the addition of grade 8, with 83% of students returning this year.

Data shows that 77% of our students reside in the City of Detroit, 14% live in Harper Woods, and the remaining 9% live in surrounding cities. The percentage of free and reduced lunch has decreased from 97% in 2013-2014 to 95% in 2015-2016.

Based upon 2014-2015 enrollment information, 98% of our students were African American.

A gender breakdown reveals that 51% of our students are male and 49% of our students are female. Our average daily attendance for 2015-2016 was 93.52%.

We currently have 83 staff members, which includes 47 teachers, 12 ancillary and support staff, 7 administrators, 9 paraprofessionals, and 8 custodial and food service workers.

A historical comparison of our suspension rate has shown a consistent decrease in number of students suspended.

Suspension Rate by Year

--2012-2013: 24%

--2013-2014: 18%

--2014-2015: 16%

--2016-2017: 5%

Infractions ranged from class disruption to insubordination, with some suspensions for fighting.

Demographic Data Conclusions

Our student population is fairly homogeneous, with 98% African American and 95% Economically Disadvantaged. However, we are cognizant of gaps among our general population and students with disabilities and we will collect and monitor data between the two groups.

We have 33 students that are classified as homeless.

STUDENT ACHIEVEMENT DATA & GROWTH

Our charter authorizer, Central Michigan University, holds us accountable for 2 data points: student growth and student achievement. The standardized test used to assess both student growth and achievement is called the NWEA MAP assessment and is taken in Fall, Winter, and Spring for grades K-8.

Student growth shows how much students learn over the course of the year. A growth rate of 100% is considered average. Our 2015-2016 NWEA MAP growth rate was 94% for reading and 99% for math; just below the national average for growth in both subjects. For this previous school year, there was a wide disparity among growth rates for grade levels that is shown in the grade level summary below:

Kindergarten Growth Rate

--Math: 136%

--Reading: 126%

1st Grade Growth Rate

--Math: 96%

--Reading: 88%

2nd Grade Growth Rate

--Math: 96%

--Reading: 96%

3rd Grade Growth Rate

--Math: 100%

--Reading: 117%

4th Grade Growth Rate

--Math: 84%

--Reading: 49%

5th Grade Growth Rate

--Math: 81%

--Reading: 45%

6th Grade Growth Rate

--Math: 61%

--Reading: 66%

7th Grade Growth Rate

--Math: 84%

--Reading: 127%

Title I Schoolwide Diagnostic

Starr Detroit Academy

8th Grade Growth Rate

--Math: 67%

--Reading: 85%

In summary, there are obvious gaps in growth for grades 4-6 that are well below both the national and school average for growth.

Student Achievement Data:

Students achievement data shows us how our students compare to other NWEA test takers across the country using the percentile metric. A percentile of 50 is nationally average and considered on grade level.

Grade Level Percentile Summary

Kindergarten Median Percentile

--Math: 55

--Reading: 46

1st Grade Median Percentile

--Math: 39

--Reading: 30

2nd Grade Median Percentile

--Math: 30

--Reading: 22

3rd Grade Median Percentile

--Math: 30

--Reading: 34

4th Grade Median Percentile

--Math: 22

--Reading: 18

5th Grade Median Percentile

--Math: 14

--Reading: 19

6th Grade Median Percentile

--Math: 15

--Reading: 14

7th Grade Median Percentile

--Math: 17

--Reading: 34

Title I Schoolwide Diagnostic

Starr Detroit Academy

8th Grade Median Percentile

--Math: 26

--Reading: 34

There is an obvious downward trend in percentile. A downward trending percentile is common among local schools but not one that we find acceptable.

Domain Specific Achievement Summary:

NWEA MAP provides subdomains for math and reading allowing us to focus on specific sets of standards that are students most struggling with.

As a school our lowest subdomain for reading was informational text with 47% of students rated as Low; for comparison, literature only had 20% of students rated as Low.

Our lowest math subdomain for lower grades was the real and complex number systems, with 59% of students rated as Low, and for students in grades 6-8, 59% of all students were rated as Low in statistics and probability.

This skill-specific analysis allows us to find overall trends, but more importantly, it enables teachers to see students' strengths and weaknesses, allowing them to target crucial and data-identified skills/standards in their small group instruction.

Achievement and Growth Data Conclusions

In conclusion, grade levels with exceptional growth, Kindergarten Math and Reading, 3rd grade Reading, and 7th grade Reading, made a substantial impact on achievement data. To achieve our mission of preparing students for college, work, and life we must improve school wide growth, particularly in grades 4-6. Our target students are not based on demographics but based on achievement and subdomain data. Students in the lowest percentile quartile (0-25) will be targeted for skill-specific pull out interventions; students in the upper 3 percentile quartiles (26-100) will receive targeted small group instruction based on their beginning of year assessments and NWEA MAP subdomain summaries.

PERCEPTION DATA

Parent Survey

The SDA parent survey was administered as part of the 5 Essentials survey at the end of 2014-2015 school year. The survey indicates that parents are most dissatisfied with parent involvement, which received a very weak rating. As a result in the 2015-2016 school year we formally initiated an active and involved PTO committee.

Staff Survey

Staff was also surveyed as part of the end of school year 5 Essentials 2014-2015 survey. The survey responses showed that teachers rated the school strong for collective responsibility but rated collaborative practices as weak. This resulted in a change in the 2015-2016 schedule that included common planning periods for all grade level teachers at a minimum of once a week.

Perception Data - Conclusions

Our actions as a result of analyzing the 2014-2015 parent and staff surveys show our commitment to taking critical feedback and improving our school as a result. We will continue to seriously weigh the responses of our staff and parent surveys for the coming year and make organizational improvements based on the responses.

PROGRAM / PROCESS DATA

As a method of analysis Starr participates in the ongoing process of school improvement. One strategy that has been helpful in this process is that of the School Systems Review. SDA completed the SSR in February 2016.

The SSR is an assessment of the school's strengths and challenges in the area of student achievement and of the system processes and protocols of practice that are in place to support student academic achievement.

The 2016 SSR assessed our responses to 26 questions in 10 Standards, or categories. According to our responses, we would be rated, in our Stage of Implementation: Beginning, Partial, Full, or Sustained.

Standard 1, Curriculum: Partially Implemented

Standard 2, Instruction: Full or Sustained

Standard 3, Assessment: Beginning, Partial or Sustained

Standard 4, Instructional Leadership: Full or Sustained

Standard 5, A Culture for Learning: Partial or Full

Standard 6, Organizational Management: Partial or Full

Standard 7, Professional Learning Culture: Full

Standard 8, Professional Learning System: Partial or Full

Standard 9, Communication: Full or Partial

Standard 10, Engagement: Partial

In assessing areas of weakness, we looked at the one area where we were rated as Beginning: Data Analysis and Decision-Making.

We also looked at areas where we are Partially Implemented: Curriculum Alignment and Coherence, Assessment Systems, Student Involvement in the Assessment Process, Shared Leadership for Learning, Communication Systems, Purposeful Planning, Learning opportunities and Partnerships.

We also celebrated those areas where we are Fully Implemented or Sustained, especially in Instructional Practices and the Learning Environment, Shared Understanding of Assessments, A Vision for Learning, and Communication Approaches and Tools.

Conclusions:

The upcoming school year will find us focusing on Curriculum, Assessment, School Culture for Learning, Communication Systems, Planning, and Engagement. Professional Development will incorporate these areas whenever feasible.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

As a result of analyzing the four sources of data - Demographic, Student Achievement, Program/Process and Perception - we determined that we would continue to work on goals in all content areas as well as School Climate/Culture, and Parent Involvement.

Gaps in student achievement are closing but we still have work to do to ensure that all students are working at or above grade level. We will continue our focus on all core content areas.

Reading: All students at Starr Detroit Academy will show increased proficiency in Reading.

Writing: All students at Starr Detroit Academy will show increased proficiency in Writing.

Math: All students at Starr Detroit Academy will show increased proficiency in Mathematics.

Science: All students at Starr Detroit Academy will show increased proficiency in Science.

Social Studies: All students at Starr Detroit Academy will show increased proficiency in Social Studies.

School Climate/Culture: A supportive school climate and culture will be established and maintained at Starr Detroit Academy.

Parent Involvement: Parent and Community Involvement in the life of the school will be increased and sustained.

Within each content area, we have identified the following as priority areas relative to our weakest content standards:

--Reading: Informational text, making inferences and drawing conclusions.

--Writing: Constructed response and paragraph writing.

--Math: Geometry, measurement and data.

--Science: Science processes, constructing and reflecting on knowledge analysis of tables and graphs.

--Social Studies: European history, civics and economics.

Our target populations will be students in the bottom 30% and Students with Disabilities.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals that we have set meet the needs of all students because our goals address academic needs in all content areas. They also address the needs of all students by focusing on teaching and learning. We use a 3-tiered intervention process to provide support according to the needs of each student. For homeless students, we provide uniforms, transportation and a system of supports to ensure students are able to flourish.

Our instructional program includes daily 90-minute blocks in reading and math, and daily 45-minute blocks in science and social studies.

Reading and Math Intervention teachers, along with highly-trained paraprofessionals, are able to provide Tier 2 & 3 supports, both inside and outside the classroom

We strive to create a positive climate and culture in our building, and all parents are invited to participate in their child's education. Having these expectations and providing strategies for all students will enable all students to reach their maximum level of success.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

When Starr Detroit Academy became authorized as a Charter School, an Education Program was written to explain the mission, vision and focus of our school. Within this document, we explain that our delivery utilizes instructional approaches, proven through research, to increase academic achievement. The Academy employs a combination of teacher-directed instruction, student-centered instruction and technology-based instruction to deliver a challenging and rigorous curriculum in a supportive environment. The Academy believes it is essential to educate the whole child and provides multiple layers of support to address the needs of students. Integral support services, such as social workers, counselors and academic interventionists help address the issues and concerns that interfere with and impede learning.

The Academy extends instructional time to ensure academic achievement. The additional instructional time allows for extended blocks for English Language Arts ("ELA") and mathematics. All elementary students receive two 45 minute blocks of ELA and two 45 minute blocks of mathematics instruction daily. Middle school students receive two 45 minute blocks of ELA and two 45 minute blocks of mathematics instruction daily. Science and social studies instruction occurs daily during a 45 minute period. Students receive elective classes five days a week which include art, music, physical education, blended learning and a world language. There is an additional 45 minute extension block for intervention or enrichment depending on student need.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Instructional Approaches

To ensure quality instruction, the approaches the Academy uses are mastery learning and blended learning. The two approaches are research-based, highly regarded, hold promise of increasing the number of students performing at grade level, and meeting core curriculum standards. Direct instruction involves identifying particular skills and modeling how students should respond and apply learned skills to increasingly complex situations. Students are taught to master standards through intervention and differentiation occurring to ensure mastery.

Mastery Learning

Mastery learning is an instructional approach whose principal defining characteristics are the establishment of a criterion level of performance held to represent "mastery" of a given skill or concept and frequent assessment of student progress toward the mastery criterion. Mastery learning also includes the provision of corrective instruction to enable students who do not initially meet the mastery criterion to do so on later parallel assessments. The Academy places an emphasis on the appropriate use of such instructional variables as cues, participation, feedback and reinforcement as elements of mastery learning (Bloom, 1984). To further ensure mastery learning, the Academy utilizes a Focused Instructional Model for mathematics. This cyclical instructional model emphasizes work around major standards daily, throughout the school year. The Academy's organization of time and resources ensure that students master instructional objectives (Slavin, 1987). Benjamin Bloom indicated that nearly all students, when provided with the more favorable learning conditions of mastery learning, could truly master academic content. When comparing students in classes taught using traditional methods to students in classes where mastery learning was implemented with fidelity, mastery learning students exhibited consistently higher levels of achievement and developed greater

confidence as learners and in the ability to learn (Anderson, 1994 & Gusky, 1998).

Blended Learning

Blended learning combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. Blended learning proves to be more effective than either online or face-to-face instruction. The Academy uses blended learning to differentiate content in both reading and mathematics. Through blended learning, a student learns in part through online delivery of content and instruction and in part through teacher led instruction. Students move through the standards-aligned curriculum at an individual pace, receiving immediate support via the online program or the instructor. Teachers monitor student progress and use data to target remediation and acceleration of student achievement. Harrell Caperton (2012) in an article in *The Journal of Media Literacy* states that proponents of blended learning cite the opportunity for data collection and customization of instruction and assessment as two major benefits of the approach. At the Academy, students receive blended learning instruction through a variety of online and in class instructional tools that support reading and math instruction including but not limited to online programs such as ST Math, iReady, Reading Eggs and Raz Kids, and Starfall and small group, teacher guided instruction.

Reading and Mathematics Program Overview

Reading Instruction

Starr's reading program follows the instructional model of guided practice, which includes whole group instruction, read-aloud, small group leveled guided reading and independent practice. In the primary grades the focus is on phonological/phonemic awareness, phonics and spelling. Primary level lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during read aloud activities. All Students are pre-assessed, skill deficiencies are identified and supported by small group guided instruction targeting key comprehension strategies based on Common Core and state standards. Upper elementary and middle students employ advanced reading strategies such as close reading within and across content areas, critical thinking, expository text reading strategies and writing in response to reading.

Starr's reading intervention is designed to promote reading accuracy (e.g., decoding), fluency and comprehension for elementary and middle school students who are reading below grade level. The program contains two strands, decoding and comprehension, designed to be used independently and/or in combination depending on the student's area of need.

Mathematics Instruction

Starr's math curriculum builds students' knowledge logically and thoroughly to help them achieve deep understanding. In math the standards and progressions set the frame and addresses the instructional shifts that teachers must make to achieve the rigor contained in the CCSS-M. The main objectives of the program in the elementary grades are fluency, application, and concept development. The primary objectives in the middle school grades are focused on problem sets, exploration, Socratic discussion, and modeling to help students internalize the true meaning of coherence and foster deep conceptual understanding. The instructional model includes standards based mini lessons, fact fluency practice, and guided practice.

Additional Instructional Strategies

Teachers integrate mastery learning strategies in other content areas and also employ additional instructional strategies such as

Title I Schoolwide Diagnostic

Starr Detroit Academy

collaborative and cooperative learning, differentiated instruction, learning centers, Project-Based Learning ("PBL") and experiential learning to deliver the Educational Program. These approaches provide teachers with the opportunity to address the various learning styles of students.

At the Academy, cooperative learning occurs when teachers want students to engage as members of a team to improve understanding of a subject as well as maintain responsibility for ensuring classmates master the content. This strategy is used across disciplines and grade levels and results in deeper student understanding from peer-to-peer teaching.

Academy staff realize that no two students enter the classroom with identical abilities, experiences and needs. Learning style, language proficiency, background knowledge, readiness to learn and other factors vary widely within a single class group. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers use differentiated instruction to match tasks, activities and assessments with a student's interests, abilities and learning preferences. At the Academy, students work towards common objectives through different activities. These activities are differentiated to target the skills and growth areas for students.

Throughout the year, PBL is observed in various content areas. The projects incorporate real world application of knowledge through the creation of authentic work. The work enhances student learning of clearly defined content and skills. PBL includes structured group work as well as cross-curricular research that results in presentations and reports through various written and visual media. It is critical to expose students to a rich diversity of experiences serving to broaden horizons and understanding of the community and the world. The Academy educates and prepares children to compete in the 21st Century global world. Staff understand that all content cannot be delivered through a textbook; therefore, staff provide students with experiential education. Academy scholars attend field trips throughout the city and state as well as view world content through Discovery Education. Teachers incorporate these strategies to cover state and common core standards.

The paramount objective of designing and delivering a successful Educational Program is to ensure that students emerge fully equipped to meet the next level of educational attainment and the skills and knowledge necessary to lead productive lives. The confidence and competence students achieve by attaining that level of development ensures individuals the freedom to choose a pathway, whether college or career as learning opportunities. This expectation is the thread woven through each aspect of the Starr Academy's Educational Program. Organized efforts of the adults and children ensure that every student attains proficiency in all content areas. In addition to the emphasis placed upon core values, the Academy seeks to increase development through team-oriented problem solving and the maximization of available resources (e.g., people, time, money and materials within and beyond the school).

Curriculum Flexibility

The Academy commits to ensuring all students meet individual growth targets. The Academy uses baseline data and ongoing assessment data gathered throughout the year to ensure each student receives targeted instruction at a personal level. Academy staff customize learning to individual needs and employ available support mechanisms, focused on accelerating development, to assist students in meeting the target.

Teachers and administrators monitor student achievement to ensure students reach achievement targets. Students identified as needing additional support receive targeted intervention through the classroom teacher, paraprofessional or intervention specialists. Academy leadership and staff monitor student progress via multiple measures including diagnostic assessments, classroom assessments, interim assessments and the Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP"). Students with skill gaps in specific domains receive targeted group instruction.

The Academy's Response to Intervention ("RtI") program supports students who are below grade level. The academic and behavior RtI

Title I Schoolwide Diagnostic

Starr Detroit Academy

systems include three tiers each. The first tier includes classroom interventions, the second, targeted group interventions, and the third, intensive individual interventions. The Academy uses multiple data points to identify students not achieving the desired outcomes. Where applicable, innovations in assistive technology provide support. The Academy's tiered approach places students into tiered groups and includes learning plans indicating specific, targeted interventions and goals. The first tier provides that all students receive instruction in the core curriculum. The second tier provides supports to students who require assistance with the core curriculum, including small group instruction. Students not responding to the Tier II interventions are placed in Tier III. Tier III provides for more intensive small group or one-on-one support.

Paraprofessionals

In all classrooms (K-8) there is a second instructor during the English Language Arts 90 minute block. Kindergarten classes have Paraprofessionals to provide additional support to students in all content areas.

Students in grades 1-8 have paraprofessionals that support ELA instruction according to our 3-Tiered instructional model.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Mastery Learning, blended learning and the additional support provided in each classroom will address the needs of all students including those within our target population. Mastery learning will meet these needs by ensuring that all students are taught to reach mastery. Students working at a different pace will be guided with direct instruction at every level. Students that finish early or need extra assistance will have blended learning opportunities to assist with their instruction.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Supplemental support will be provided to at risk students through the added assistance of Paraprofessionals, City Year Staff, and tutors. These staff members will work with students in small groups during and after school. Moreover, students needing supplemental support will have access to blended learning websites that will provide learning activities at the appropriate level. And finally, our curriculum has resources available to meet students at their level.

Starr Detroit Academy's instructional program requires flexible grouping and student movement. Students are able to move between groups and staff pull small groups to provide targeted assistance. Daily students are also able to rotate through the computer lab where they received individualized support in reading and math. Students are able to use IReady, Raz Kids, Reading Eggs and ST math blended learning programs to work at an individualized pace.

5. Describe how the school determines if these needs of students are being met.

Students take NWEA Map assessments in the Fall, Winter and Spring. These assessments are used to determine progress. We also have exit tickets that are used in the classrooms. Starr's reading and mathematics programs ensure that students are regularly assessed to measure progress towards standards mastery. In the upper grades, A-NET is also used to determine if standards mastery has been

Title I Schoolwide Diagnostic

Starr Detroit Academy

achieved. Blended learning programs provide reports on a regular basis to determine if progress has been made. The Academy uses formative assessments, standards based report cards, progress reports, observation data and norm referenced summative assessments to determine if students have made progress.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of 47 teachers, 7 (15%) are not returning next year. One teacher is leaving due to termination; the remaining teachers are moving out of state, closer to home, extending their child-care leaves, or because of other personal issues.

2. What is the experience level of key teaching and learning personnel?

Experience Level - Teachers:

1-3 years = 12

4-6 years = 16

7-9 years = 8

10+ years = 11

Experience Level - Paraprofessionals:

1-3 years = 4

4-6 years = 3

7-9 years = 3

10+ years = 2

Degree Level - Teachers:

Bachelor's = 28

Master's = 16

Degree Level - Paraprofessionals:

H.S. Diploma = 2

Associate's = 2

Bachelor's = 6

Master's = 2

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Starr Detroit Academy (SDA) offers a bonus for teachers with classes that show growth. SDA ensures that adequate instructional materials and classroom facilities are available to teachers. SDA offers extensive staff development opportunities to increase teachers' knowledge of

Title I Schoolwide Diagnostic

Starr Detroit Academy

and use of technological applications in the classroom. SDA provides adequate and reliable technology to assist teachers with instruction and record keeping. SDA conducts special acts of teacher appreciation and recognition throughout the year. There are also many opportunities for advancement to leadership and administration within the organization.

Starr Detroit Academy has an ongoing process for recruiting highly qualified teachers. Based on open teaching positions, teaching candidates are interviewed. The interview team consists of the HR consultant and administrators. All of SDA's teachers and paraprofessionals are highly qualified. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff.

Starr Detroit Academy staff has a wealth of teaching experience, with 75% having taught 4 or more years. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff. The amount of building support offered through our excellent School Improvement Plan is an incentive to join the Staff. SDA administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy. Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online.

Starr Detroit Academy strives to retain highly qualified staff by offering school, district and outside professional development opportunities. Teacher orientation is also provided, and staff members have input into building decisions related to curricular and instructional practice. Salary and benefit packages are offered that outpace the surrounding area.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Starr Detroit Academy (SDA) offers a bonus for teachers with classes that show growth. SDA ensures that adequate instructional materials and classroom facilities are available to teachers. SDA offers extensive staff development opportunities to increase teachers' knowledge of and use of technological applications in the classroom. SDA provides adequate and reliable technology to assist teachers with instruction and record keeping. SDA conducts special acts of teacher appreciation and recognition throughout the year. There are also many opportunities for advancement to leadership and administration within the organization.

Starr Detroit Academy has an ongoing process for recruiting highly qualified teachers.. Based on open teaching positions, teaching candidates are interviewed. The interview team consists of the HR consultant and administrators. All of SDA's teachers and araprofessionals are highly qualified. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff.

Starr Detroit Academy staff has a wealth of teaching experience, with 75% having taught 4 or more years. The dedication and hard work demonstrated by our staff serves as an invitation to other highly qualified teachers to join our staff. The amount of building support offered through our excellent School Improvement Plan is an incentive to join the Staff. SDA administrators attend college and universities within the state to recruit highly qualified teaching staff. During the interview process, only highly qualified candidates, per state and federal requirements, are selected. All references and academic records are reviewed for accuracy. Our school district website also promotes our district and seeks to attract potential qualified staff. Initial applications can be submitted online.

Starr Detroit Academy strives to retain highly qualified staff by offering school, district and outside professional development opportunities. Teacher orientation is also provided, and staff members have input into building decisions related to curricular and instructional practice.

Salary and benefit packages are offered that outpace the surrounding area.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

With a current turnover rate of 15%, we recognize that we must increase our efforts to attract and retain highly qualified staff.

Our School Improvement Process encourages input and involvement into continuous improvement. All staff members have leadership opportunities, and 4 teachers are involved in a School Leader program. We are working to create a building culture and climate that is warm, inviting, supportive, professional and allows for input and ownership of our culture.

Staff have opportunities to earn bonuses based on student growth, and all teachers have professional mentoring and coaching through an Academic Dean. Student behavior is supported with a Dean and Assistant Dean of Students.

We conduct regular staff surveys to identify areas where we can increase our effectiveness in attracting and retaining high qualified teachers.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

School Improvement Academic Goals

All Starr Detroit Academy students will show an increase in math proficiency.

All Starr Detroit Academy students will show an increase in reading proficiency.

All Starr Detroit Academy students will show an increase in writing proficiency.

All Starr Detroit Academy Students will show an increase in science proficiency.

All Starr Detroit Academy students will show an increase social studies proficiency.

2016-2017 Professional Development is being planned in the following areas:

Circle of Courage

Focused Instructional Model

Focused Instructional Model Coaching Support

Michigan Testing Conference

ACRI

ACRI Coaching

Eureka Math Train the Trainer

Eureka Math

Guided Reading

NWEA: Beth Guthrie 3700 CMU Subsidized 2 hours-1/2 day 6000

Close Reading

Writing Workshops

Team Building

Interactive Learning Centers

ANET

ANET, Train the Trainers

ELA National Conference, NCTE, Minneapolis

Math National Conference, NCTM, Minneapolis

Science National Conference, NSTA, Kansas City, MO

Social Studies National Conference, NCSS New Orleans,

Michigan Reading Association

Teachboost Training

Cross School Observations

Peer Observations

Writing Workshops

Next Generation Science Standards

Curriculum Crafter

Title I Schoolwide Diagnostic

Starr Detroit Academy

Summative and Formative Assessment
Common Core State Standards for Mathematics
New Teacher Academy
Navigating School Improvement Tools/Platform
Foundations Training
"Unwrapping" priority Standards, Big Ideas and Essential Questions
Priority Standards, Big Ideas, and Essential Questions, Peer Review
Mission and Vision/Program Requirements
Creating Unit Assessments
Planning Engaging Learning Experiences
ST Math Professional Development
MI School Improvement Conference
Starr Student Support Training
Parent Engagement Strategies

2. Describe how this professional learning is "sustained and ongoing."

At Starr Detroit Academy, we intend to provide prolonged and ongoing professional development through regular on-site and off-site professional development sessions that support our goals as outlined above. We intend to focus all professional development around the objectives outlined above during monthly professional development sessions.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Starr Detroit Academy (SDA) plans to have a parent representative on the SIP team that will participate in the evaluation, updates and revisions of the the schoolwide plan. This parent will also provide updates to other parents through parent meetings. Currently, we have solicited parental input into the development of our schoolwide plan via parent surveys.

SDA has reached out to parents to gain their ideas and input several ways:

1. Parent surveys distributed and collected following each parent event.
2. Parent workshops focusing on areas determined by the parent surveys.
3. Title I fall and spring parent meetings seeking parent input on Title I student programming, parent workshops, and parent needs.
4. Teachers share Parent Compact twice a year at Parent/Teacher conferences where parents are asked to provide feedback on any subject related to the school.

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

Parents are crucial to a student's success and they help implement Starr's SIP plan in a variety of ways.

At home:

1. They ensure their child is reading at home for at least 20 minutes each night.
2. They allow their child to go online and access on line subscriptions to various blended-learning programs provided by Starr.
3. They monitor their child's homework and ensure that their child is prepared for school each day.

At school:

1. They attend family engagement events, such as parent workshops, homework help nights, curriculum nights, science fair, and health fairs.
2. They attend parent-teacher conferences and quarterly family nights.
3. Grade levels will participate in board meetings to increase parental involvement.
3. They maintain open communication with their child's teacher and the school.
4. They monitor their child's progress reports and report cards.
5. They monitor their child's academic assessment results;.
6. They complete surveys designed to collect parent perceptions and feedback.
7. They offer input into the design, implementation and evaluation of the school wide plan.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Title I Schoolwide Diagnostic

Starr Detroit Academy

Parents will be asked to complete a parent survey each year, allowing us to collect new data regarding: parent perceptions, satisfaction with our school, and parent involvement events and activities. As we begin to annually evaluate our schoolwide plan, parents will be invited to be part of the process, either as a representative on the SIP team or via surveys designed to collect feedback.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		SDA Parent Involvement Plan 2016-2017

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Starr Detroit Academy carries out the activities outlined in ESEA Section 1118 (e) (1-5), (14) and (f) in the following ways:

1118(e)(1) Provide assistance to parents in understanding the State's content standards, academic achievement standards, assessments, how to monitor their child's progress and how to work with educators to improve the achievement of their child.

Each year Starr Detroit Academy hands out a copy of Michigan's Grade Level Content Expectations and the Common Core State Standards to all parents and spends time explaining them. Parents are also given their child's NWEA scores with a guide on understanding them. Class and School newsletters also provide parents with information that assists parents in working with their children.

Parents are able to monitor their child's progress through the progress reports, phone communication, homework folders and parent teacher conferences. In 2014, we added a parent portal for parents to access their child's progress online.

1118(e)(2) Provide materials and training for parents.

Class and school newsletters, and weekly phone messages (SchoolReach) provide parents with resources available through various websites, and content-specific video tutorial sites; summer preschool program provides training and materials on reading to young children. Parent workshops and family engagement events offer materials and training in grade-level and content-specific areas.

Each year, we also have a Parent Resource Night with members from the health, counseling, sports and music fields to provide free materials to parents.

1118(e)(3) Training for school staff in promoting parent involvement.

Staff development is provided on creating school-family partnerships; Breakfast Talks are being planned (quarterly), with parents and staff having opportunities to discuss the components of the schoolwide plan. Parent input into this process will be solicited via surveys.

1118(e)(4) Coordinate with parent involvement in other programs.

Our Title I Coordinator will ensure that parent involvement is integrated in our programs at Starr Detroit Academy.

We have parent nights for Athletics, After School Programs, Music and Honors programs. We have an annual Health Fair that is open to the

Title I Schoolwide Diagnostic

Starr Detroit Academy

community; local health organizations (i.e. Covenant Community Care) provide information about their services, along with conducting family service intakes and providing dental screening and cleaning services. The Police Athletic League (PAL) coaches community soccer and basketball leagues using our facilities; both are open to our students. Community leaders from local organizations are recruited to speak to our students about leadership skills.

1118(e)(5) Provide information in a format that is understandable to parents.

Starr Detroit Academy provides information to parents in a variety of formats to meet the needs of a diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings.

Teachers share student academic assessment results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/non-academic language. To provide parental support, staff regularly make whatever accommodations are needed. Parent teacher conferences are scheduled with flexibility, including before and after school, and during prep periods, to accommodate parent schedules.

1118(e)(14) Provide other reasonable support as requested.

We also have assisted parents with food, clothing, and school supplies at home. Working closely with local community agencies, we try to help meet the needs of all families, to improve the education of our students.

1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children.

Parents with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

Starr Detroit Academy has a barrier-free entrance and areas to meet for parents that need accessibility. Homeless families may utilize transportation resources upon request. Parents of migratory children (we currently do not have such families) will have their individual needs accommodated as necessary.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Starr parents are given multiple opportunities to provide feedback regarding the schoolwide plan. These include: fall and spring Title I meetings, fall and spring parent surveys, and at parent meetings where the plan is discussed. The primary evaluation tools are parent surveys that follow each activity. Parent/family engagement activities will be revised yearly to address how the parents have evaluated them.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

Areas that receive a low rating on the parent surveys will be looked at by the Parent Involvement Committee. Strategic plans will be made to improve the rating. Also, suggestions from the parents will be considered to modify instructional and schoolwide practices.

8. Describe how the school-parent compact is developed.

In the Fall of 2012, at the first open house, we had a group of parents work with staff to develop the School-Parent Compact. After a draft was developed, it was shared with parents, board members and staff for comments and revisions. From this, based on the needs of the school, the final School-Parent Compact was developed. It is reviewed at the end of each year by parents and staff to determine whether changes are needed.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Teachers review the School-Parent Compact with parents at parent teacher conferences while reiterating the importance of each of the components of the compact.

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

Teachers review the School-Parent Compact with parents at parent teacher conferences while reiterating the importance of each of the components of the compact.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		SDA Home-School Compact 2016-2017

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Parent-teacher conferences are held 3 times per year, during which teachers provide parents with academic assessment results as they become available. Parents are provided their individual child's assessment results in parent-friendly language, with all educational terms and acronyms explained. Parents are given report cards four times a year which describe the academic and social progress of their student. Regular or scheduled parent meetings are held in which parents can ask staff members or the principal questions regarding the interpretation of data. If language presents a barrier, requests could be made by parents for interpreters from Wayne RESA (our ISD) to assist with understanding of academic assessment results of students.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Our enrollment coordinator has an excellent relationship with all the surrounding Headstart Preschools in our area. Throughout the school year, she visits these Head-start programs during their monthly parent meetings.

Pre-Kindergarten parents are educated on the following:

- Starr Detroit Academy's Kindergarten program and what they can expect from our curriculum.
- The importance of starting the "school search" early for their child and avoid choosing a school out of desperation.
- The value of visiting Starr Detroit Academy and other schools multiple times (with their child) so that they may observe their child in the various environments and select the school that will best accommodate their child's needs both socially and academically.

During the first week of school in the fall, Starr Detroit Academy dedicates the following Kindergarten activities:

- Tours and assessments are scheduled each day;
- Administrators conduct small-group tours of the building for prospective parents;
- Each of our five Kindergarten teachers assess each incoming student in language, math and fine motor skills;
- At the end of the week, parents enroll their child and students begin Kindergarten the following week.

We ensure compliance with the required number of hours kindergartners must have in school.

During our summer school program, preschoolers are invited to visit our kindergarten summer school classes, to have a "Kindergarten experience". Our enrollment coordinator schedules such visits for one day, upon the request of the parent.

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

At Starr Detroit Academy, our preschool coordinator provides the following training for preschool parents:

- Kindergarten teachers discuss with parents the basic skills that are needed for entering Kindergarten. These discussions are held during Kindergarten classroom visitations and tours
- Teaching their preschoolers how to tie their shoelaces
- Teaching their preschoolers how to put on their jacket, hat & gloves
- Teaching preschoolers their parent's name, address & telephone number
- Teaching preschoolers how to properly transition from one activity to another
- Take multiple trips to the new school and practice reading the name on the building and marquis
- Take multiple trips to the new school and walk up to the front door and simulate opening the door
- Take multiple trips to the new school and walk the perimeter with your child

Title I Schoolwide Diagnostic

Starr Detroit Academy

- Take multiple trips to the new school and have their child play on the playground if possible

In the future, we plan to provide Kindergarten curriculum guides and expectations to all local preschools and Headstart programs, to ensure that preschool teachers and parents are familiar with the curriculum and what children need to know when starting Kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers have significant input into the use of school-based academic assessments. Each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs, developing instructional strategies to address those needs, and assessments to ensure needs are met. Paraprofessionals that work with students within the grade level also participate in grade level planning sessions to discuss student progress and instructional strategies. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Teachers assess students using curriculum-based assessments, authentic assessments, daily formative assessments, unit assessments, and project-based assessments.

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

Teachers are active participants in the analysis of data to improve the academic achievement for all students. The Northwest Evaluation Association (NWEA) test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive and create action plans for student intervention. Teachers also analyze school-based assessment results on a continuous basis. Based on this analysis, they adjust their instruction and differentiate to best meet student needs. Teachers gather more data with each assessment and adjust their instruction as needed. In addition, teachers regularly participate in training to their process of analyzing data, differentiate instruction accordingly, and determine appropriate classroom-based interventions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The school provides assistance in accelerating students in all content areas while focusing on the identified needs in the Comprehensive Needs Assessment. The school staff have many opportunities to learn how to identify academically struggling students and they are aware of the assistance that is available to struggling students. The school utilizes many data points to identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level, including the analysis of:

1. NWEA MAP data, focusing on students in the bottom quartile in reading and math;
2. Students scoring in the bottom quartile on the M-STEP in reading, math, science and social studies;
3. Teacher recommendation;
4. Behavior results - atypical behavior is observed;
5. Student classwork -there is a decline or the student is not making typical growth;
6. In-class formative assessments - student does not demonstrate mastery of concepts;
7. Student classroom engagement - if the student becomes withdrawn and stops engaging in classroom discussion or activities;
8. Report card grades - not passing in a core content area;
9. Parent request for additional support.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students that are having difficulty mastering State academic achievement standards receive the following timely additional instruction:

Reading: All students requiring additional assistance in reading will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. In reading, paraprofessionals and interventionists provide instructional lessons in reading to identified students having difficulty mastering standards on a daily basis. They also provide intensive instructional lessons to identified at-risk students on a daily basis. Students are also grouped in a "walk to read" group that matches their ability level. Students are also paired with a tutor to assist with difficult concepts. The Summer Learning Program is targeted to at-risk students for continued support in core areas - a full day program, 4 days per week, for 6 weeks during the summer.

Writing: All students requiring additional assistance in writing will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Kindergarten and first grade writing interventions will include individual conferencing, additional modeling, small group instruction and fine motor skills. Second through seventh graders receive additional assistance through individual conferencing, small group modeling, goal setting, and peer review.

Math: All students requiring additional assistance in math will receive daily, small group, research-based interventions. Student interventions vary at each grade level based on student need. Kindergarten, first, second and third graders will receive additional instruction in math

through their curriculum, which provides differentiation for whole group, small group and individual interventions using a variety of resources, including games. Fourth through eighth graders will receive additional instruction in math through Guided Math. Computer Assisted instruction also individualizes learning paths for students requiring additional assistance in Math. Paraprofessionals and interventionists provide instructional lessons in math to identified students having difficulty mastering standards on a daily basis. They also provide intensive instructional lessons to identified at-risk students on a daily basis. The Summer Learning Program is targeted to at-risk students for continued support in core areas - a full day program, 4 days per week, for 6 weeks during the summer.

Science: All students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in science instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups.

Social Studies: All students will receive additional assistance from classroom teachers through guided reading in small group and one to one settings in social studies instruction using informational text. Text features, comprehension strategies, non-fiction writing and vocabulary are taught in guided reading groups.

Our Summer Learn, Grow & Explore Program is offered for 6 weeks, 4 full days per week, and includes supplemental programs in reading, writing and math. Instruction includes Coding / Computer Programming, Street Law / Interactive Law & Courtroom Arts & Crafts, and Sports - Basketball, Flag Football, Soccer, and Volleyball. Free breakfast, lunch and transportation are provided. The program is designed for students in the bottom quartile in reading and/or math on NWEA MAP assessments.

Academic progress in all subjects is monitored through formative and summative assessments, report card grades, progress reports, teacher observation.

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

Differentiated instruction is one of our major strategies identified in our plan for improving all content areas. Through differentiated instruction in the classroom, combined with curriculum layering, teachers create a student-centered classroom that is supportive to each student. This is done with the following strategies:

- Small group instruction
- Individual instruction
- Daily 5 and guided reading instruction
- Leveled text
- Teacher and peer modeling
- Writing and reading conferences
- Pre and Post test
- Spiraled Curriculum
- Marzano's instructional strategies - e.g, Goal Setting
- Making a match between what the student knows, how the instruction is being given, and the task that is being assigned
- Blended Learning Opportunities

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Starr Detroit Academy coordinates and integrates federal, state, and local program and resources to support the education program of the school and district. The programs assess the educational needs of all students, particularly the needs of educationally deprived students, developing appropriate communication channels between parties, developing in-service training to parents, guardians and staff, and developing appropriate evaluation procedures. The programs are used to provide notification to parents about their child's instructional objectives, progress and achievement levels on state assessments. The programs help purchase educational materials, such as textbooks, technology, and instructional programs to support the school's goals.

Funding sources include: STATE FUNDING

General Fund: Covers staff salaries and benefits. Staff include administrators, teachers, support staff. Also covers the contracts of Maintenance, HR and operational services. Building expenses (lease, utilities, general maintenance) are also covered by the General Fund. Other items provided by the General Fund include furniture, technology, textbooks, workbooks, paper, pencils, and other general teaching supplies.

Section 31A: Used to pay for Tutoring, the research based reading intervention program, mentoring programs, support positive behavior interventions and contributions to the lunch program.

Charter Implementation Grant

- Furniture (Student/Teacher Desk & Chairs, Classroom Cabinets, Bookshelves)

- Technology (Student/Teacher Laptops, Classroom Projectors) IDEA: Special Education salaries and benefits

FEDERAL FUNDING

- Title I: Paraprofessionals, intervention programs, supplies, materials, Associate teachers for intervention, after school tutoring supplies, summer school teachers, supplies.

- Title IIA: Professional development, coaches, workshops.

- Community Eligibility Option: Reimbursement for lunch program funds the the food service program. LOCAL FUNDING AND RESOURCES

Local Grants

- GenYouth Foundation: Sports Equipment & Physical Fitness Activities

- PAL: Sports Equipment & Physical Fitness Activities

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

To implement the 10 required components of the schoolwide plan:

1. Comprehensive Needs Assessment: The General Fund provides staffing for data collection and analysis, schoolwide staff and goal area team meetings to analyze data, determine goal areas, identify target populations, and priority areas within each goal.

2. Schoolwide Reform Strategies: The General Fund supports all Tier 1 instructional strategies - those that occur within the regular classroom. Title I and 31 A supports Tier 2 & 3 strategies.

3. Instruction by Highly-Qualified Professional Staff: General Fund / Title I / 31A

- All staff (teachers and paraprofessionals) are currently high qualified.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools: General Fund / Title I

- New Teacher Orientation

- Mentoring & Training

- District Professional Development

- Conferences to support continual learning

5. High-Quality and Ongoing Professional Development: General Fund / Title I

- Reading Mastery

- Champs

- Literacy Coach

- Facilitated Collaborative Planning (Consultant)

Title I Schoolwide Diagnostic

Starr Detroit Academy

6. Strategies to Increase Parental Involvement: Title I

- Parent Meetings

- Family Nights

7. Preschool Strategies: General Fund

- Enrollment Coordinator

- Head Start Partnerships

8. Teacher Participation in Making Assessment Decisions: General Fund / Title I

- Subs for Data Review

- Subs for peer observations

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: General Fund / Title I / 31A

- Literacy Paraprofessionals

- Before and After School Program/Tutoring

10. Coordination and Integration of Federal, State, and Local Programs and Resources: General Fund / Title I / Title II, Part D / 31A / Safe & Drug Free Schools

- Coordination of funds is completed by the State and Federal Programs Coordinator with staff, administration and Central Office

Starr Detroit Academy (SDA) employs a Supervisor of Compliance (.2 FTE Title I) to ensure services to eligible students are coordinated.

Title I services are coordinated with 31A services to ensure that all eligible Title I buildings / students receive supplemental instruction in all four core content areas.

Our Title I intervention teachers and paraprofessionals provide supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting schoolwide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the schoolwide SIP program during parent meetings, workshops and principal/SIP meetings. Title I provides evening academic opportunities such as Homework Help Night and Math Night.

31A provides support by funding tutoring, mentoring, the reading intervention program for our K-3 students. 31A also provides extra funding to support positive behavior programs.

Through the Community Eligibility Option (CEO) program, we are able to use Federal funds to provide nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no cost to all students.

State Aid allows for all necessary operational costs, certified teachers and for a building-level budget to provide resources for instructional materials.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school coordinates and integrates the Federal Nutrition program into our school program. All students have the opportunity to receive breakfast and lunch on a daily basis.

Our school does not participate in any of the other programs listed.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs.

Working in collaboration with internal and external staff with expertise in school program evaluations, data is collected to describe what was done, how it was done and who was involved in project activities (process indicators). Academy leadership and staff collect data to assess the effects of school reforms, academic activities and interventions as well as the impact of technology and professional development on teaching and learning (outcome indicators).

The collected data answers the evaluation questions and describes what was done, how it was done and who was involved in program activities (process indicators). Data is also collected to assess the effects of the program's academic and other enrichment activities on student's reading and math achievement (impact indicators.) Pre- and post-instruments establish baselines. Academy leadership and staff conduct document reviews of participation records, program plans, activity logs, report card grades, program schedules, training agendas, videos, survey data and self-reports. Formative and summative achievement data, data from checklists, questionnaires, focus groups and reflection sheets will also be collected and analyzed. In addition, Academy leadership conducts observations and interviews with key stakeholders (e.g., parents, students and community members). Focus group interviews serve to compile data regarding program needs, program participation, satisfaction levels and suggestions for program changes. Methods of analysis or synthesis of the data collected may include pre-and post-data comparisons, frequencies, correlations, ratings, rankings, growth tables, graphs, summaries and descriptive case studies. In essence, the results of the evaluation inform stakeholders what occurred; when it occurred; what worked and what did not work. Taken together, this data provides a basis for adjustments in delivery, program modifications and continuous program improvement. Additionally, the creation of a timeline guides the implementation of the evaluation plan and includes realistic time frames, resources required and persons to be held responsible for each step in the evaluation process.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The school improvement team and the staff will analyze MEAP, Reading Mastery, blended learning and NWEA MAP data to determine if goals were met. Appropriate supports will be put into place to support students not making appropriate gains.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. Team meetings, staff meetings, and in-service days will be used to provide opportunities for the staff to be involved in the evaluation process.

Schoolwide Plan 2016-2017

Starr Detroit Academy

Starr Detroit Academy

Mrs. Kimberley Pressley, Director
19360 HARPER AVE
HARPER WOODS, MI 48225-2212

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	A supportive school climate and culture will be maintained at Starr Detroit Academy.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$178500
2	Parent and Community Involvement in the life of the school will be increased and sustained	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$65000
3	Students at SDA will become proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$338366
4	Students at Starr Detroit Academy will become proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$334096
5	All students at Starr Detroit Academy will become proficient in writing.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$73500
6	All students will become Proficient in Science	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$42500
7	All students will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$7500

Goal 1: A supportive school climate and culture will be maintained at Starr Detroit Academy.

Measurable Objective 1:

demonstrate a behavior - Student referrals and behavior incidents will be decreased by 15%. The student attendance rate will increase to 95%. by 06/30/2017 as measured by attendance reports, incident reports, perception and school process data, teacher, parent and community and student surveys..

Strategy 1:

A supportive school climate and culture will be established and maintained at Starr Detroit Academy - With assistance from the School Counselor, Social Worker, Dean of Students, Assistant Dean of Students, and Paraprofessionals, a school wide approach to positive behavior intervention will be implemented. The positive behavior intervention program will include a system of supports for teaching social, emotional, and behavioral skills in school. A common set of expectations will be defined and applied to each setting within the school (i.e., hallways, playgrounds, lunchroom, etc.) The Dean of Students, with the aid of the School Counselor, Social Worker, and Paraprofessionals, will manage the school wide implementation of the approach. A trained team leader and team members will use research based approaches to establish and maintain effective school environments that exhibit:

- 1) A common approach to discipline
- 2) Positively stated expectations for all students and staff
- 3) Procedures for teaching these expectations to students
- 4) A continuum of supports for encouraging demonstration and maintenance of these expectations
- 5) A continuum of procedures for discouraging rule-violating behavior
- 6) Procedures for monitoring and evaluating the effectiveness of the discipline system on the regular
- 7) And frequent methods for involving families and communities

Interventions, Data Tracking Forms & Strategies will be tried for at least 6 months before going to the next Tier.

Category: School Culture

Research Cited: Sprick, R.S. (1981). *The Solutions Book: A guide to classroom discipline*. Chicago: Science Research Associates.

Sugai, G., Horner, R. H., & Gresham, F. M. (2002). Behaviorally effective school environments. In M. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II* (pp. 315–350). Bethesda, MD: National Association of School Psychologists.

Carr, E. G., Horner, R. H., Turnbull, A. P., Marquis, J. G., Magito McLaughlin, D. McAtee, M. L., Smith, C. E., Anderson Ryan, K., Ruef, M. B., & Doolabh, A. (1999). *Positive behavior support for people with developmental disabilities: Research synthesis*

Tier: Tier 1

Schoolwide Plan 2016-2017

Starr Detroit Academy

Activity - Behavior Modification Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A team, comprised of the Social Worker, counselor and selected teacher-leaders, will be trained in behavior intervention and support. In turn, the staff along with selected parents and students participate in behavior intervention training sessions. The schools mission, vision and goals and purposes of behavior intervention are clearly communicated. Staff and the behavior intervention team will have opportunities to meet, to plan, to dialogue, to practice and implement the following activities:</p> <ol style="list-style-type: none"> 1) Color chart, Class Dojo, Passports 2) Expectation Matrix 3) Teacher led activities 4) Starbucks, House Points, Monthly Top Student Reward 5) Write-ups, Refocus Forms, Character Camp, In-School Suspension 6) Online Data Tracking System 7) Parent School Connection, Readmit meetings, PTO 8) Behavior Contract 9) Behavior Intervention Plan 10) Functional Behavioral Assessment 11) Teach Conflict Resolution, Coping, Relationship and Social Skills 12) Classroom Management Support 13) Alternatives to Suspension 	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$3500	Section 31a	Classroom teachers, Behavior Support Team/ (Social worker/Counselor/Teacher-leader Student and Parent Services Coordinator Dean of Students
Activity - Assessment and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PBIS Team conducts PBIS assessments; selects the areas and behaviors to be impacted by the PBIS system,, i.e., hallways,school bus travel; lunchrooms; classrooms; learning labs; daily attendance, discipline referrals, field trips, etc. The team initiates implementation of activities, monitors, and collaboratively determines with the staff system modifications, additions, and celebrations of success.</p>	Behavioral Support Program, Other	Tier 1	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	PBIS Team - Dean of Students Parent and Family Services Coordinator
Activity - Student Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Schoolwide Plan 2016-2017

Starr Detroit Academy

A Peer Counseling program will be maintained to promote health, well-being and safety of young people through peer education and referral. Male and female mentoring activities have been implemented are ongoing.. Students are trained to be helpers and listeners for their fellow students. Reading buddies, Girl Scouts, Boy Scouts, Be a friend first and Safety Patrol are student groups that keep students involved in maintaining a positive culture.	Behavioral Support Program			09/02/2014	06/30/2016	\$0	No Funding Required	Counselor - PBIS Team Dean of Students Parent and Student Services Coordinator
---	----------------------------	--	--	------------	------------	-----	---------------------	--

Strategy 2:

Character Education - Circle of Courage/PBIS - The intent is to create a paradigm shift in teaching social obligation and self-awareness. Implementation then, has more to do with shifting perceptions and expectations of culture in which all people in the school treat one another with kindness and respect by creating a caring culture that develop greatness within each student. Through the model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence, and generosity. The circle of courage will include goals, a scope and sequence, and activities for K-8 character education. Training for the staff will be conducted prior to implementation.

Category: School Culture

Research Cited: Comprehensive character education addresses many tough issues in education while developing a positive school climate. Research supports character education efforts in the early grades via implementation of a comprehensive school-based character education program (Froschl, 1999)

Tier: Tier 2

Activity - Develop a Teacher Leader Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers and administration will attend summer training in circle of courage led by Starr Commonwealth. The teachers will give an overview of the training during the PD and throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$125000	Title I Schoolwide	School Counselor, Social Worker, Teacher Leaders, Behavioral Team

Activity - Positive Youth Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

Staff, Parents and student representatives will participate in professional development series that focuses on goals, A Positive Youth Development program will be in place throughout the school year. A character virtue will be highlighted throughout each month during school assemblies and in classrooms by staff and administration.	Professional Learning, Behavioral Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	Title I Schoolwide	All staff: Leadership team, classroom teachers, social workers and counselors and paraprofessionals..
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional development that will focus on the goals, purposes, implementation and assessment of circle of courage.	Professional Learning, Behavioral Support Program	Tier 2		09/06/2016	06/30/2017	\$5000	Title II Part A	Social Worker Counselor Teacher Leaders Character Education Liaison

Strategy 3:

Collaboration and communication - There will be collaborative focus on school climate and culture. Efforts will be devoted to a building shared vision of responsibility for school achievement among students, staff, parents, and stakeholders. The mission will be communicated to the school community by utilizing a variety of communication devices and resources.

Category: School Culture

Research Cited: Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education (Henderson & Berla, 1994; Hickman, 1996). But families may not become involved if they do not feel that the school climate--the social and educational atmosphere of a school--is one that makes families feel welcomed, respected, trusted, heard, and needed. Research (e.g., Comer & Haynes, 1992; Epstein & Dauber, 1993) suggests a connection between the school climate and the extent to which parents and families are involved in their children's education. When schools create a positive school climate by reaching out to families and providing structures for them to become involved, the result is effective school-family partnerships. Such partnerships connect families and schools to help children succeed in school and in their future.

Tier: Tier 1

Activity - Communication with the Home/Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	----------------------	-------------	--------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

Staff and school leaders will utilize technology and other mediums to enhance communication with the students' home and with the community. A principal monthly newsletter will be used to inform the community and parents about school happenings with parent tips. Grade levels will send home a weekly classroom newsletter to inform parents of events and current objectives.	Community Engagement	Tier 1		09/06/2016	06/30/2017	\$20000	Title I Schoolwide	Student & Parent Services Coordinator Attendance Officer-Parent Liaison
Activity - Setting Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and community stakeholders will collaboratively develop, disseminate information and implement activities that focus on academic and behavioral expectations for all. A word that is constantly tossed about in the world of education is expectations. We're told that teachers must have high expectations for all students. School boards, administrators, state education agencies, and legislators have high expectations for teachers. Parents and community members have all sorts of expectations for teachers and for students. Teachers have expectations of parents. And what about the students? They too have expectations of what will happen when they sit in a classroom and "live" in a school. There's little doubt that expectations are omnipresent and important. Therefore, conducted monthly will be assemblies, dramatic presentations, student demonstrations and other creative means of conveying school and community rules, and expectations.	Policy and Process	Tier 1	Implement	09/06/2016	06/30/2017	\$15000	Title II Part A	School Director-Parent Liaison - Student & Parent Services Coordinator

Goal 2: Parent and Community Involvement in the life of the school will be increased and sustained

Measurable Objective 1:

demonstrate a behavior - Parents and school community stakeholders will express satisfaction with SDA programs, resources and involvement activities by 06/30/2016 as measured by a school checklist, school rating form and other satisfaction surveys.

Strategy 1:

Develop and implement a Plan for Parent and Community Involvement - School, Parent and community stakeholders will come together to develop a plan that includes parent and community engagement policy; monthly activities and a Parent Compact all aligned to the needs and interests of parent and community stakeholders

Category: School Culture

Research Cited: Evidence shows a strong connection between parent and family involvement in schools and children's academic achievement, attendance, attitude, and continued education (Henderson & Berla, 1994; Hickman, 1996). But families may not become involved if they do not feel that the school climate--the social and

Schoolwide Plan 2016-2017

Starr Detroit Academy

educational atmosphere of a school--is one that makes families feel welcomed, respected, trusted, heard, and needed. Research (e.g., Comer & Haynes, 1992; Epstein & Dauber, 1993) suggests a connection between the school climate and the extent to which parents and families are involved in their children's education. When schools create a positive school climate by reaching out to families and providing structures for them to become involved, the result is effective school-family partnerships. Such partnerships connect families and schools to help children succeed in school and in their future.

Tier: Tier 1

Activity - Parent and Community Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of workshops will be conducted for staff and parents. Staff will learn and share successful approaches to parent involvement and community engagement. Parents will learn how to help their child with assignments; interpret student grades and assessment results; access on-line student information and assistance; and become familiar with curriculum materials and resources	Parent Involvement			10/01/2013	06/16/2017	\$25000	Title I Part A	Coordinator of Student and Parent Services School Director

Activity - PTO - Parent Teachers Organization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PTO works with the school staff and assists with in the implementation of Title I programs, plans, and activities. The PTO will serve as an advisory team for school improvement. The school parent liaison provides support and resources for monthly Parent Advisory Committee Meetings and helps to organize and implement activities that focus on strengthening linkages and connections between the school and the home. These activities include consulting and collaborating with parents regarding the Title I application, budget, evaluation, and other key components of the Title I program ; conducting school forums on issues and problems that may be affecting the school or classroom; conducting conference days for Title I parents during which parents can choose from workshop sessions on a variety of topics; schedule workshops that relate to current school, district or community "hot topics", such as social media, school safety; bullying, and sessions during which parents learn such things as how to help struggling learners , parenting tips; and accessing resources in the community.	Parent Involvement			09/30/2013	06/16/2017	\$25000	Title I Part A	Coordinator of Student and Parent Services

Activity - Parent Resource Room	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

<p>A Parent Resource Room will be opened and operated for and by parents. The Parent Resource Room will provide an inviting and confidential atmosphere for parents, grandparents, step parents, and other caregivers who obtain information about school events, resources, encouragement in communicating, raising and interacting in a positive manner with their children. The Parent Resource Room will have a collection of current books on child issues and parenting topics, and also offer CD and DVD series designed for parents. . The resources are free to check out, and parents may sit and enjoy the materials in the Parent Resource Room, or take them home .The Parent Resource Room will also also used for some activities including Small Groups and some Speaker Events. The Resource Room is will be equipped with audio/visual equipment and be open five days a week</p>	<p>Parent Involvement</p>			<p>07/01/2014</p>	<p>06/16/2017</p>	<p>\$5000</p>	<p>Title I Part A</p>	<p>School Director Coordinator of Student and Parent Services</p>
---	---------------------------	--	--	-------------------	-------------------	---------------	-----------------------	---

Strategy 2:

Community Partnerships - A Student and Parent Services Coordinator will be identified to to oversee building of SDA community partnerships.. This Coordinator, in collaboration with community stakeholders, will identify the kinds of resources the school /community would want as community partners. Potential partners and benefits would subsequently be identified and a plan developed to guide the implementation of partnership building.

Category:

Research Cited: School community partnerships have the ability to weave tougher a critical mass of resources and strategies to enhance the life of youth and their families and enable success at school and beyond.

Tier:

Activity - Support existing partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Coordinator of Student and Parent Services, in collaboration with school leaders and stakeholders, will provide leadership and resources focused on supporting and sustaining existing partnerships. These partnerships include: Matrix Center; the Ravendale Community Organization; the Masons and others. The Community Liaison will collaborate with community organization leaders; help to determine and define unmet needs of the school community; plan and implement activities and direct resources to identified unmet needs. Subsequently the effectiveness of community partnerships will be assessed and changes and modifications made to improve the effectiveness collaborative programs and services.</p>	<p>Community Engagement</p>			<p>10/07/2013</p>	<p>06/16/2017</p>	<p>\$10000</p>	<p>Title I Part A</p>	<p>Community Consultant</p>

Goal 3: Students at SDA will become proficient in Mathematics.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in achievement in Mathematics by 06/30/2015 as measured by NWEA and State Assessments.

Strategy 1:

Enhancing Teacher's Knowledge - The Strategy works by providing professional development as a vehicle to improving students' learning, through the mechanism of improving instruction. Teachers participate in professional learning as well as supporting the professional learning of colleagues. They engage in ongoing critical reflection to generate and apply new ideas that contribute to the improvement of teaching Math concepts. They mentor and help establish school-based teaching and learning research projects to enhance all teachers' learning

Category:

Research Cited: Over the past three decades, evidence about the nature and impact of professional development in mathematics has accumulated both from large-scale empirical studies (e.g., Desimone, Smith, & Phillips, 2007; Garet et al., 2001; Heck et al., 2008; Supovitz, Mayer, & Kahle, 2000) and from small-scale qualitative studies of planned or emergent innovations (e.g., Borko et al., 2008; Collopy, 2003; Franke et al., 1998; Sowder et al., 1998; van Es & Sherin, 2008; Warfield, Wood, & Lehman, 2005). Conceptual analyses of the mathematics knowledge for teaching and how it develops (e.g. Ball & Cohen, 1999; Borko, 2004; Hawley & Valli, 1999; Putnam & Borko, 2000; Thompson & Zeuli, 1999; Wilson & Berne, 1999) have also influenced the design of mathematics professional development

Tier: Tier 1

Activity - PD on Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contract Professional Development from Outside sources to lead sessions on NWEA and Smarter Balance. Include sessions dealing with intervention and instructional strategies.	Professional Learning	Tier 1	Implement	09/02/2014	05/05/2017	\$14000	Title II Part A	Title I Coordinator, Administration

Activity - Coach/Mentor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop schedule to allow for Biweekly Coach/Mentor observations and feedback sessions.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/16/2017	\$15000	Title II Part A	Math Interventionist, Academic Deans, Mentors, Math Teachers

Schoolwide Plan 2016-2017

Starr Detroit Academy

Activity - Professional Learning Communities on Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will first be taught the concept of Professional Learning communities (PLC) and then will meet as Math PLC's monthl.	Professional Learning	Tier 3	Getting Ready	09/02/2014	06/16/2017	\$800	Title II Part A	Administration, Math Interventionist, teachers

Strategy 2:

Extending learning opportunities for students. - Students will be given extra time in Math to strengthen their skills.

Category:

Research Cited: Farmer-Hinton (2002) examined a mandatory, two-hour, after-school remediation program and found that after one year approximately one-month more of learning compared to non-participants), participants had increased math and reading achievement. The authors used HLM and controlled for individual and institutional factors to isolate the impact of the after-school program. These controls included student retention, race, gender, and family income; and school wide student mobility, percent African American, and percent in poverty. The use of such a model allowed the researchers to be more rigorous in assessing causality, but key controls like parental education are still absent. Of further concern is the fact that funds to support the afterschool program were competitive. Frazier and Morrison (1998) examined kindergarteners and found those in a 210-day extended school year exhibited better beginning of first grade outcomes in reading, math, general knowledge, and perceived competence, than kindergartners enrolled in only a 180-day traditional school year. Using regression analysis and a data set drawn from California's elementary school sites, we find a statistically significant and positive relationship between the number of instructional minutes in an academic year and school-site standardized test scores. Fifteen more minutes of school a day at a school site (or about an additional week of classes over an academic year) relates to an increase in average overall academic achievement of about 1%, and about a 1.5% increase in average achievement for disadvantaged students. This same increase in learning time yields the much larger 37% gain in the average growth of socioeconomically disadvantage achievement from the previous academic year. Placing this impact in the context of other influences found important to academic achievement, similar increases in achievement only occur with an increase of fully credentialed teachers by nearly 7 percentage points

Tier: Tier 2

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive supplemental math instruction aimed at standards they've missed.	Academic Support Program	Tier 2	Monitor	07/06/2015	08/03/2017	\$213566	Title I Part A	Administration

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

Students will receive tutoring in math during and after school.	Academic Support Program	Tier 2	Implement	09/03/2014	06/16/2017	\$80000	Title I Part A	Interventionist, Academic Deans, Teachers, Paraprofessionals, outside resources.
---	--------------------------	--------	-----------	------------	------------	---------	----------------	--

Activity - Academic nights for Students and Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have academic events that focus on math instruction to reinforce concepts and assist parents in understanding math concepts	Parent Involvement	Tier 2	Implement	09/03/2014	06/16/2017	\$15000	Title I Part A	Teachers, Academic Deans, Interventionist, Principal

Strategy 3:

Blended Learning - Students will be given computer based instruction to supplement class instruction on math concepts. Students will have computer based practice applying concepts learned.

Category:

Research Cited: The conclusions from traditional reviews (Feldhusen & Szabo, 1969; Jamison, Suppes, & Wells, 1971; Thomas, 1979) have been basically positive. Feldhusen and Szabo (1969) and Jamison, Suppes, and Wells (1971) drew the conservative conclusion that CBI is at least as effective as live teaching, and it may also result in substantial savings of student time. A more recent traditional review by Thomas (1979) is even more positive. Thomas reported that achievement gains over other methods are the norm, that improved attitudes toward computers and subject matter were generally reported, and that many CBI students gained mastery status in a shortened period of time.

Tier: Tier 3

Activity - ST Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use the ST Math and Think Through Math software program in classrooms as a center. In ST Math, students play visual math games designed to teach math concepts. Thanks to the homework feature, selected games are also available at home or on any other computer with Internet access. In addition to assigned games, students will always have access to the games already passed. Students are encouraged to play those games from home to review concepts and practice skills he or she has learned in ST Math.	Technology	Tier 3	Monitor	10/01/2014	06/16/2017	\$0	General Fund	Classroom teachers and Academic deans to Monitor.

Goal 4: Students at Starr Detroit Academy will become proficient in Reading.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of core standards in Reading by 05/30/2015 as measured by NWEA and State Assessments.

Strategy 1:

Enhancing Teacher's Knowledge - Professional development will be provided for teachers to raise their effectiveness in student's reading performance.

Category: English/Language Arts

Research Cited: Quantitative research on the impact of professional development remains comparatively thin. A 2007 review of more than 1,300 studies on professional development conducted by researchers at the American Institutes of Research found only nine studies of professional-development programs that met rigorous scientific standards set by the What Works Clearinghouse, the arm of the federal Institute of Education Sciences that reviews experimental research on program impact. On average, the study found, effective programs were characterized by an average of 49 hours of training. The study's authors cautioned against extrapolating the findings given the varying aims of the programs and the small sample sizes of participants (Yoon, et al; Sawchuk, Nov. 10, 2010c). In a recent report, the National Commission on Teaching and America's Future (1996) identified several obstacles that keep America's students from achieving at their full potential. Two of these obstacles relate directly to the professional development of practicing teachers: (1) "unenforced standards for teachers" and (2) "lack of professional development and rewards for knowledge and skill" (pp. 10-11). The commission refers to a study of more than 1,000 school districts and concludes that "every additional dollar spent on more highly qualified teachers netted greater improvements in student achievement than did any other use of school resources" (pp. 6-7). In an area as crucial as reading instruction, this point is especially important. Bemby, Jordan, Gomez, Anderson, and Mendro (1998) found in their study that reading achievement is influenced most by the quality of the reading instruction that children receive—regardless of the curriculum, program, or materials that are used.

Tier: Tier 1

Activity - Differentiated Instruction PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with training on Differentiated Instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$3600	Title II Part A	Curriculum Coordinator Interventionist

Activity - Close Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Teacher will be provided with training throughout the year on Close Reading.	Professional Learning	Tier 2	Implement	09/06/2016	06/30/2017	\$15000	Title II Part A	Curriculum Coordinator, Close Reading Cohort of Teachers
Activity - Small Group and Guided Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three Academic Deans will provide coaching to grade level teachers in their teaching and assessment of reading skills.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$180000	General Fund	Academic Deans, Principal.

Strategy 2:

Monitoring the implementation of core curriculum standards - Academic Deans will be assigned to teachers to monitor lesson plans and teacher instructional strategies to ensure that Common Core reading standards are being taught in the classroom.

Category: English/Language Arts

Research Cited: Monitoring a school literacy program is a systematic process of examining students' reading progress and teachers' instructional strategies in order to improve students' reading and writing achievement. Any monitoring effort has three basic components: collecting information on a regular basis, analyzing and evaluating that information, and taking action to improve student performance (Richards, 1988). These components may be preceded by other activities, such as determining gaps in practice and articulating questions on which to focus the monitoring.

Monitoring is a continuous process. When teachers monitor the school's literacy program, they keep a watchful eye on students' achievement and successes in reading and writing activities. They collect literacy-focused assessment data, including standardized tests and alternative assessments (such as samples of students' work and observations of students' reading behavior and performance). They also look beyond assessment data to children's attitudes toward reading, comments from families, and any other information that sheds light on whether the goals of the literacy program are being met. Next, they review and analyze this information to determine the value of various elements of the literacy program and how well these elements foster students' success. Finally, they make adjustments in areas that need improvement. Then the cycle of monitoring begins again.

Effective monitoring practices are necessary for maintaining a quality literacy environment. "All teachers need ways to determine what students are learning and the progress they are making. This information provides the basis for making decisions, planning instructional activities and experiences, and distinguishing effective from ineffective procedures," states Cooper (1997, p. 513). Effective monitoring helps teachers take ownership of the teaching-learning process and enables them to implement new strategies to foster students' literacy growth.

When teachers articulate their literacy goals for students and the types of evidence they need to determine if students are successful in meeting those goals, teachers begin to build a foundation for the monitoring process. Monitoring a literacy program requires a process for tracking and evaluating current procedures and outcomes. Teachers need to know what is working, what isn't, and how well students' efforts are being supported. Program monitoring through the assessment, and later evaluation, of teaching strategies and student learning is essential. It aids informed decision making in the classroom and school, and it contributes to each teacher's

Schoolwide Plan 2016-2017

Starr Detroit Academy

learning.

Tier: Tier 2

Activity - Lesson Plan Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given a lesson plan format to follow that highlights the academic standards that will be taught. Lesson Plans will be due each week and monitored for quality and completion.	Curriculum Development	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Academic Deans, Principal and School Director.
Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Deans will use teach boost to provide feedback to teachers from their weekly walkthroughs. The Academic Deans will meet with teachers weekly to provide assistance in raising student achievement.	Walkthrough	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Academic Deans
Activity - Formal Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have scheduled formal observations to allow administration to monitor the delivery of instruction to ensure highly effective teaching strategies.	Walkthrough	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	Administration and Leadership Team
Activity - Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading intervention teachers will use data to select students to work with in small groups to ensure students are receiving instruction on specific standards. The interventionists will continually monitor the student's progress to assess growth and skills mastery.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$130396	Title I Part A	Principal, interventionist, curriculum coordinator
Activity - Structured Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have a structured 90 minute reading block.	Curriculum Development	Tier 1	Implement	09/08/2015	06/16/2017	\$0	Title I Part A	Interventionist, curriculum coordinator

Schoolwide Plan 2016-2017

Starr Detroit Academy

Activity - Common Reading Graphic Organizers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common grade level specific graphic organizers when analyzing text structures.	Academic Support Program	Tier 1	Implement	09/09/2016	06/16/2017	\$0	Title I Part A	Teachers, Academic deans

Strategy 3:

Student/Family Engagement - Families will carry on and enforce the practice and love of reading through reading to and with their child for 20-30 minutes each night, completing reading logs, book reports and attending parent nights and celebrations.

Category: English/Language Arts

Research Cited: Research from the Organisation for Economic Co-operation and Development (OECD, 2002) showed that reading enjoyment is more important for children's educational success than their family's socio-economic status. Reading for pleasure could therefore be one important way to help combat social exclusion and raise educational standards. According to Krashen (1993, p. 85), who is a major proponent of the value of reading for pleasure: This is especially true with students who are thought to be at risk of reading failure (Snow, Burns & Griffin, 1998). Children who read very little do not have the benefits that come with reading (see below), and studies show that when struggling readers are not motivated to read, their opportunities to learn decrease significantly (e.g. Baker, Dreher and Guthrie, 2000). This can lead to strong negative feelings about reading and create a vicious circle in which poor readers remain poor readers (Juel, 1988). According to Alvermann (2001, p. 680) ,“the possibility that as a culture we are making struggling readers out of some adolescents who for any number of reasons have turned their backs on a version of literacy called school literacy is a sobering thought” . .

Tier: Tier 3

Activity - Literacy Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have student family engagement nights where parents learn strategies to assist their child with reading.	Parent Involvement	Tier 3	Implement	09/06/2016	06/30/2017	\$1500	Title I Part A	Parent Services Coordinator , Teachers

Activity - Weekly Assembly Core Values Reading activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes will read book on core values to present each week, on a rotation, at weekly assemblies.	Curriculum Development	Tier 3	Implement	09/06/2016	06/30/2017	\$3600	Title I Part A	Reading Committee

Goal 5: All students at Starr Detroit Academy will become proficient in writing.

Measurable Objective 1:

5% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of core standards in Writing by 05/22/2014 as measured by State Assessments..

Strategy 1:

Develop a Writing Curriculum - We will develop a standards based writing curriculum that can be used at all grade levels in order to provide uniformity across standards and expectations.

Category: English/Language Arts

Research Cited: Student performance standards are "explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards," states the National Center for Research on Evaluation, Standards, and Student Testing (1999).

Marzano and Kendall (1996) state that a performance standard "describes a specific use of knowledge and skills; it is not a description of knowledge, but a description of some application of it" (p. 13). They give the following example of a performance standard used in conjunction with a content standard:

"A content standard in science might specify that students should understand the characteristics of ecosystems on the Earth's surface. The performance standard for that piece of declarative knowledge would specify the level of accuracy and the facts, concepts, and generalizations about ecosystems on the Earth's surface that a student must understand to be judged as having obtained a suitable level of achievement. It also would put that knowledge in some type of performance environment by stating that the information must be presented, for example, in the form of an essay, a simulation, or an oral report with accompanying graphics." (pp. 13-14)

Borthwick and Nolan (1996) explain: "Performance standards make content standards operational. They transform inert statements of content into active expectations for performance. They take the content standards an essential step further by giving meaning to the idea of meeting the standard." Borthwick and Nolan also define three components of performance standards: performance descriptions, samples of student work, and commentaries on student work.

Marzano and Kendall (1996) agree that "performance standards are a critical component of a comprehensive, standards-based approach to schooling," and they point out that "performance standards identify the environments in which that knowledge and skill should be demonstrated" (p. 14). They recommend that schools and districts begin by developing content standards and then define a "complementary set of performance standards" or performance tasks (p. 14). These tasks will grow and evolve as students and teachers learn more about the knowledge and skills needed to complete the task or attain the standard.

Tier: Tier 1

Activity - Writing Curriculum Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

We will develop a standards based curricula using the resource, Being a Writer.	Curriculum Development	Tier 1		08/04/2014	06/16/2017	\$60000	General Fund	Committee members, administration
---	------------------------	--------	--	------------	------------	---------	--------------	-----------------------------------

Activity - Standardized Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use the rubrics from Being a Writer for writing assignments that are used across grade levels.	Curriculum Development		Implement	08/18/2014	06/16/2017	\$0	No Funding Required	Writing Committee

Activity - Journals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Journals will be implemented at every grade level	Curriculum Development	Tier 1		09/03/2014	06/16/2017	\$12000	Title I Part A	Teachers, Writing Committee.

Strategy 2:

District Focus - We will have quarterly writing prompts across the district. We will have schoolwide Writing Contests. These district initiatives will encourage students to practice and improve their writing performance

Category: English/Language Arts

Research Cited: Bereiter & Sacardamalia (1987) suggested that writing is a mechanism for problem solving which involves a dialectic movement between content and rhetorical space. According to these authors, writers can take advantage of this dialectic movement to transform their knowledge about any particular topic.

Regarding writing, Bangert-Drowns, et al. (2004) states that writing is important for educational processes if there is an awareness of the fact that these processes are the basis for meta-cognitive and self-regulated learning processes carried out in formal education. Shraw (1998) proposed three strategies (planning, self-control of comprehension and evaluation) for helping students acquire the capability to assess the efficiency of learning processes and products.

Tier: Tier 2

Activity - Writing Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly writing prompts will be assigned across the district. Student responses will be chosen to read with announcements or at school assembly.	Curriculum Development	Tier 2	Implement	09/23/2014	06/16/2017	\$0	No Funding Required	Teachers and administration. Writing committee members.

Activity - Writing Contests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

We will participate in schoolwide Writing contests. This will encourage students to participate and improve their writing.	Curriculum Development	Tier 2	Implement	10/01/2014	06/01/2015	\$1500	Other	Writing committee members, teachers
--	------------------------	--------	-----------	------------	------------	--------	-------	-------------------------------------

Goal 6: All students will become Proficient in Science

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase of 10% in Science by 06/16/2017 as measured by M-STEP and local assessments.

Strategy 1:

Connecting science to the real world - Students will conduct and develop investigations that will connect scientific concepts to the real world.

Category: Science

Research Cited: Educational research shows that it is essential for optimal learning. Students acquire and retain information most effectively when material is relevant and presented in the context of real-life events and situations. Motivation and interest increase when students are able to apply what they are learning to what is happening in the world beyond school walls. When science is presented as a solution for a societal problem, students begin to understand its true importance.

Making Real-Life Connections in Science

Fortunately, real-life connections to science topics abound. Any student who uses a cellular phone, drives an automobile, or plays a sport actively applies scientific principles.

One key to effective instruction lies in seamlessly integrating scientific applications and current topics of interest into the existing science curriculum.

Tier: Tier 1

Activity - Science Explorations and Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assist students in conducting and developing weekly hands-on science explorations and yearly science fair expectations. Students will utilize the scientific method to conduct research and prepare a science fair project.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$1500	Title I Part A	Science Committee, Classroom Teachers, Science Curriculum Committee

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

Students will attend the Detroit Science Center for small group labs and activities to support classroom instruction and MStep preparation. Cranbrook Science Center will come to our school to conduct science labs and experiences to support classroom instruction and M-Step preparation. Students will attend the Detroit Zoo's Education Center for outside classroom instruction. These activities will be for all grade levels to connect science instruction to the real world.	Field Trip	Tier 1	Implement	09/06/2016	06/30/2017	\$6000	General Fund	Classroom teachers, science committee members and science curriculum team.
--	------------	--------	-----------	------------	------------	--------	--------------	--

Strategy 2:

Science Informational Reading - All classroom teachers will incorporate informational science text, ie: Scholastic News, Science Information magazines and Science A-Z, to reflect the NGSS curriculum. The science curriculum committee will identify and review informational science text resources that will support the NGSS curriculum and the units within the guidelines of NGSS. Teachers will attend State Conferences to learn about the newest and best practices in science and select resources that will incorporate the NGSS curriculum. Teachers will share and assess informational science texts and materials that are used throughout the school year to use as part of the NGSS curriculum units for each grade level.

Category: Science

Research Cited: Research Cited: Marzano (2000). Char-Em Literacy Consultant supported and researched based activity. Kletzien and Dreher (2004). Recommend that at least half the classroom library contain informational textbook. Lapp, D., & Fisher, D. (2009). It's all about the book: motivating teens to read. Journal Of Adolescent & Adult Literacy, 52(7), 556-561. Retrieved from <http://www.reading.org/general/publications/journals/jaal.aspx>

Tier: Tier 2

Activity - Next Generation Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Science Curriculum Committee will prepare and develop science units in compliance with the Next Generation Science Curriculum. Teachers will incorporate informational science text and materials to support the State adopted Next Generation curriculum. Teachers and science curriculum committee will assess all materials used throughout the school year to build NGSS curriculum units for all grade levels. Foss kits, Hands-On Explorations, Science Olympiad (6-8), will be utilized for classroom instruction. For informational reading, students will read Science Studies magazines and Science A-Z articles.	Curriculum Development	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	All classroom teacher and science curriculum committee.

Activity - Vocabulary and Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Teachers will create science specific word wall vocabulary lists to reflect the Next Generation Science Standards (K-5)	Curriculum Development	Tier 2	Implement	09/06/2016	06/16/2017	\$0	No Funding Required	K-5 Classroom Teachers and Science Curriculum Committee.
Activity - Science Content Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Six-Traits and Writing Workshop strategies within the content of science. Students will be able to effectively write constructed response and a five paragraph research paper including citing sources as it relates to CCSS.	Direct Instruction	Tier 1	Implement	06/07/2016	06/16/2017	\$35000	Title I Part A	Classroom teachers and science curriculum committee.

Goal 7: All students will become proficient in social studies.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency score in Social Studies by 06/05/2015 as measured by State Assessments.

Strategy 1:

Increase Informational Social Studies Reading - All classroom teachers will use an informational social studies text such as Michigan Studies Weekly, a weekly newspaper that is aligned with Michigan's Common Core State Standards. Literacy and teaching consultants will share and model various strategies for teaching informational text. Teachers will utilize materials and cooperative activities to support social studies instruction. Teachers will attend State conferences and PD to learn about current best practices and resources that will address the Common Core State Standards. Teachers will vet and share various informational text throughout the school year. They will then assess the materials as appropriate for use in the coming year.

Category: Social Studies

Research Cited: Research Cited: Marzano (2000). Char-Em Literacy Consultant supported and researched based activity.

Lapp, D., & Fisher, D. (2009). It's all about the book: motivating teens to read. Journal Of Adolescent & Adult Literacy, 52(7), 556-561. Retrieved from <http://www.reading.org/general/publications/journals/jaal.aspx>

Tier: Tier 1

Activity - Social Studies Informational Text Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	----------------------	-------------	--------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

Schoolwide Plan 2016-2017

Starr Detroit Academy

Teachers will find, use, and document informational text social studies materials to reflect the State adopted curriculum.	Curriculum Development	Tier 1	Getting Ready	09/29/2014	06/16/2017	\$0	No Funding Required	Social Studies teachers
Activity - Social Studies Word Walls and Content Area Vocabulary Lists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be provided during professional development to create grade level Social Studies Word Walls and Content Area Vocabulary Lists, focusing on the Common Core State curriculum.	Curriculum Development	Tier 2	Implement	09/06/2016	06/30/2017	\$0	No Funding Required	K-5 Classroom teachers and Social Studies teachers
Activity - Time for Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time for Kids will be used in the classroom for students to be able to read and respond.	Supplemental Materials	Tier 2	Getting Ready	10/06/2014	06/16/2017	\$7500	Title I Part A	Social Studies teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Structured Reading Block	Teachers will have a structured 90 minute reading block.	Curriculum Development	Tier 1	Implement	09/08/2015	06/16/2017	\$0	Interventionist, curriculum coordinator
Literacy Night	We will have student family engagement nights where parents learn strategies to assist their child with reading.	Parent Involvement	Tier 3	Implement	09/06/2016	06/30/2017	\$1500	Parent Services Coordinator, Teachers
Academic nights for Students and Parents	We will have academic events that focus on math instruction to reinforce concepts and assist parents in understanding math concepts	Parent Involvement	Tier 2	Implement	09/03/2014	06/16/2017	\$15000	Teachers, Academic Deans, Interventionist, Principal
Intervention Teachers	The reading intervention teachers will use data to select students to work with in small groups to ensure students are receiving instruction on specific standards. The interventionists will continually monitor the student's progress to assess growth and skills mastery.	Academic Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$130396	Principal, interventionist, curriculum coordinator
Time for Kids	Time for Kids will be used in the classroom for students to be able to read and respond.	Supplemental Materials	Tier 2	Getting Ready	10/06/2014	06/16/2017	\$7500	Social Studies teachers
Parent and Community Workshops	A series of workshops will be conducted for staff and parents. Staff will learn and share successful approaches to parent involvement and community engagement. Parents will learn how to help their child with assignments; interpret student grades and assessment results; access on-line student information and assistance; and become familiar with curriculum materials and resources	Parent Involvement			10/01/2013	06/16/2017	\$25000	Coordinator of Student and Parent Services School Director
Weekly Assembly Core Values Reading activities	Classes will read book on core values to present each week, on a rotation, at weekly assemblies.	Curriculum Development	Tier 3	Implement	09/06/2016	06/30/2017	\$3600	Reading Committee

Schoolwide Plan 2016-2017

Starr Detroit Academy

Science Content Writing	Teachers will implement Six-Traits and Writing Workshop strategies within the content of science. Students will be able to effectively write constructed response and a five paragraph research paper including citing sources as it relates to CCSS.	Direct Instruction	Tier 1	Implement	06/07/2016	06/16/2017	\$35000	Classroom teachers and science curriculum committee.
Common Reading Graphic Organizers	Teachers will use common grade level specific graphic organizers when analyzing text structures.	Academic Support Program	Tier 1	Implement	09/09/2016	06/16/2017	\$0	Teachers, Academic deans
Tutoring	Students will receive tutoring in math during and after school.	Academic Support Program	Tier 2	Implement	09/03/2014	06/16/2017	\$80000	Interventionist, Academic Deans, Teachers, Paraprofessionals, outside resources.
Science Explorations and Fair	Teachers will assist students in conducting and developing weekly hands-on science explorations and yearly science fair expectations. Students will utilize the scientific method to conduct research and prepare a science fair project.	Academic Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$1500	Science Committee, Classroom Teachers, Science Curriculum Committee
PTO - Parent Teachers Organization	The PTO works with the school staff and assists with in the implementation of Title I programs, plans, and activities. The PTO will serve as an advisory team for school improvement. The school parent liaison provides support and resources for monthly Parent Advisory Committee Meetings and helps to organize and implement activities that focus on strengthening linkages and connections between the school and the home. These activities include consulting and collaborating with parents regarding the Title I application, budget, evaluation, and other key components of the Title I program ; conducting school forums on issues and problems that may be affecting the school or classroom; conducting conference days for Title I parents during which parents can choose from workshop sessions on a variety of topics; schedule workshops that relate to current school, district or community "hot topics", such as social media, school safety; bullying, and sessions during which parents learn such things as how to help struggling learners , parenting tips; and accessing resources in the community.	Parent Involvement			09/30/2013	06/16/2017	\$25000	Coordinator of Student and Parent Services

Schoolwide Plan 2016-2017

Starr Detroit Academy

Summer School	Students will receive supplemental math instruction aimed at standards they've missed.	Academic Support Program	Tier 2	Monitor	07/06/2015	08/03/2017	\$213566	Administration
Journals	Writing Journals will be implemented at every grade level	Curriculum Development	Tier 1		09/03/2014	06/16/2017	\$12000	Teachers, Writing Committee.
Support existing partnerships	The Coordinator of Student and Parent Services, in collaboration with school leaders and stakeholders, will provide leadership and resources focused on supporting and sustaining existing partnerships. These partnerships include: Matrix Center; the Ravendale Community Organization; the Masons and others. The Community Liaison will collaborate with community organization leaders; help to determine and define unmet needs of the school community; plan and implement activities and direct resources to identified unmet needs. Subsequently the effectiveness of community partnerships will be assessed and changes and modifications made to improve the effectiveness collaborative programs and services.	Community Engagement			10/07/2013	06/16/2017	\$10000	Community Consultant
Parent Resource Room	A Parent Resource Room will be opened and operated for and by parents. The Parent Resource Room will provide an inviting and confidential atmosphere for parents, grandparents, step parents, and other caregivers who obtain information about school events, resources, encouragement in communicating, raising and interacting in a positive manner with their children. The Parent Resource Room will have a collection of current books on child issues and parenting topics, and also offer CD and DVD series designed for parents. The resources are free to check out, and parents may sit and enjoy the materials in the Parent Resource Room, or take them home. The Parent Resource Room will also also used for some activities including Small Groups and some Speaker Events. The Resource Room is will be equipped with audio/visual equipment and be open five days a week	Parent Involvement			07/01/2014	06/16/2017	\$5000	School Director Coordinator of Student and Parent Services

Other

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

Schoolwide Plan 2016-2017

Starr Detroit Academy

Writing Contests	We will participate in schoolwide Writing contests. This will encourage students to participate and improve their writing.	Curriculum Development	Tier 2	Implement	10/01/2014	06/01/2015	\$1500	Writing committee members, teachers
------------------	--	------------------------	--------	-----------	------------	------------	--------	-------------------------------------

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ST Math	Students use the ST Math and Think Through Math software program in classrooms as a center. In ST Math, students play visual math games designed to teach math concepts. Thanks to the homework feature, selected games are also available at home or on any other computer with Internet access. In addition to assigned games, students will always have access to the games already passed. Students are encouraged to play those games from home to review concepts and practice skills he or she has learned in ST Math.	Technology	Tier 3	Monitor	10/01/2014	06/16/2017	\$0	Classroom teachers and Academic deans to Monitor.
Writing Curriculum Committee	We will develop a standards based curricula using the resource, Being a Writer.	Curriculum Development	Tier 1		08/04/2014	06/16/2017	\$60000	Committee members, administration
Field Trips	Students will attend the Detroit Science Center for small group labs and activities to support classroom instruction and MStep preparation. Cranbrook Science Center will come to our school to conduct science labs and experiences to support classroom instruction and M-Step preparation. Students will attend the Detroit Zoo's Education Center for outside classroom instruction. These activities will be for all grade levels to connect science instruction to the real world.	Field Trip	Tier 1	Implement	09/06/2016	06/30/2017	\$6000	Classroom teachers, science committee members and science curriculum team.
Small Group and Guided Reading Strategies	Three Academic Deans will provide coaching to grade level teachers in their teaching and assessment of reading skills.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$180000	Academic Deans, Principal.

Title I Schoolwide

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

Schoolwide Plan 2016-2017

Starr Detroit Academy

Communication with the Home/Community	Staff and school leaders will utilize technology and other mediums to enhance communication with the students' home and with the community. A principal monthly newsletter will be used to inform the community and parents about school happenings with parent tips. Grade levels will send home a weekly classroom newsletter to inform parents of events and current objectives.	Community Engagemen nt	Tier 1		09/06/2016	06/30/2017	\$20000	Student & Parent Services Coordinator Attendance Officer- Parent Liaison
Develop a Teacher Leader Committee	Selected teachers and administration will attend summer training in circle of courage led by Starr Commonwealth. The teachers will give an overview of the training during the PD and throughout the school year.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/30/2017	\$125000	School Counselor, Social Worker, Teacher Leaders, Behavioral Team
Positive Youth Development	Staff, Parents and student representatives will participate in professional development series that focuses on goals, A Positive Youth Development program will be in place throughout the school year. A character virtue will be highlighted throughout each month during school assemblies and in classrooms by staff and administration.	Professiona l Learning, Behavioral Support Program	Tier 2	Implement	09/06/2016	06/30/2017	\$10000	All staff: Leadership team, classroom teachers, social workers and counselors and paraprofessionals..

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment and Implementation	PBIS Team conducts PBIS assessments; selects the areas and behaviors to be impacted by the PBIS system,, i.e., hallways,school bus travel; lunchrooms; classrooms; learning labs; daily attendance, discipline referrals, field trips, etc. The team initiates implementation of activities, monitors, and collaboratively determines with the staff system modifications, additions, and celebrations of success.	Behavioral Support Program, Other	Tier 1	Implement	09/06/2016	06/30/2017	\$0	PBIS Team - Dean of Students Parent and Family Services Coordinator
Writing Prompts	Quarterly writing prompts will be assigned across the district. Student responses will be chosen to read with announcements or at school assembly.	Curriculum Development	Tier 2	Implement	09/23/2014	06/16/2017	\$0	Teachers and administration. Writing committee members.

Schoolwide Plan 2016-2017

Starr Detroit Academy

Standardized Rubrics	We will use the rubrics from Being a Writer for writing assignments that are used across grade levels.	Curriculum Development		Implement	08/18/2014	06/16/2017	\$0	Writing Committee
Social Studies Informational Text Reading	Teachers will find, use, and document informational text social studies materials to reflect the State adopted curriculum.	Curriculum Development	Tier 1	Getting Ready	09/29/2014	06/16/2017	\$0	Social Studies teachers
Next Generation Standards	The Science Curriculum Committee will prepare and develop science units in compliance with the Next Generation Science Curriculum. Teachers will incorporate informational science text and materials to support the State adopted Next Generation curriculum. Teachers and science curriculum committee will assess all materials used throughout the school year to build NGSS curriculum units for all grade levels. Foss kits, Hands-On Explorations, Science Olympiad (6-8), will be utilized for classroom instruction. For informational reading, students will read Science Studies magazines and Science A-Z articles.	Curriculum Development	Tier 2	Implement	09/06/2016	06/30/2017	\$0	All classroom teacher and science curriculum committee.
Lesson Plan Monitoring	Teachers will be given a lesson plan format to follow that highlights the academic standards that will be taught. Lesson Plans will be due each week and monitored for quality and completion.	Curriculum Development	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Academic Deans, Principal and School Director.
Vocabulary and Word Walls	Teachers will create science specific word wall vocabulary lists to reflect the Next Generation Science Standards (K-5)	Curriculum Development	Tier 2	Implement	09/06/2016	06/16/2017	\$0	K-5 Classroom Teachers and Science Curriculum Committee.
Student Involvement	A Peer Counseling program will be maintained to promote health, well-being and safety of young people through peer education and referral. Male and female mentoring activities have been implemented are ongoing.. Students are trained to be helpers and listeners for their fellow students. Reading buddies, Girl Scouts, Boy Scouts, Be a friend first and Safety Patrol are student groups that keep students involved in maintaining a positive culture.	Behavioral Support Program			09/02/2014	06/30/2016	\$0	Counselor - PBIS Team Dean of Students Parent and Student Services Coordinator
Walkthroughs	The Academic Deans will use teach boost to provide feedback to teachers from their weekly walkthroughs. The Academic Deans will meet with teachers weekly to provide assistance in raising student achievement.	Walkthrough	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Academic Deans

Schoolwide Plan 2016-2017

Starr Detroit Academy

Social Studies Word Walls and Content Area Vocabulary Lists	Time will be provided during professional development to create grade level Social Studies Word Walls and Content Area Vocabulary Lists, focusing on the Common Core State curriculum.	Curriculum Development	Tier 2	Implement	09/06/2016	06/30/2017	\$0	K-5 Classroom teachers and Social Studies teachers
Formal Observations	Teachers will have scheduled formal observations to allow administration to monitor the delivery of instruction to ensure highly effective teaching strategies.	Walkthrough	Tier 2	Implement	09/06/2016	06/30/2017	\$0	Administration and Leadership Team

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PD on Assessment	Contract Professional Development from Outside sources to lead sessions on NWEA and Smarter Balance. Include sessions dealing with intervention and instructional strategies.	Professional Learning	Tier 1	Implement	09/02/2014	05/05/2017	\$14000	Title I Coordinator, Administration
Professional Development	Staff will participate in professional development that will focus on the goals, purposes, implementation and assessment of circle of courage.	Professional Learning, Behavioral Support Program	Tier 2		09/06/2016	06/30/2017	\$5000	Social Worker Counselor Teacher Leaders Character Education Liaison
Differentiated Instruction PD	Teachers will be provided with training on Differentiated Instruction.	Professional Learning	Tier 1	Implement	09/06/2016	06/30/2017	\$3600	Curriculum Coordinator, Interventionist
Close Reading Strategies	Teacher will be provided with training throughout the year on Close Reading.	Professional Learning	Tier 2	Implement	09/06/2016	06/30/2017	\$15000	Curriculum Coordinator, Close Reading Cohort of Teachers
Coach/Mentor	Develop schedule to allow for Biweekly Coach/Mentor observations and feedback sessions.	Teacher Collaboration	Tier 2	Implement	09/02/2014	06/16/2017	\$15000	Math Interventionist, Academic Deans, Mentors, Math Teachers

Schoolwide Plan 2016-2017

Starr Detroit Academy

Professional Learning Communities on Math	Teachers will first be taught the concept of Professional Learning communities (PLC) and then will meet as Math PLC's monthl.	Professional Learning	Tier 3	Getting Ready	09/02/2014	06/16/2017	\$800	Administrati on, Math Intervention ist, teachers
Setting Expectations	Staff and community stakeholders will collaboratively develop, disseminate information and implement activities that focus on academic and behavioral expectations for all. A word that is constantly tossed about in the world of education is expectations. We're told that teachers must have high expectations for all students. School boards, administrators, state education agencies, and legislators have high expectations for teachers. Parents and community members have all sorts of expectations for teachers and for students. Teachers have expectations of parents. And what about the students? They too have expectations of what will happen when they sit in a classroom and "live" in a school. There's little doubt that expectations are omnipresent and important. Therefore, conducted monthly will be assemblies, dramatic presentations, student demonstrations and other creative means of conveying school and community rules, and expectations.	Policy and Process	Tier 1	Implement	09/06/2016	06/30/2017	\$15000	School Director-Parent Liaison - Student & Parent Services Coordinator

Section 31a

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

Schoolwide Plan 2016-2017

Starr Detroit Academy

<p>Behavior Modification Activities</p>	<p>A team, comprised of the Social Worker, counselor and selected teacher-leaders, will be trained in behavior intervention and support. In turn, the staff along with selected parents and students participate in behavior intervention training sessions. The schools mission, vision and goals and purposes of behavior intervention are clearly communicated. Staff and the behavior intervention team will have opportunities to meet, to plan, to dialogue, to practice and implement the following activities:</p> <ol style="list-style-type: none"> 1) Color chart, Class Dojo, Passports 2) Expectation Matrix 3) Teacher led activities 4) Starbucks, House Points, Monthly Top Student Reward 5) Write-ups, Refocus Forms, Character Camp, In-School Suspension 6) Online Data Tracking System 7) Parent School Connection, Readmit meetings, PTO 8) Behavior Contract 9) Behavior Intervention Plan 10) Functional Behavioral Assessment 11) Teach Conflict Resolution, Coping, Relationship and Social Skills 12) Classroom Management Support 13) Alternatives to Suspension 	<p>Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/30/2017</p>	<p>\$3500</p>	<p>Classroom teachers, Behavior Support Team/ (Social worker/Counselor/Teacher-leader Student and Parent Services Coordinator Dean of Students</p>
---	---	--	---------------	------------------	-------------------	-------------------	---------------	--