

# **Schoolwide Plan**

**Starr Detroit Academy**

**Starr Detroit Academy**

Mr. Phillip Price, Director  
19360 HARPER AVE  
HARPER WOODS, MI 48225-2212

# TABLE OF CONTENTS

|   |    |
|---|----|
| Overview .....  | 1  |
| Goals Summary .....   | 2  |
| Goal 1: A supportive school climate and culture will be established and maintained at Starr Academy ..... | 3  |
| Goal 2: Parent and Community Involvement in the life of the school will be increased and sustained .....  | 6  |
| Goal 3: Students at SDA will become proficient in Mathematics .....                                       | 9  |
| Goal 4: All students at Starr Detroit Academy will become proficient in writing .....                     | 12 |
| Goal 5: Students at Starr Detroit Academy will become proficient in Reading .....                         | 14 |
| Goal 6: All students will become Proficient in Social Studies .....                                       | 17 |
| Goal 7: All students will become Proficient in Science .....  | 18 |
| Activity Summary by Funding Source .....  | 21 |

## Overview

### Plan Name

Schoolwide Plan

### Plan Description

## 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 established and maintained at Starr Academy | Objectives: 1<br>Strategies: 3<br>Activities: 8  | Organizational | \$175000      |
| 2 | Parent and Community Involvement in the life of the school will be increased and sustained  | Objectives: 1<br>Strategies: 2<br>Activities: 7  | Organizational | \$147204      |
| 3 | Students at SDA will become proficient in Mathematics.                                      | Objectives: 1<br>Strategies: 3<br>Activities: 7  | Academic       | \$338366      |
| 4 | All students at Starr Detroit Academy will become proficient in writing.                    | Objectives: 1<br>Strategies: 2<br>Activities: 6  | Academic       | \$264939      |
| 5 | Students at Starr Detroit Academy will become proficient in Reading.                        | Objectives: 1<br>Strategies: 3<br>Activities: 10 | Academic       | \$334096      |
| 6 | All students will become Proficient in Social Studies                                       | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Academic       | \$7500        |
| 7 | All students will become Proficient in Science  | Objectives: 1<br>Strategies: 2<br>Activities: 5  | Academic       | \$42500       |

# Goal 1: A supportive school climate and culture will be established and maintained at Starr 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 06/30/2016 as measured by attendance reports, incident reports, perception and school process data, teacher, parent and community and student survey.

## Strategy 1:

Behavioral Interventions and Supports - With assistance from the school counselor and school social worker and teacher leaders, a school wide approach to behavior intervention will be implemented . The behavior intervention program will include a system of supports for teaching social, emotional and behavioral skills in school. A common set of expectations will e defined and applied to each setting within the school (i.e., hallways, playgrounds, lunchroom, etc.) Trained teacher leaders, with the aid of the school counselor and social worker, will manage theschoolwide 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 a regular; 7) and frequent methods for involving families and communities.

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:

| Activity - Training in behavior intervention and support  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------|------|-------|------------|------------|-------------------|---------------------|--|
| 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 strategies with fidelity. | Professional Learning |      |       | 01/15/2013 | 06/30/2014 | \$0               | No Funding Required | Behavior Support Team/ (Social worker/Counselor/Teacher-leader Student and Parent Services Coordinator |

## Schoolwide Plan

Starr Detroit Academy

| Activity - Assessment and Implementation  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible     |
|---|----------------------------|------|-------|------------|------------|-------------------|---------------------|-----------------------|
| 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 | Other                      |      |       | 04/01/2013 | 05/30/2014 | \$0               | No Funding Required | PBIS Team - Principal |
| Activity - Student Involvement  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible     |
| A Peer Counseling program will be established that promotes health, well-being and safety of young people through peer education and referral. Male and female mentoring activities will implemented. Students will be trained to be helpers and listeners for their fellow students.   | Behavioral Support Program |      |       | 09/02/2013 | 06/30/2014 | \$0               | No Funding Required | Counselor - PBIS Team |

### Strategy 2:

Character Education - The intent of this strategy is to create a total school culture in which all people in the school treat one another with kindness and respect. A Study Group will be organized. The Study Group will select a character education program that focuses traits identified by the state of Michigan as contributing to student learning as well as the health and well being of students. A plan that includes goals, a scope and sequence and activities for a K-6 Character Ed will be developed. The plan and recommendations for implementation will be introduced to the staff. Training for staff and students will be conducted prior to implementation. 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:

| Activity - Organize a Study Group   | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|----------------------------|------|-------|------------|------------|-------------------|--------------------|---|
| A representative Study Group comprised of teachers, social worker, counselor, school leaders, parents and community stakeholders will be organized to identify the program and approach to character education to be used at SDA. The Michigan Model will be used as a resource. Goals will be set and principles to be stressed will be identified. Recommendations for whole-school character ed activities will be developed. The plan will be introduce to staff and students for input and approval. A Character Education Liaison will be identified. | Behavioral Support Program |      |       | 07/02/2014 | 06/30/2016 | \$125000          | Title I Schoolwide | School Director<br>School Assistant<br>Principal<br>Character Education Liaison |

## Schoolwide Plan

Starr Detroit Academy

| Activity - Professional Development   | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|-----------------------|------|-------|------------|------------|-------------------|--------------------|---|
| Staff, Parents and student representatives will participate in professional development series that focuses on goals, purposes, implementation and assessment of an effective character education program. Staff will have opportunities to select materials, pilot activities, pilot activities, share outcomes and modify the school-wide plan prior to implementation. | Professional Learning |      |       | 10/01/2014 | 08/12/2016 | \$10000           | Title I Schoolwide | Character Education Liaison<br>- School Director<br>- School Assistant Director |

| Activity - Student-Centered Character-building  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Teacher - leaders will be trained in implementing student - centered activities that address bullying, violence, use of profanity. Teachers, with the aid of the counselor, the social worker and consultants, develop lesson plans that focus on positive character traits. In turn students learn to build respect, trust, responsibility, trustworthiness, etc. and learn conflict resolution skills. With support from the social worker, teachers and counselor, students design and implement activities for their fellow students. | Behavioral Support Program |      |       | 08/05/2013 | 08/05/2016 | \$5000            | Title II Part A   | Social Worker<br>Counselor<br>Teacher<br>Leaders<br>Character Education Liaison |

### Strategy 3:

Collaboration and communication - There will be continuing, collaborative focus on school climate and culture. Efforts will be devoted to building a shared vision and responsibility for school achievement among students, staff and community stakeholders. The established mission, vision and goals of the school will be clearly communicated to the the school community utilizing a variety of communication devices and resources. The strategy entails engagement of every member of the school community in the promotion of personal safety and security on school grounds and a supportive and nurturing environment for learning. A priority will be placed on implementation of activities that aid in helping all students feel they belong; that they are and valued that all students are physically and emotionally safe. 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:

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

## Schoolwide Plan

Starr Detroit Academy

|  |                      |             |              |                   |                 |                          |                          |  |
|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Staff and school leaders will utilize technology and other mediums to enhance communication and contact with students' home and with community stakeholders. The Automatic Dialer will be used to notify parents of their child's absence or tardiness. A monthly newsletter will be used to inform community and parents about school happenings and celebrations; student awards and achievements, announcements and meeting schedules; parenting tips and community events  | Communication        |             |              | 10/15/2013        | 08/19/2016      | \$20000                  | Title I Schoolwide       | Student & Parent Services Coordinator<br>Attendance Officer-<br>Parent Liaison |
| <b>Activity - Setting Expectations</b>   | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| 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   |             |              | 07/06/2014        | 08/12/2016      | \$15000                  | Title II Part A          | School Director-<br>Parent Liaison -<br>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

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;



## Schoolwide Plan

Starr Detroit Academy

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:

| 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 | 06/30/2016 | \$25000           | Title I Part A    | Coordinator of Student and Parent Services<br>School Director |

| Activity - Title I Parent Advisory Committee  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|---|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| The Title I Advisory committee works with the school staff and assists with in the implementation of Title I programs, plans, and activities. 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 | 06/30/2016 | \$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

Starr Detroit Academy

|  |                    |  |  |            |            |        |                |   |
|--|--------------------|--|--|------------|------------|--------|----------------|---|
| 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 be 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 | 06/30/2016 | \$5000 | Title I Part A | School Director<br>Coordinator of Student and Parent Services |
|--|--------------------|--|--|------------|------------|--------|----------------|---|

| Activity - Parent Services Coordinator   | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| A Parent Services coordinator will provide support services to students and Parents. | Parent Involvement | Tier 1 | Getting Ready | 09/01/2014 | 06/01/2015 | \$36204           | Title I Part A    | Principal         |

| Activity - Compliance  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------------------|
| A school improvement consultant and supervisor of compliance will be in place to make sure all title regulations and school improvement tasks are completed. | Policy and Process | Tier 3 | Implement | 09/03/2014 | 06/26/2015 | \$45000           | Title I Part A    | Management company and Principal |

### Strategy 2:

Community Partnerships - A Student and Parent Services Coordinator will be identified 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.

Research Cited: School community partnerships have the ability to weave together 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 |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |

## Schoolwide Plan

Starr Detroit Academy

|   |                      |             |              |                   |                 |                          |                          |   |
|---|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| 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        | 08/30/2016      | \$10000                  | Title I Part A           | School Director<br>Coordinator of Student and Parent Services |
| <b>Activity - Develop new community partnerships</b>  | <b>Activity Type</b> | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                      |
| The Coordinator of Student and Parent Services, in collaboration with school community stakeholders, will work to identify and gain commitments from new partners that will lead to increased support and assistance for learning; addressing barriers to learning, and generating new approaches to strengthen family, school, and community. The Student and Parent Coordinator will also collaborate with community organization leaders in determining and defining unmet needs of the school community; and subsequently plan collaboratively to implement activities and direct resources to the identified unmet needs.  | Community Engagement |             |              | 04/01/2014        | 06/30/2016      | \$1000                   | Title I Part A           | Coordinator of Student and Parent Services                    |

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

### Measurable Objective 1:

A 10% increase of All 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

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 | 05/01/2015 | \$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 | 06/02/2015 | \$15000           | Title II Part A   | Coaches, Mentors, Math Teachers |

| 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 every other week during planning time. | Professional Learning | Tier 3 | Getting Ready | 09/02/2014 | 06/01/2015 | \$800             | Title II Part A   | Administration, teachers |

**Strategy 2:**

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

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 disadvantaged 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 | 07/30/2015 | \$213566          | Title I Part A    | Administration    |

| Activity - Tutoring   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Students will receive tutoring in math during and after school. | Academic Support Program | Tier 2 | Implement | 09/03/2014 | 05/26/2015 | \$80000           | Title I Part A    | Principal         |

| 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 | 05/01/2015 | \$15000           | Title I Part A    | Parent Coordinator |

**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.

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 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 | 06/12/2015 | \$0 | General Fund | Classroom teachers and Academic deans to Monitor. |
|--|------------|--------|---------|------------|------------|-----|--------------|---|

## **Goal 4: All students at Starr Detroit Academy will become proficient in writing.**

### **Measurable Objective 1:**

5% of All 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.

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

## Schoolwide Plan

Starr Detroit Academy

| Activity - Writing Curriculum Committee   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                 |
|---|------------------------|--------|-----------|------------|------------|-------------------|---------------------|-----------------------------------|
| We will create a writing committee to develop and evaluate standards based curricula for Starr Detroit Academy. | Curriculum Development | Tier 1 |           | 08/04/2014 | 09/30/2014 | \$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 have standardized rubrics for writing assignments that are used across grade levels.                    | Curriculum Development |        | Implement | 08/18/2014 | 06/19/2015 | \$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 | 06/19/2015 | \$12000           | Title I Part A      | Teachers, Writing Committee.      |

### Strategy 2:

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

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                                       |
|--|------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| Monthly writing prompts will be assigned across the district. Student responses will be chosen to read with announcements. | Curriculum Development | Tier 2 | Implement | 09/23/2014 | 06/15/2015 | \$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 |

| Activity - Paraprofessionals  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|-------------------|
| Paraprofessionals will assist students by providing push in/pull out services in Reading, Writing and Math. | Academic Support Program | Tier 1 | Monitor | 09/03/2014 | 06/19/2015 | \$191439          | Other             | Principal         |

## Goal 5: Students at Starr Detroit Academy will become proficient in Reading.

### Measurable Objective 1:

10% of All 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 performance.

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 |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## Schoolwide Plan

Starr Detroit Academy

|  |                       |        |           |            |            |                   |                   |  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will be provided with training on Differentiated Instruction.   | Professional Learning | Tier 1 | Implement | 11/04/2014 | 03/03/2015 | \$3600            | Title II Part A   | Curriculum Coordinator                             |
| Activity - Reading Mastery Professional Development  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
| Carolyn Schneider will provide ongoing coaching and professional development to new and returning teachers in the area of Reading Mastery. | Professional Learning | Tier 2 | Monitor   | 08/04/2014 | 04/24/2015 | \$15000           | Title II Part A   | Curriculum Coordinator                             |
| Activity - Coaching of teachers in reading by Academic Deans   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
| Three Academic deans will be hired to coach grade level teachers in their teaching and assessment of reading skills.                       | Professional Learning | Tier 1 | Implement | 08/04/2014 | 06/19/2015 | \$180000          | General Fund      | Principal, School Director and Management Company. |

### Strategy 2:

Monitoring the implementation of core curriculum standards - Academic Deans will be assigned to teachers to Monitor lesson plans and teachers to ensure core Reading standards are being taught in the classroom.

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.

## Schoolwide Plan

Starr Detroit Academy

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 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 standard that will be taught. Lesson Plans will be due each week and monitored for quality and completion. | Curriculum Development | Tier 2 | Implement | 09/03/2014 | 06/05/2015 | \$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 |
|--|---------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use teach boost to do weekly walkthroughs and meet with teachers to provide assistance in raising achievement. | Walkthrough   | Tier 2 | Implement | 09/03/2014 | 06/12/2015 | \$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 and to ensure the teaching of standards. | Walkthrough   | Tier 2 | Implement | 11/03/2014 | 05/30/2015 | \$0               | No Funding Required | Administration    |

| Activity - Intervention Teacher   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| 2 Intervention teachers will work with students and Data to ensure students are receiving instruction on Standards and that progress is being achieved. | Academic Support Program | Tier 2 | Implement | 09/01/2014 | 06/19/2015 | \$130396          | Title I Part A    | Principal         |

### Strategy 3:

Student/Family Engagement - Families will carry on and enforce the practice and love of reading through reading logs, Parent nights and celebrations.

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 - Reading Logs  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                      |
|--|------------------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| Teachers will require students to complete reading logs to ensure they are reading at home.  | Supplemental Materials |        | Implement | 09/03/2014 | 06/05/2015 | \$0               | No Funding Required | Teachers                               |
| Activity - Parent Reading Nights   | 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 help students read. We will also provide access to library cards for families. | Parent Involvement     | Tier 3 | Implement | 09/03/2014 | 06/01/2015 | \$1500            | Title I Part A      | parent Services Coordinator , Teachers |
| Activity - Reading Celebrations  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                      |
| We will have monthly celebrations of Authors that encourage students to be excited about reading.  | Curriculum Development | Tier 3 | Implement | 09/03/2014 | 06/12/2015 | \$3600            | Title I Part A      | Reading Committee                      |

## Goal 6: All students will become Proficient in Social Studies

### Measurable Objective 1:

A 10% increase of All 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 increase informational Social Studies text to reflect the State adopted standards. literacy and teaching consultants will share and model Social Studies informational text lessons and materials that can be incorporated. Teachers will attend State Conferences and PD to learn about newest best practices and find resources that will address increased demands of the State adopted standards. Teachers will share and

document informational text Social Studies materials that are used throughout the school year.

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       |
|--|------------------------|--------|---------------|------------|------------|-------------------|---------------------|-------------------------|
| 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 | 06/05/2015 | \$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       |
|--|------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------------|
| PD time allotted to produce grade level Social Studies Word Walls and Content Area Vocabulary Lists, focusing on State adopted curriculum. | Curriculum Development | Tier 2 | Implement | 09/29/2014 | 06/05/2015 | \$0               | No Funding Required | 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 | 06/05/2015 | \$7500            | Title I Part A    | Social Studies teachers |

## Goal 7: All students will become Proficient in Science

### Measurable Objective 1:

10% of All Students will demonstrate a proficiency of core objectives in Science by 06/01/2015 as measured by NWEA, curriculum based and State Assessments.

### Strategy 1:

Connecting Science to the real world - Students will participate in projects that give a real world view of 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 Fair                                       | Activity Type    | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------|
| Implement the Science fair expectations for all grade levels. | Extra Curricular | Tier 1 | Implement | 10/01/2014 | 06/01/2015 | \$1500            | Title I Part A    | Science Committee |

| Activity - After School Program   | Activity Type    | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---|------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Science will continue to be incorporated into an afterschool science class that connects Science to the real world. | Extra Curricular | Tier 2 | Monitor | 09/29/2014 | 05/29/2015 | \$6000            | General Fund      | After School Coordinator, Science Committee members, |

**Strategy 2:**

Science Informational Reading - All classroom teachers will incorporate informational Science text to reflect the State adopted standards. Char-Em literacy, science, and teaching consultants will share and model Science informational text lessons and materials that can be incorporated into the State newly released and adopted next generation Science curriculum. Teachers will attend State Conferences and Char-Em PD to learn about newest best practices and find resources that will address increased demands of the State adopted standards. Teachers will share and document informational text Science materials that are used throughout the school year. 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 |
|---|------------------------|--------|-----------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will incorporate informational text science materials to reflect the State adopted Next Generation curriculum. Teachers will document all materials used throughout the school year. | Curriculum Development | Tier 2 | Implement | 09/29/2014 | 06/12/2015 | \$0               | No Funding Required | Science teachers  |

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

**Schoolwide Plan**

Starr Detroit Academy

|  |                        |             |              |                   |                 |                          |                          |                          |
|--|------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Teacher will create Science specific Word Wall lists and Science Vocabulary list to reflect the Next Generation Science standards. | Curriculum Development | Tier 2      | Implement    | 10/01/2014        | 06/05/2015      | \$0                      | No Funding Required      | Science Teachers         |
| <b>Activity - STEM ELECTIVE</b>  | <b>Activity Type</b>   | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
| Add a stem elective to the daily schedule to ensure students are receiving science, technology and Math skills.                    | Curriculum Development | Tier 1      | Implement    | 09/03/2014        | 06/19/2015      | \$35000                  | Title I Part A           | Curriculum Director      |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name   | Activity Description   | Activity Type              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible                              |
|---|--|----------------------------|--------|---------------|------------|------------|-------------------|--|
| Student Involvement   | A Peer Counseling program will be established that promotes health, well-being and safety of young people through peer education and referral. Male and female mentoring activities will be implemented. Students will be trained to be helpers and listeners for their fellow students. | Behavioral Support Program |        |               | 09/02/2013 | 06/30/2014 | \$0               | Counselor - PBIS Team                          |
| 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 | 06/05/2015 | \$0               | Social Studies teachers                        |
| Vocabulary and Word Walls                                   | Teacher will create Science specific Word Wall lists and Science Vocabulary list to reflect the Next Generation Science standards.   | Curriculum Development     | Tier 2 | Implement     | 10/01/2014 | 06/05/2015 | \$0               | Science Teachers                               |
| Social Studies Word Walls and Content Area Vocabulary Lists | PD time allotted to produce grade level Social Studies Word Walls and Content Area Vocabulary Lists, focusing on State adopted curriculum.   | Curriculum Development     | Tier 2 | Implement     | 09/29/2014 | 06/05/2015 | \$0               | Social Studies teachers                        |
| Next Generation Standards                                   | Teachers will incorporate informational text science materials to reflect the State adopted Next Generation curriculum. Teachers will document all materials used throughout the school year.  | Curriculum Development     | Tier 2 | Implement     | 09/29/2014 | 06/12/2015 | \$0               | Science teachers                               |
| Formal Observations   | Teachers will have scheduled formal observations to allow administration to monitor the delivery of instruction and to ensure the teaching of standards.   | Walkthrough                | Tier 2 | Implement     | 11/03/2014 | 05/30/2015 | \$0               | Administration                                 |
| Walkthroughs  | Teachers will use teach boost to do weekly walkthroughs and meet with teachers to provide assistance in raising achievement.   | Walkthrough                | Tier 2 | Implement     | 09/03/2014 | 06/12/2015 | \$0               | Academic deans                                 |
| Lesson Plan Monitoring                                      | Teachers will be given a lesson plan format to follow that highlights the academic standard that will be taught. Lesson Plans will be due each week and monitored for quality and completion.  | Curriculum Development     | Tier 2 | Implement     | 09/03/2014 | 06/05/2015 | \$0               | Academic Deans, Principal and School Director. |
| Reading Logs  | Teachers will require students to complete reading logs to ensure they are reading at home.  | Supplemental Materials     |        | Implement     | 09/03/2014 | 06/05/2015 | \$0               | Teachers                                       |

## Schoolwide Plan

Starr Detroit Academy

|   |   |                        |        |           |            |            |     |  |
|---|---|------------------------|--------|-----------|------------|------------|-----|--|
| Writing Prompts                               | Monthly writing prompts will be assigned across the district. Student responses will be chosen to read with announcements.  | Curriculum Development | Tier 2 | Implement | 09/23/2014 | 06/15/2015 | \$0 | Teachers and administration. Writing committee members.  |
| Standardized Rubrics                          | We will have standardized rubrics for writing assignments that are used across grade levels.  | Curriculum Development |        | Implement | 08/18/2014 | 06/19/2015 | \$0 | Writing Committee  |
| 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   | Other                  |        |           | 04/01/2013 | 05/30/2014 | \$0 | PBIS Team - Principal  |
| Training in behavior intervention and support | 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 strategies with fidelity. | Professional Learning  |        |           | 01/15/2013 | 06/30/2014 | \$0 | Behavior Support Team/ (Social worker/Counselor/Teacher-leader Student and Parent Services Coordinator |

### Title I Part A

| Activity Name                            | Activity Description  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible            |
|--|---|--------------------------|--------|---------------|------------|------------|-------------------|------------------------------|
| 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 | 05/01/2015 | \$15000           | Parent Coordinator           |
| Summer School                            | Students will receive supplemental math instruction aimed at standards they've missed.  | Academic Support Program | Tier 2 | Monitor       | 07/06/2015 | 07/30/2015 | \$213566          | Administration               |
| Journals                                 | Writing Journals will be implemented at every grade level   | Curriculum Development   | Tier 1 |               | 09/03/2014 | 06/19/2015 | \$12000           | Teachers, Writing Committee. |
| Parent Services Coordinator              | A Parent Services coordinator will provide support services to students and Parents.  | Parent Involvement       | Tier 1 | Getting Ready | 09/01/2014 | 06/01/2015 | \$36204           | Principal                    |



## Schoolwide Plan

Starr Detroit Academy

|                                    |   |                          |        |           |            |            |         |   |
|------------------------------------|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Tutoring                           | Students will receive tutoring in math during and after school.   | Academic Support Program | Tier 2 | Implement | 09/03/2014 | 05/26/2015 | \$80000 | Principal   |
| Parent Reading Nights              | We will have student family engagement nights where parents learn strategies to help students read. We will also provide access to library cards for families.  | Parent Involvement       | Tier 3 | Implement | 09/03/2014 | 06/01/2015 | \$1500  | parent Services Coordinator, Teachers                         |
| 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 | 08/30/2016 | \$10000 | School Director<br>Coordinator of Student and Parent Services |
| Reading Celebrations               | We will have monthly celebrations of Authors that encourage students to be excited about reading.   | Curriculum Development   | Tier 3 | Implement | 09/03/2014 | 06/12/2015 | \$3600  | Reading Committee   |
| Develop new community partnerships | The Coordinator of Student and Parent Services, in collaboration with school community stakeholders, will work to identify and gain commitments from new partners that will lead to increased support and assistance for learning; addressing barriers to learning, and generating new approaches to strengthen family, school, and community. The Student and Parent Coordinator will also collaborate with community organization leaders in determining and defining unmet needs of the school community; and subsequently plan collaboratively to implement activities and direct resources to the identified unmet needs.  | Community Engagement     |        |           | 04/01/2014 | 06/30/2016 | \$1000  | Coordinator of Student and Parent Services                    |
| Compliance                         | A school improvement consultant and supervisor of compliance will be in place to make sure all title regulations and school improvement tasks are completed.  | Policy and Process       | Tier 3 | Implement | 09/03/2014 | 06/26/2015 | \$45000 | Management company and Principal                              |

**Schoolwide Plan**

Starr Detroit Academy

|                                   |   |                          |        |               |            |            |          |   |
|-----------------------------------|---|--------------------------|--------|---------------|------------|------------|----------|---|
| Title I Parent Advisory Committee | The Title I Advisory committee works with the school staff and assists with in the implementation of Title I programs, plans, and activities. 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 | 06/30/2016 | \$25000  | Coordinator of Student and Parent Services                    |
| STEM ELECTIVE                     | Add a stem elective to the daily schedule to ensure students are receiving science, technology and Math skills.   | Curriculum Development   | Tier 1 | Implement     | 09/03/2014 | 06/19/2015 | \$35000  | Curriculum Director   |
| 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 | 06/05/2015 | \$7500   | Social Studies teachers                                       |
| Intervention Teacher              | 2 Intervention teachers will work with students and Data to ensure students are receiving instruction on Standards and that progress is being achieved.   | Academic Support Program | Tier 2 | Implement     | 09/01/2014 | 06/19/2015 | \$130396 | Principal   |
| 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 | 06/30/2016 | \$25000  | Coordinator of Student and Parent Services<br>School Director |

## Schoolwide Plan

Starr Detroit Academy

|                      |  |                    |        |           |            |            |        |   |
|----------------------|--|--------------------|--------|-----------|------------|------------|--------|---|
| 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 be 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 | 06/30/2016 | \$5000 | School Director<br>Coordinator of Student and Parent Services |
| Science Fair         | Implement the Science fair expectations for all grade levels.  | Extra Curricular   | Tier 1 | Implement | 10/01/2014 | 06/01/2015 | \$1500 | Science Committee   |

### Title I Schoolwide

| Activity Name            | Activity Description  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|---|----------------------------|------|-------|------------|------------|-------------------|---|
| Professional Development | Staff, Parents and student representatives will participate in professional development series that focuses on goals, purposes, implementation and assessment of an effective character education program. Staff will have opportunities to select materials, pilot activities, pilot activities, share outcomes and modify the school-wide plan prior to implementation.   | Professional Learning      |      |       | 10/01/2014 | 08/12/2016 | \$10000           | Character Education Liaison<br>- School Director<br>- School Assistant Director |
| Organize a Study Group   | A representative Study Group comprised of teachers, social worker, counselor, school leaders, parents and community stakeholders will be organized to identify the program and approach to character education to be used at SDA. The Michigan Model will be used as a resource. Goals will be set and principles to be stressed will be identified. Recommendations for whole-school character ed activities will be developed. The plan will be introduce to staff and students for input and approval. A Character Education Liaison will be identified. | Behavioral Support Program |      |       | 07/02/2014 | 06/30/2016 | \$125000          | School Director<br>School Assistant<br>Principal<br>Character Education Liaison |

## Schoolwide Plan

Starr Detroit Academy

|                                       |   |               |  |  |            |            |         |  |
|---------------------------------------|---|---------------|--|--|------------|------------|---------|--|
| Communication with the Home/Community | Staff and school leaders will utilize technology and other mediums to enhance communication and contact with students' home and with community stakeholders. The Automatic Dialer will be used to notify parents of their child's absence or tardiness. A monthly newsletter will be used to inform community and parents about school happenings and celebrations; student awards and achievements, announcements and meeting schedules; parenting tips and community events | Communication |  |  | 10/15/2013 | 08/19/2016 | \$20000 | Student & Parent Services Coordinator<br>Attendance Officer-Parent Liaison |
|---------------------------------------|---|---------------|--|--|------------|------------|---------|--|

### Title II Part A

| Activity Name                             | Activity Description  | Activity Type              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|---|----------------------------|--------|---------------|------------|------------|-------------------|--|
| Coach/Mentor                              | Develop schedule to allow for Biweekly Coach/Mentor observations and feedback sessions.   | Teacher Collaboration      | Tier 2 | Implement     | 09/02/2014 | 06/02/2015 | \$15000           | Coaches, Mentors, Math Teachers  |
| Student-Centered Character-building       | Teacher - leaders will be trained in implementing student - centered activities that address bullying, violence, use of profanity. Teachers, with the aid of the counselor, the social worker and consultants, develop lesson plans that focus on positive character traits. In turn students learn to build respect, trust, responsibility, trustworthiness, etc. and learn conflict resolution skills. With support from the social worker, teachers and counselor, students design and implement activities for their fellow students. | Behavioral Support Program |        |               | 08/05/2013 | 08/05/2016 | \$5000            | Social Worker<br>Counselor<br>Teacher<br>Leaders<br>Character Education<br>Liaison |
| Differentiated Instruction PD             | Teachers will be provided with training on Differentiated Instruction.  | Professional Learning      | Tier 1 | Implement     | 11/04/2014 | 03/03/2015 | \$3600            | Curriculum Coordinator   |
| 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 every other week during planning time.  | Professional Learning      | Tier 3 | Getting Ready | 09/02/2014 | 06/01/2015 | \$800             | Administration, teachers   |
| Reading Mastery Professional Development  | Carolyn Schneider will provide ongoing coaching and professional development to new and returning teachers in the area of Reading Mastery.  | Professional Learning      | Tier 2 | Monitor       | 08/04/2014 | 04/24/2015 | \$15000           | Curriculum Coordinator   |
| 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 | 05/01/2015 | \$14000           | Title I Coordinator, Administration  |

## Schoolwide Plan

Starr Detroit Academy

|                      |  |                    |  |  |            |            |         |  |
|----------------------|--|--------------------|--|--|------------|------------|---------|--|
| 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 |  |  | 07/06/2014 | 08/12/2016 | \$15000 | School Director-Parent Liaison - Student & Parent Services Coordinator |
|----------------------|--|--------------------|--|--|------------|------------|---------|--|

### General Fund

| Activity Name                                     | Activity Description   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                    |
|---|--|------------------------|--------|-----------|------------|------------|-------------------|--|
| After School Program                              | Science will continue to be incorporated into an afterschool science class that connects Science to the real world.  | Extra Curricular       | Tier 2 | Monitor   | 09/29/2014 | 05/29/2015 | \$6000            | After School Coordinator, Science Committee members, |
| Writing Curriculum Committee                      | We will create a writing committee to develop and evaluate standards based curricula for Starr Detroit Academy.      | Curriculum Development | Tier 1 |           | 08/04/2014 | 09/30/2014 | \$60000           | Committee members, administration                    |
| Coaching of teachers in reading by Academic Deans | Three Academic deans will be hired to coach grade level teachers in their teaching and assessment of reading skills. | Professional Learning  | Tier 1 | Implement | 08/04/2014 | 06/19/2015 | \$180000          | Principal, School Director and Management Company.   |

**Schoolwide Plan**

Starr Detroit Academy

|         |  |            |        |         |            |            |     |   |
|---------|--|------------|--------|---------|------------|------------|-----|---|
| ST Math | Students use the ST 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 | 06/12/2015 | \$0 | Classroom teachers and Academic deans to Monitor. |
|---------|--|------------|--------|---------|------------|------------|-----|---|

**Other**

| Activity Name     | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                   |
|-------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------------------------|
| Paraprofessionals | Paraprofessionals will assist students by providing push in/pull out services in Reading, Writing and Math.                | Academic Support Program | Tier 1 | Monitor   | 09/03/2014 | 06/19/2015 | \$191439          | Principal                           |
| 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 |