



Single Building District Improvement Plan

Detroit Premier Academy

Detroit Premier Academy

Mr. James Kinsey
7781 Asbury Park
Detroit, MI

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

We are proud to serve the Joy-Southfield Community on Detroit's west side. Our community has many promising features, such as the Boys' and Girls' Club, places of worship, new housing developments, and a new Go Green Economic Plan through Wayne State University. Our school is located on Asbury Park and Tireman just east of the Southfield Freeway. We are fortunate to be located less than one block away from a new, beautiful Boys' and Girls' Club. Many of our students utilize the club for after-school and summer programs and care. It is a wonderful resource to our school and the families in which we serve. In addition, our neighborhood has been selected to build a new downtown area and economic plan from Wayne State University. We are hopeful about these new plans.

Although there are many inspiring aspects to our community, there are some challenges too. Unfortunately, we have many abandoned houses and buildings directly surrounding our school and within our neighborhood. A high number of families living under the poverty line in regards to household income increase challenges for our school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: To better educate more children

Mission Statement: The mission of Detroit Premier Academy is to promote academic excellence through a rigorous instructional program, parental involvement and a well-trained staff.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Science proficiency increased from 0% to 4% in seventh grade.

- We attribute this increase to intentional planning and alignment to state standards. Although it is an increase, it is very small, so we are creating a science and social studies plan for K-8, which will strategically target some focus units at each grade-level. Vertical alignment teams will be formed to collaborate between grade levels, create benchmark assessments, and to analyze data.

College Readiness has increased in fifth grade math and second, third, seventh, and eighth grade reading. Making Necessary Growth has increased in kindergarten math and reading and fourth, fifth, and eighth grade reading.

- We attribute these increases to new curricular tools, returning/highly skilled teachers in the grade/content areas, and strategic data usage to plan individualized instruction.

- New curricular tools were implemented with fidelity in the specific grades

- Teachers with a strong literacy background taught at those grade levels

Detroit Premier has significantly decreased out of school suspensions

- Implementing alternatives to suspension

- Creating collaborative positive intervention plans/BCAPs to improve students with chronic misbehavior.

- Consistently implementing the color system school-wide

- Scholar dollar tracking and school store

- All-star notes and blue/red notes

- Level 5 referral system revised

- Consistent use of student planners 2-8

Areas of improvement include:

- MSTEP proficiency in all grades and subjects. MSTEP is a new assessment based on the Common Core State Standards. The CCSS has brought our school new challenges, because it is a very rigorous, higher-level thinking, and writing based assessment. In order to increase proficiency and growth on this test, we are working to make many changes instructionally.

o Plan

Implement writing across the content areas with a focus on the MSTEP writing rubric and constructed responses

Utilize Crosswalk documents to create and modify year-long curriculum plans

Implement and analyze the interim assessments which are aligned with state testing

Focus on Literacy: If students reading abilities are strong and the foundations of literacy are met, then all subjects should increase.

Fluency Fridays

Math Committee: Implementing iReady and math drill competitions, math night & planning math PDs

Reading Committee: Implementing AR school-wide, implementing incentives for AR, and Reading Night.

New curricular tools which are aligned with the CCSS

Performance Coach and Ready Common Core materials will be utilized regularly in instruction and assessment

Unit/Vertical alignment in science and social studies

- NWEA PGA and MAP growth: Over the past 3 years, our growth percentages have decreased in many areas.

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o Plan

Create daily math and reading workshops off of students NWEA strand objectives

Rotate focus strand every two weeks

Triangulate lesson plans around the curricular tool, MSTEP and NWEA data

Utilize interventionists to track student data

- Fluency

- Sight words

- Math facts

- NWEA skills

Teacher Turnover and Novice Teachers are a constant constraint or challenge at Detroit Premier.

- Over the past year, we have solidified our homeroom teaching staff.

o Core content areas and elementary grades have been fully staffed this school year, except for 7th grade. This is a huge improvement.

Plan

- Continue to boost morale through affirmations, High Five System, Dean notes, public affirmations, and shout outs

- More collaborative meetings

- Solicit feedback from the staff on a regular basis around school improvement efforts

- School Improvement Committees

- Ongoing and personalized PD for staff

School Improvement Committees were revised this year. We believe engaging the staff through specific improvement goals and initiatives will help improve all areas of our school.

For the 2015-2016 school-year, Detroit Premier has made the Essential 11 a large part of our professional development and professional learning communities.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

- The school ensures that a variety of stakeholders are part of the development of the SIP. All stakeholders are encouraged to participate in the school improvement process by attending SIP meetings both during the regular school day and in the evenings, as well as providing feedback through written surveys. Roles of each stakeholder and the process are discussed in detail at the initial SIP meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

- Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.

- Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.

- Board members - School improvement components are reviewed during the board meeting, to ensure that they have an opportunity to evaluate programs and provide input for the following school year.

- Students do not participate on the planning team as the school serves students in grades K-8.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

- The final improvement plan is shared with staff, parents, and the Board each year in the spring during stakeholder meetings. Additionally, the plan is reviewed at the beginning of each school year during stakeholder meetings with parents and staff. Then, the Committee meets regularly throughout the school year to monitor and evaluate the plan and updates are shared on a regular basis.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

There have been a few fluctuations in the total enrollment numbers since 13-14, with a slight increase in 14-15 and another slight decrease in 15-16, leaving the total enrollment roughly the same in 15-16 (724) as it was in 13-14 (728). The majority of students are comprised of one ethnicity, with Black or African American students as 95% of the student population, which is similar to previous years. Only 1% of the student population are EL students, also similar to previous years. There is a significant portion of the student population that qualify for Free (93%) or Reduced (1%) Lunch in 15-16, which is a slight decrease from 95% in 13-14. The percentage of IEP students has increased from 3% of the student population in 13-14 to 9% of the population in both 14-15 and 15-16.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

As of 10/23/15 the Average Daily Attendance rate has increased by 4.3% from the 14-15 year, however overall the Average Daily Attendance has experienced a slight decrease every year since 12-13 (92.3% in 12-13 compared to 90.9% in 14-15).

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The number of In School Suspensions experienced a significant decrease from 12-13 (47 suspensions) to 13-14 (21 suspensions), however remained relatively constant in 14-15 (26 suspensions). The number of Out of School Suspensions experienced a significant increase between 12-13 (413 suspensions) and 13-14 (609 suspensions), and a significant decrease between 13-14 and 14-15 (228 suspensions). The number of Referrals per Students has decreased slightly from 12-13 (10.2 per student) to 14-15 (8.8 per student), and male students receive almost twice as much discipline than female students. The reports of student discipline has also increased overall from 12-13 to 14-15.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Enrollment:

Overall, enrollment has remained constant. Going forward, we will continue to hold community events over the summer to welcome new families, Kindergarten Roundup, and advertise in the local areas. Next year, we are working to have before and after school care for families via an outside agency. Providing before and after school options for more families will open up our school as a possibility for many working parents. In addition, our main focus will be placed on achieving academic and instructional excellence, which will attract more families within
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the community when comparing to other neighborhood schools.

Attendance:

An Attendance Action Plan has been implemented. Staff incentives for promoting good attendance and for communicating to parents when students are absent.

- Incentive: Lunch, teacher gift bag
- Student and parent incentives each month: raffles and rewards
- Family liaison is specifically focusing on improving student attendance through phone calls, letters, attendance action plans and incentives.

Discipline:

We have made significant improvements in the area of student discipline. And are currently implementing or will implement the following:

- Common classroom behavior expectations and consequences
- Use of student planners to communicate daily with parents
- Grade-level behavior incentives and rewards
- Quarterly awards for behavior
- Weekly affirmation assemblies
- Implemented a new level 5 behavioral write up
- Common behavior log and check in check out system for students on BCAPs or with chronic behavior
- Alternative consequences for level 5 behaviors
- Teacher led community service programs
- Retaining high quality staff members
- More extensive and effective school social work plan to target students with at-risk behaviors
- Student goal setting in regards to behavior
- Requesting parent supports for repeated misbehavior
- Mandatory parent supports for students who are on a BCAP and their behavior is not improving
- Revised the IAT process implementation
- Implemented a token economy with DPA Scholar and Decision Dollars
- Monthly SIP Committee Meetings, where the Positive Reinforcement Committee can meet to plan action steps to increase student behavior
- Implementation of the school store, where students can spend their money on a monthly basis

The family liaison, school social worker, deans, teachers, and interventionists have been trained and are committed to following the plan above #1-15.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

- The years of teaching and administrative experience does impact student achievement. New leaders often struggle with providing their staff with effective development and coaching. The leadership's PD plan is based on the administrators' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student

achievement?

- The years of teaching experience does impact student achievement. New teachers often struggle with classroom management. The school plans PD events around teachers' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

- Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. It is critical for the school leader to have a constant presence in the building to support the staff, students, and parents. Without this direct support, behavior issue arise and the effectiveness of instruction is impacted.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

- Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. Having a teacher absent from their classroom disrupts the learning environment, pacing, and rigor. Typically substitute teachers are used when a teacher is absent. The quality of these substitute teachers varies greatly and as a result, effective instruction does not always occur when a teacher is absent, and that has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The majority of teachers have eight or fewer years of experience, with 26 teachers having three or fewer years of experience. Teacher turnover went down in 2014-15, however teacher absence due to illness went up. Staff will be educating parents on when to keep their children home when they are ill, which will hopefully decrease the number of teacher absence days during the school year due to illness. Additionally, Detroit Premier will provide professional development and instructional strategies to new, inexperienced teachers to help with classroom management.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The Standards that are strengths are Standard 1: Curriculum, Standard 2: Instruction, Standard 4: Instructional Leadership, Standard 5: A Culture for Learning, Standard 6: Organizational Management, Standard 8: Professional Learning System and Standard 9: Communication. All of the indicators for these standards are listed as having sustained implementation.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The indicators that are the most challenging are Indicator I: Data Analysis & Decision-Making under Standard 3: Assessment and Indicator Z: Partnerships, under Standard 10, these indicators are listed as fully implemented but not sustained. Indicator T: Collective Responsibility and Indicator Y: Learning Opportunities under Standards 7 & 10 respectively are only partially implemented.

12. How might these challenges impact student achievement?

The school identified novice teaching staff as a major challenge along with significant changes to the leadership team. The principal and 3 deans were new in their roles. Recognizing that new staff members are in need of a great amount of training to be successful at their role. As communication between staff and leadership improves and staff experience grows, student achievement will be impacted.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The school has implemented the employee engagement committee with clear and understandable objectives to improve staff satisfaction and employee engagement.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

- All qualified students, including students with disabilities, are provided access to supplemental intervention programs and supplemental support from supplemental staff to increase academic achievement for all at risk students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

The school will have a remote summer learning program offered to students in grades K-8.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

- Students are identified to participate in extended learning opportunities through student data reviews. The most academically at risk students are prioritized for program participation. Extended learning opportunities are shared with students and parents through school newsletters, parent letters, and student invitations to participate in extended learning opportunities, parent meetings, and teacher- parent conferences.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

- Evidence of implementation of Common Core State Standards will come in multiple Common Core State Standards will be loaded in every teacher's gradebook. These standards will be reported out to parents and students in progress reports and report cards. Professional Development for teachers in the summer and fall will be entail a deep dive into the Common Core standards. Furthermore, assessment evidence will also aligned to the Common Core Standards from classroom assessments and NWEA assessment reports.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Data is not comparable to previous years. No specific strengths can be drawn without relevant data.

19b. Reading- Challenges

Reading state test data had declined by two percent from 2012-2013, however in 2014-15 the state switched to ELA in place of Reading and Writing. Because of this switch, previous years' data is not comparable.

19c. Reading- Trends

Data is not comparable to previous years. No specific trends can be drawn without relevant data.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Data is not comparable to previous years. No specific summaries or conclusions can be drawn without relevant data.

20a. Writing- Strengths

Writing state test data has improved by 2% from 2012-2013 to 2013-14, however in 2014-15 the state switched to ELA in place of Reading and Writing. Because of this switch, previous years' data is not comparable.

20b. Writing- Challenges

Data is not comparable to previous years. No specific challenges can be drawn without relevant data.

20c. Writing- Trends

Data is not comparable to previous years. No specific trends can be drawn without relevant data.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Data is not comparable to previous years. No specific summaries or conclusions can be drawn without relevant data.

21a. Math- Strengths

From 2012-13 to 2013-14 four of the sixth grades measured for Math proficiency experienced increases.

21b. Math- Challenges

There have been steady decreases in Math proficiency across the board. Third grade has remained the most consistent, fluctuating within 5% points from 2012-13 to 2014-15. However, grades 4th through 8th have met with significant decreases from 2013-14 to 2014-15 with 6th grade dropping from 32% in 2013-14 to 6% in 2014-15, 4th grade dropping from 24% in 2013-14 to 4% in 2014-15 and 7th grade dropping from 35% in 2013-14 to 12% in 2014-15.

21c. Math- Trends

Most grades have experienced both increases and decreases during the period 2012-13 to 2014-15, however 5th and 7th grade experienced decreases consistently.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Detroit Premier will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

22a. Science- Strengths

There was a 1% increase in Science proficiency from 2013-14 to 2014-15, with 2% total proficient in 2014-15.

22b. Science- Challenges

The challenge remains that although a very small increase was observed in the past year, the proficiency rate remains extremely low.

22c. Science- Trends

Due to grade level testing changes from 2012-13 to 2014-15, it is difficult to identify any clear trends.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Detroit Premier will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

23a. Social Studies- Strengths

Social studies proficiency has only slightly fluctuated between 2012-13 and 2014-15; dropping from 6% in 2012-13 to 5% in 2014-15.

23b. Social Studies- Challenges

Social studies proficiency has decreased and is very low overall, with only 5% meeting proficiency in 2014-15.

23c. Social Studies- Trends

Rates of proficiency have fluctuated and therefore is difficult to draw any clear trends.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Detroit Premier will work to better implement intervention tools in order to supplement and strengthen students' understanding of curriculum.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

N/A

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

N/A

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

N/A

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The indicators showing the highest level of satisfaction is "Likelihood to Enroll Next Year" (68%) and "School has High Expectations" (65%).

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The indicator showing the lowest level of satisfaction is "overall satisfaction" (44%).

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Detroit Premier has identified specific action plans to increase parent/guardian satisfaction, with specific steps to include:

- Re-establish a parent committee
- Set clear goals and action steps for the parent committee
- Engage more parents through academic and school goals via parent/family events and volunteering
- Communicate and put incentives in place for completion of the Parent Survey to increase the participation rate.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The indicators showing the highest level of staff satisfaction are "Principal is Committed to School" at 76% (slight increase from 2013-14 to 2014-15) and Manager/Principal "Have Notified of Progress" at 69% (decrease from 2013-14 75%).

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Indicators receiving the lowest level of satisfaction, both decreasing steadily from 2012-13 to 2014-15 are "Students and Staff Feel Safe" (28%) and "Morale in School is High" (22%).

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The school identified novice teaching staff as a major challenge along with significant changes to the leadership team. The principal and 3 deans were new in their roles. Recognizing that new staff members are in need of a great amount of training to be successful at their role. As communication between staff and leadership improves and staff experience grows, student achievement will be impacted.

The school has implemented the employee engagement committee with clear and understandable objectives to improve staff satisfaction and employee engagement.

- Boosting morale through kind gestures, affirmations, and shout outs.
- Presentation on understanding the survey results and questions.
- Clarifying communication systems.
- Increasing peer to peer accountability.
- High fives, "pick me ups", have communication more stream lined from administration, discussion at PD's

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

- Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

- Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

- Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The number of In School Suspensions experienced a significant decrease from 12-13 (47 suspensions) to 13-14 (21 suspensions), however remained relatively constant in 14-15 (26 suspensions). The number of Out of School Suspensions experienced a significant increase between 12-13 (413 suspensions) and 13-14 (609 suspensions), and a significant decrease between 13-14 and 14-15 (228 suspensions). The number of Referrals per Students has decreased slightly from 12-13 (10.2 per student) to 14-15 (8.8 per student), and male students receive almost twice as much discipline than female students. The reports of student discipline has also increased overall from 12-13 to 14-15.

The Standards that are strengths are Standard 1: Curriculum, Standard 2: Instruction, Standard 4: Instructional Leadership, Standard 5: A Culture for Learning, Standard 6: Organizational Management, Standard 8: Professional Learning System and Standard 9: Communication. All of the indicators for these standards are listed as having sustained implementation. The indicators that are the most challenging are Indicator I: Data Analysis & Decision-Making under Standard 3: Assessment and Indicator Z: Partnerships, under Standard 10, these indicators are listed as fully implemented but not sustained. Indicator T: Collective Responsibility and Indicator Y: Learning Opportunities under Standards 7 & 10 respectively are only partially implemented.

A review of the state test proficiency data shows Social studies proficiency has only slightly fluctuated between 2012-13 and 2014-15; dropping from 6% in 2012-13 to 5% in 2014-15. There have been steady decreases in Math proficiency across the board. There was a 1% increase in Science proficiency from 2013-14 to 2014-15, with 2% total proficient in 2014-15. The challenge remains that although a very small increase was observed in the past year, the proficiency rate remains extremely low.

Parent survey indicators showing the highest level of satisfaction is "Likelihood to Enroll Next Year" (68%) and "School has High Expectations" (65%). The indicator showing the lowest level of satisfaction is "overall satisfaction" (44%).

Teacher survey indicators showing the highest level of staff satisfaction are "Principal is Committed to School" at 76% (slight increase from 2013-14 to 2014-15) and Manager/Principal "Have Notified of Progress" at 69% (decrease from 2013-14 75%). Indicators receiving the lowest level of satisfaction, both decreasing steadily from 2012-13 to 2014-15 are "Students and Staff Feel Safe" (28%) and "Morale in School is High" (22%).

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

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The school identified novice teaching staff as a major challenge along with significant changes to the leadership team. The principal and 3 deans were new in their roles. Recognizing that new staff members are in need of a great amount of training to be successful at their role. As communication between staff and leadership improves and staff experience grows, student achievement will be impacted. Detroit Premier has identified specific action plans to increase both parent/guardian satisfaction, teacher/staff satisfaction, recognizing the positive impact for students that parent and teacher improved satisfaction can have.

As students are not meeting the state targets of performance in English Language Arts, Math, Science, and Social Studies, student achievement is clearly impacted.

If parents and staff are not highlight satisfied with the school, they are less likely to go above and beyond to provide additional support and encouragement necessary to have a positive impact student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School will prioritize their schoolwide goals to address these identified challenges.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	https://www.nhaschools.com/schools/detroitpremier/Lists/School%20Operations%20Documents/Detroit%20Premier%20Annual%20Education%20Report%202015-16%20FINAL.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616- 222-1700	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached Detroit Premier 2016-17 Parent Involvement Plan	Detroit Premier - 2016-17 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	NEED FROM HANDBOOK	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

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Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	See state-approved technology plan on file.	

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Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616- 222-1700	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

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?

- A formal comprehensive needs assessment is completed by the School Improvement Committee at least annually. It includes a review of a variety of data from the following categories:

1. Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis)
2. Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
3. Programs and process data, including curriculum alignment assessments, School Quality Review findings (if appropriate), MI-SAAS, etc.
4. Perceptions data, including staff survey results, parent survey results, perception information from community members, etc. This data is analyzed and discussed by the School Improvement Team. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback:

i. Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.

ii. Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.

iii. Board members - School improvement components are reviewed during the board meeting, to ensure that they have an opportunity to evaluate programs and provide input for the following school year.

- The comprehensive needs assessment data was used to develop Title I, Title II, and Section 31a programs and services. The program and services are outlined in detail in the goals sections as well as in the schoolwide reform strategies.

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 reviewed: Enrollment, Mobility, Attendance, Discipline, Teacher Experience, Teacher and Leadership Absences, Teacher Turnover

i. Results -

The number of In School Suspensions experienced a significant decrease from 12-13 (47 suspensions to 13-14 (21 suspensions), however remained relatively constant in 14-15 (26 suspensions). The number of Out of School Suspensions experienced a significant increase between 12-13 (413 suspensions) and 13-14 (609 suspensions), and a significant decrease between 13-14 and 14-15 (228 suspensions). The number of Referrals per Students has decreased slightly from 12-13 (10.2 per student) to 14-15 (8.8 per student), and male students receive almost twice as much discipline than female students. The reports of student discipline has also increased overall from 12-13 to 14-15.

ii. Conclusions -

Significant improvements in the area of student discipline have been achieved. Detroit Premier is currently implementing or will implement numerous changes to the student discipline process. Some but not all of those changes have included:

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- Use of student planners to communicate daily with parents
- Grade-level behavior incentives and rewards
- Quarterly awards for behavior
- Weekly affirmation assemblies
- Alternative consequences for level 5 behaviors
- Teacher led community service programs
- Retaining high quality staff members

The family liaison, school social worker, deans, teachers, and interventionists have been trained and are committed to following the plan.

- Perception Data reviewed: Voice of the Parent - an annual parent survey and Employee Loyalty Survey - an annual staff survey

i. Results-

The indicators showing the highest level of satisfaction is "Likelihood to Enroll Next Year" (68%) and "School has High Expectations" (65%).

The indicator showing the lowest level of satisfaction is "overall satisfaction" (44%).

ii. Conclusions -

There is an overall trend of decreasing parent satisfaction from 12-13 to 14-15, with the most significant trends in decreasing parent satisfaction taking place in the 13-14 school year in the areas of Likelihood to Recommend School (12% decrease), Satisfaction with Child's Progress (9% decrease), and Overall Satisfaction (10% decrease).

Possible causes for the patterns in parent perception data includes: New Administrative Team, Large number of teacher turnover, Underdeveloped, new teachers who have major challenges in addressing behavioral challenges.

Detroit Premier intends to address these areas with an action plan that includes: re-establish a parent committee; set clear goals and action steps for the parent committee; engage more parents through academic and school goals via parent/family events and volunteering; and communicate and put incentives in place for completion of the Parent Survey to increase the participation rate.

- Student Achievement Data reviewed: MEAP and NWEA PGA/MAP assessment data

i. Results-

A review of the state test proficiency data shows Social studies proficiency has only slightly fluctuated between 2012-13 and 2014-15; dropping from 6% in 2012-13 to 5% in 2014-15. There have been steady decreases in Math proficiency across the board. There was a 1% increase in Science proficiency from 2013-14 to 2014-15, with 2% total proficient in 2014-15. The challenge remains that although a very small increase was observed in the past year, the proficiency rate remains extremely low.

ii. Conclusions -

Our M-STEP data shows that we have to focus on all core subject areas.

- Program and Process Data reviewed:

i. Results-

Indicator T: Collective Responsibility and Indicator Y: Learning Opportunities under Standards 7 & 10 respectively are only partially implemented.

ii. Conclusions -

Detroit Premier has identified substantial leadership changes and a high percentage of novice teachers as having an impact in multiple areas.

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.

- Goals were developed using the Comprehensive Needs Assessment, which includes extensive demographic, student, teacher, parent perception, staff perception, MEAP, NWEA, programs and process, and formative assessment data.

Math Goal: All students will be proficient in Math.

Math Objective: The fourth grade subgroup will increase 12% in Math as measured by NWEA by June 30, 2017.

Reading Goal: All students will be proficient in Reading.

Reading Objective: The first grade subgroup will increase 12% in Reading as measured by NWEA by June 30, 2017.

Science Goal: All students will be proficient in Science.

Science Objective: The female subgroup will increase 5% in Science as measured by NWEA by June 30, 2017.

Social Studies Goal: All students will be proficient in Social Studies.

Social Studies Objective: The female subgroup will increase 5% in Social Studies as measured by NWEA by June 30, 2017.

ELA/Writing Goal: All students will be proficient in ELA/Writing.

ELA/Writing Objective: The male subgroup will increase 5% in Writing as measured by NWEA by June 30, 2017.

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 school population experiences academic and organizational improvements as at-risk student achievement increases. All of the school's goals address the needs of the whole school population by setting high proficiency expectations for all student. Strategies for supporting all students are outlined in the Comprehensive Needs Assessment, goals section, and Schoolwide Reform component. The school has implemented activities to ensure that students who experience difficulty mastering standards are provided with effective and timely additional assistance.

Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teacher and school leadership with sufficient information on which to base effective assistance. Teachers utilize the formative assessment process to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible groupings in order to meet each student's individual learning needs.

Supplemental intervention services are provided to students that are having difficulty mastering State academic achievement standards

through differentiation in the classroom. If the school has student that are identified as neglected or delinquent, they will use the Comprehensive Needs Assessment data to develop neglected programs and services.

Component 2: Schoolwide Reform Strategies

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

The school's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all children obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. This school has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the community. These seven characteristics are as follows: clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunities to learn, safe and orderly environment, and strong home-school relations.

In addition to adopting these characteristics of Effective Schools Research, the educational program includes a "Back to Basics" approach, a longer school day, structured discipline, and a moral focus component of the curriculum based on the Greek cardinal virtues. The educational program utilizes a curriculum that is scientifically research-based, aligned with State standards, and designed to ensure college opportunity for each child that the academy serves.

While Effective Schools Research serves as the foundation of the educational program, it has adopted a number of school wide reform strategies to ensure that it provides opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, uses effective methods and instructional strategies that are based on scientifically-based research, and addresses the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards.

One research-based schoolwide reform strategy that has been adopted is the utilization of a master schedule that provides teachers with opportunities to differentiate instruction in order to meet the varied learning needs of students. The school uses differentiated instruction through implementing regularly-scheduled workshop sessions and flexible grouping in order to meet each student's individual learning needs. As such, the school differentiates instruction in order to address the needs of all children in the school--particularly those at risk of not meeting challenging State standards.

By implementing differentiated instruction as a schoolwide strategy, it allows teachers to use a variety of teaching strategies to connect with each student's unique learning style. By incorporating multiple methods and supplemental support, teachers are able to provide access for all students to the general education curriculum. This also allows for enrichment activities for students who have mastered the content standards and are performing at a higher level. Teachers differentiate instruction by incorporating a variety of teaching strategies including direct instruction (traditional whole group instruction), inquiry-based learning (independent student investigation), cooperative learning (small teams of students working together), and information processing (memorization, reciprocal teaching, webbing, graphic organizing, etc.) Additionally, teachers differentiate instruction by providing students with supplemental curricula materials, utilizing computer programs, having supplemental grant-funded staff reviewing learning objectives that were previously introduced and taught by the regular classroom teacher. By using these multiple strategies, teachers are able to meet the needs of students' various learning styles.

Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the instructional team to ensure students are receiving the most effective instruction. School leadership supports differentiated instruction by

including additional professional development opportunities for teachers through conferences, workshops, and team meetings.

Another research-based schoolwide reform strategy that has been adopted is the development of what Richard DuFour calls a Professional Learning Community. The school has adjusted its class and teacher schedules to ensure that grade-level teachers share a common planning time in which each member of the instructional team participates in dialogue about student learning and develops strategies to improve both teaching and learning.

The focus on student learning drives discussions in which teachers examine how students learn and where learning gaps are for each of their students. Through these discussions teachers are better able to understand the whole student and not just their achievement in a certain content area.

In addition to utilizing differentiated instruction and implementing professional learning communities, the school has also adopted a system that ensures that teachers and students can establish and communicate student learning goals and track student progress through the formative assessment process. The school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success as they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals--which align with the State's Grade Level Content Expectations--teachers can effectively provide feedback on student learning through the use of formative assessment. Since teachers have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning. Indeed, the employment of these research-based strategies ensures that all students are given the opportunity to learn and succeed.

Finally, the school has adopted as a schoolwide reform strategy the delivery of additional opportunities to learn for students who need to increase their background knowledge. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring, mentoring, vocabulary instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

The needs assessment reveals that students as a whole are struggling in the content areas of Math, Science and Social Studies. It is a priority to bring all students up to grade level and surpass all state targets of performance. The school will use the strategies outlined above to address the needs of all students and will utilize staff and supplemental programs to provide additional support to the students who need it most. Please see the schoolwide goals which are aligned to the Comprehensive Needs Assessments and specifically target struggling students and specific content standards.

The school's foundation of Effective Schools Research, coupled with these comprehensive schoolwide reform strategies, is the means by which it ensures that all children are academically successful. Indeed, these strategies enable the school to provide opportunities for all students to progress toward and demonstrate proficiency, and to also ensure college opportunity for each student.

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).

The researched-based methods and strategies in the schoolwide plan that increase the quality and quantity of instruction include

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supplemental instructional support through push-in and pull-out paraprofessionals. These staff members increase the quantity of instruction for the most below grade level students by providing supplemental support through small group and/or one-on-one support.

Supplemental Academic Intervention Coach will provide staff with supplemental, individualized coaching throughout the year. The staff will learn how to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Supplemental social worker will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

These strategies can be found in the goals section.

Classroom teachers are a key part of the school's research-based Response to Intervention program as well, and they provide differentiated instruction for all students during workshop time which is regularly scheduled each day. Teachers increase the quality of instruction by ensuring that they are reaching students at their level rather than only providing whole group instruction.

Research-based professional development is also offered to improve instruction quality and the overall educational programing. Professional development strategies can be found under each goal.

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

- All research-based methods and strategies in the schoolwide plan align with the findings of the Comprehensive Needs Assessment. This includes supplemental grant-funded staff and classroom teachers since all instructional staff are focused on ensuring that the identified gaps in the needs assessment are addressed.

In addition to the staff and a research-based core curriculum, the school utilizes supplemental intervention materials with academically struggling students during in school time to assist instructional staff with differentiating instruction in all content areas to support each goal.

A research-based strategy that aligns with the findings of the needs assessment is the series of research-based professional development opportunities geared toward ensuring staff learn how to improve teaching effectiveness.

Supplemental instructional and non-instructional positions, professional development, supplemental supplies and materials, parental involvement activities, and technology all align with the needs assessment.

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.

- The school provides differentiated support for all students. Within the classroom, teachers provide the first level of interventions, ensuring that all students receive instruction based on their varying needs. In addition to this support, supplemental grant-funded staff serve academically struggling students in all grades as part of the school's research-based intervention program as outlined above. Supplemental staff increased the quantity of instruction for students and major subgroups who need the most instructional support. Supplemental staff support be found under each goal.

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

- Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessment that measure student performance with respect to the school's curriculum. The school uses MEAP and NWEA proficiency scores to determine which students to refer to the intervention program. Through the formative assessment process and progress monitoring teachers work collaboratively to identify student's learning progress. When students have mastered content (as measured by progress monitoring tools, MEAP, and NWEA) they are moved out of the intervention program and are continued to be monitored through regular meetings between intervention and general education staff. Students who continue to show learning gaps (as measured by progress monitoring tools, MEAP, and NWEA) remain in the program and offered additional support time.

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	The school is compliant with the 100% paraprofessional requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

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	The school is compliant with the 100% teacher requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Detroit Premier's teacher turnover rate for 2014-15 was 36%.

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

Twenty-six of the 39 teachers at Detroit Premier have 0 - 3 years of teacher experience. Ten have 4-8 years of experience and three have 9-14 years of teaching experience.

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

- The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies include the following:
- Establishing close relationships with local universities and colleges with teacher education programs.
- Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation, mentoring and induction that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

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

- Please see responses from question #3 since the district is a single building LEA

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?

- The specific initiatives implemented to lower the rate of teacher turnover and ensure all high quality, highly qualified teachers are as follows:
- Excellence in Teaching Award-award for the top teachers in the organization
- Teacher Appreciation Week-recognize and thank our teachers
- American Education Week-recognize all staff and thank them
- Administrator Appreciation Week-recognize all leaders and thank them

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- Administrative Professionals Week-recognize all office staff and thank them
- Bonus plan to recognize high performing teachers
- Performance based increases
- Spot rewards program so building leaders can informally recognize staff
- Peer recognition
- Weekly O3 meetings to help develop teachers with feedback
- Weekly observations (again to provide suggestions for improvement)
- Evaluation system so formal feedback given 2x a year

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.

- All professional development is aligned to the comprehensive needs assessment and the school improvement goals. A needs assessment was conducted to determine the focus of the professional development efforts. The school staff will work toward improving the academic achievement of their students through continuous professional development aimed at increasing staff knowledge and skills in order to improve the rigor of the instructional practices in the school. The written district professional development plan is based on the Comprehensive Needs Assessment data and includes strategies for meeting the educational needs of students with different learning styles. The school provides opportunities for the principal, teachers, other school staff, and parents, if appropriate, to participate in sustained, in-depth professional development. These professional development activities are ongoing and based on scientifically-based research. The school plans on facilitating the professional development included in the goals section which is aligned with the Comprehensive Needs Assessment and the 2016-17 school improvement plan goals.

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

- PD is sustained and ongoing through the use of an Academic Intervention Coach to provide job embedded professional development, grade level meetings, and schoolwide professional development events. Staff complete surveys after each professional development to assess the content of each training. The Academic Intervention Coach and grade level Deans continue to monitor and observe implementation throughout the year through observations, coaching, modeling, and continuous feedback.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Attached Detroit Premier 2016-17 PD Plan	Detroit Premier 2016-17 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

- Design of Schoolwide Plan: Parent involvement programs are designed by stakeholders, including representative parents, who serve on the School Improvement Committee. The Committee analyzes academic, perception, and process data in order to determine needs related to parent involvement. In addition, parents provide input into the program design through several surveys and parent meetings.

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

- Parents will be involved in the implementation of the schoolwide plan by their continued participation on the school improvement team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals. Parents that volunteer in the classrooms will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshop and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year.

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

- Feedback from parents on the annual evaluation of the schoolwide plan will be solicited formally through annual surveys and meetings surveys as well as informally from principal meetings and parent teacher conferences, as well as their participation on the schoolwide team. The parent feedback will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly.

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		Detroit Premier Parent Involvement Policy

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

- Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, as required in ESEA Section 1118(e)1-5,14 and (f): Section 1118 (e) - Building Capacity for Involvement

1118 (e) (1) - The school provides assistance to parents of children served by the school in understanding such topics as the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve achievement for their children. The school complies with Section 1118 (e)(1) as follows: Parents will have the opportunity to learn about the following during Parent Learning Events, Coffee with the Principal, and other Parent Meetings: the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress and work with educators to improve achievement for their children. The school

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will also hold Parent Teacher Conferences twice per year, and teachers will communicate opportunities to volunteer in the classroom as well as specific meeting times and dates for them to participate and learn about their child(s) education via school email, teacher and principal newsletters, and School Reach (automated communication system).

1118 (e) (2) - The school fosters parental involvement by providing materials and training to help parents work with their children to improve their children's achievement. The school complies with Section 1118 (e)(2) as follows: This is done in myriad of ways, one of which is the Back to School event held in August each year, in which families will receive a school calendar and information regarding additional services offered by the school; they will also have access to their child(ren)'s teacher(s), and will receive print materials to help them understand the opportunities for parent involvement during the school year. Another way that the school reaches parents is through monthly newsletters in which information regarding current happenings in the school, strategies to increase student achievement, and community resources for parents and students are articulated. These newsletters are distributed via email, the school's website, and in print form available in the school's front office. Additionally, the principal hosts informal "Coffee with the Principal" meetings. Further, the school holds two annual parent-teacher conferences, which are very well-attended, but parents are always welcome to schedule additional time with school staff to discuss these and any other topics as needed. Another way in which parents are provided with materials and training to enable and empower them to help their children increase their achievement is through parent learning events. All parents are invited to these events to help them better understand their key role in their child(ren)'s education. Finally, all parents are invited to attend the Title I Parent Meetings held at least twice per school year. The meetings will always include the following agenda items, but will be expanded based on student needs:

- What is Title I?
- Why might my child need help?
- How can I get involved?
- School Improvement Overview
- Title I Parent Involvement Policy Review
- Teacher-Parent-Student Compact Review
- Homeless Dispute Resolution Process

1118 (e) (3) - The school takes seriously its commitment to educating teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. The school complies with Section 1118 (e) (3) as follows: Educators receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. The school solicits the assistance of parents through its parent nights and surveys so that they are part of the conversation around educating all school staff on the value and utility of the contributions of the parent population. Further, the school's Director of School Quality provides the school leadership team with ongoing support related to these key areas of parent/school development, and in turn, the leadership team provides weekly observations and one-on-one coaching for teachers which includes coaching around meaningful parent involvement and family engagement to increase academic achievement. Teachers are encouraged to keep open lines of communication with parents, to work with them as partners in every student's education, to participate and volunteer for parent events and programs, and to build and maintain positive relationships between families and the school.

1118 (e) (4) - The school coordinates and integrates parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and/or public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The school complies with Section 1118 (e)(4) as follows: One of the duties of the school's social worker is to coordinate and integrate the parental involvement program at the school with activities and resources in the community by attending meetings with local agencies

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monthly, maintaining regular contact with community services resources and not for-profit counseling and young person's groups such as The Boys and Girls Club and the YMCA. Additionally all staff are expected to educate the whole child by encouraging and supporting parents to fully participate in their child's education. Staff does this by being available via phone, email and for in-person meetings, and also more formally through parent and family events. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition.

For example:

- Popsicles on the Playground (school wide summer fun at the school playground for new students to meet staff members and other students making a similar transition)
- A welcome party for new families including all incoming kindergarteners
- An Open House will occur prior to the school year in which students will meet their classroom teachers.

1118 (e) (5) - The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. The school complies with Section 1118 (e)(5) as follows: The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities.

1118 (e) (14) - The school provides such other reasonable support for parental involvement activities under this section as parents may request. The school complies with Section 1118 (e)(14) as follows: The school solicits feedback from parents about support they may need via surveys, meetings, and informal communication. If requested by parents, the school will provide parents of identified Title I students additional opportunities for regular meetings to offer suggestions and to participate in decisions that impact their child's education such as during the already regularly scheduled monthly parent/principal meetings.

Section 1118 (f) - The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school. The school complies with Section 1118 (f) as follows: the school provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success. The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities. Outlined below and within the Parent Involvement Plan are several parent involvement activities and strategies that will be implemented throughout the school year. Parent involvement activities and strategies that will be implemented throughout the school year include:

Popsicles on the Playground, Parent Information Meeting with Principal, Summer Learning Activity Newsletters, Back to School Open House, Parent Orientations, Title I Parent Meeting, Parent Teacher Conferences, Parent SIP Meeting, and Principal Newsletters, Dean Newsletters, and Teacher Newsletters, Additional activities will be added as needed. Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents through parent teacher conferences, access to teachers and

administrators via phone, email and in person, parent trainings, and other individualized ways according to parent needs; 2) provides materials and training to help parents work with children to improve their achievement during family engagement and parent involvement events, meetings with school leadership and teachers, parent teacher conferences and other individualized ways according to parent needs; 3) trains teachers and other required staff in the importance of and how to partner with parents during staff professional development days, through coaching with new teacher mentors and school leadership, and via online courses provided by the management company; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language via text, SchoolReach, phone call, email, letters home and face-to-face meetings with school staff; and 6) provides full opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports; and 7) provides other reasonable support for parental involvement activities as parents may request. The school uses all necessary means to ensure that all parents receive opportunities to be involved at the school and that they are provided information in a format that is useful to them. As such, the school complies with NCLB Sections 1118(e) 1-5 and (14) and Section 1118 (f).

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

- Parental involvement activities, and the parent involvement component of this schoolwide plan, will be involved in the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly. Also, annual parent survey results will be analyzed as part of the program evaluation.

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

- The school examines which trainings will be necessary and appropriate in order to better serve the parents and families. The school administration works to improve the relationships with parents in regard to student concerns through gathering feedback from parent surveys and other evaluations, both formal and informal.

Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly each spring as part of the school's continuous improvement process.

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

- The School-Parent Compact was developed and created by all stakeholders and includes input from Board members, school employees, and parents. During the developmental process, the proposed School-Parent Compact was shared with parent groups, including the parents serving on the School Improvement Team. All parents were asked to provide feedback and propose changes or additional language to the School-Parent Compact. The changes in content and additional language requested by parents were incorporated into the final version of the document.

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

- In accordance with NCLB Section 1118(d)(1)(a), the school discusses the Parent-Student Compact at least annually during parent-teacher conferences. The compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child's education, and parents sign in to demonstrate that they have reviewed the Compact. Also during parent-teacher conferences, individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during these meetings. Additionally, the school collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Parent feedback on the Compact is also gathered through informal meetings with the principal, school leadership team, and teachers.

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

- The school serves grades K-8. The Compact is used in the same manner for parents of students of all grade levels served. The school in accordance with NCLB Section 1118(d)(1)(a), the school discusses the Parent-Student Compact at least annually during parent-teacher conferences. The compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and student in the child's education. During conferences parents sign-in to demonstrate that they have reviewed the Compact. Also during parent-teacher conferences individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during these meetings. Additionally, the school collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Parent feedback on the Compact is also gathered through informal meetings with the principal, school leadership team, and teachers.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	NEED FROM HANDBOOK	Detroit Premier School Compact

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

- The school provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. As such, the school complies with NCLB Section 1118. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success.

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?

- The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition. For example:
 - Popsicles in the Park (school wide summer fun at the park for new students to meet staff members and other students making a similar transition)
 - A welcome party for new families including all incoming kindergarteners
 - An Open House will occur prior to the school year in which students will meet their classroom teachers.

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?

- The school has a dedicated representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Leadership meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a presentation regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.
- The school's plan for transitioning students from preschool to kindergarten included a kindergarten focused parent meetings and Open Houses. At these events, discussions will focus on:
 - Basic skills children should know coming in to kindergarten
 - The difference between young fives and kindergarten
 - The kindergarten curriculum
 - Kindergarten behavior management plan
 - A tour of the school
 - Meeting the teachers and visiting the classrooms.

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 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. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Additionally, the school's administration surveys teachers on an annual basis to solicit feedback, including feedback on the school's academic 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 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 MEAP results and school-based assessments. 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 better analyze 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) Failing the MEAP

2) Scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment,

3) Teacher recommendation

4) Behavior results - Atypical behavior is observed

5) NWEA/MEAP results - Flat or declining test scores

6) Student classwork - There is a decline or the student is not making typical growth

7) In-class formative assessments - Student does not demonstrate mastery of concepts

8) Student classroom engagement - When the student becomes withdrawn and stops engaging in classroom discussion

Academic progress is monitored through these methods as well as the formative assessment process.

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?

- The school has implemented programs to serve students at-risk of academic failure, as well as students with special needs. The interventions provided to students in need of timely and additional assistance are evaluated for their effectiveness in helping students master the State's academic achievement standards. These interventions include activities that are inside and outside the regular classroom.

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

-Differentiated instruction in the regular classroom in each core content area by teachers and supplemental staff.

-Customized intervention during Workshop Time.

Six paraprofessionals provide instructional lessons in reading and math to identified students having difficulty mastering standards on a daily basis.

Six At-Risk Teachers provide supplemental instructional support and assessment for students who are below grade level to accelerate their growth.

Four Academic Intervention Coaches will provide supplemental staff with supplemental coaching, modeling, and professional development that deepens the intervention staff's knowledge and skills, and provides them with improved research-based instructional strategies that can be implemented immediately in the classroom.

Two Academic Specialists provide supplemental instruction for students who are below grade level.

One Social Worker working with Title I eligible students who experience difficulty mastering academic concepts in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

One Achievement and Behavioral Specialist who facilitates the full participation of Title I students in the academic program through individualized behavioral planning for identified students.

Additional student services are monitored regularly to ensure students are receiving support appropriate to their identified needs and to track their continued progress. Staff discuss student progress regularly during team data meetings to address any necessary changes to duration and strategies for each individual student. AS students reach their goals they are moved into less intensive services. If it is determined that students require continued additional support, the goal plan, workshop time and instructional strategies used are adjusted.

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

- Differentiated instructional strategies for students include but are not limited to the following:

-Additional repetition of content expectations

-Small group and individual strategies

-Making a match between what the student knows, how the instruction is being given, and the task that is being assigned.

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.

- The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources to support the goals identified in the Schoolwide Plan. The school is a public school academy; it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. While the school receives funds through the National School Lunch Act/Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

General/Local (Board) funds are used to support the schoolwide plan by providing: Staff wages and benefits (administrators, teachers, office staff, custodial, coaches, etc.) textbooks and curricular tools, computers and office equipment, supplies and materials, building costs, maintenance, utilities, professional development, and parent engagement.

IDEA/Special Education funds are used to support the schoolwide plan by providing: Special Education teachers' wages and benefits.

Title IA funds are used to support the schoolwide plan by providing supplemental: Staff wages and benefits, fees associated with a Title I audit, supplies and materials, including technology.

Title IIA funds are used to support the schoolwide plan by providing supplemental professional development.

Title III LEP funds are used to support the schoolwide plan by providing supplemental support through the consortium initiatives as well as by providing English classes for EL parents, EL focused professional development, fees associated with a Title audit, and ESL certification reimbursements.

Section 31a funds are used to support the schoolwide plan by providing: Staff wages and benefits and out of school time/summer programming.

Community organizations, clubs, business' - the school partners with local organizations to provide support services to impact student learning.

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.

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- The school uses several resources to implement the required Schoolwide plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Titles IIA, are also supported by the school's Schoolwide Plan. A complete list of support can be found in below.

Components 2,3,4,5,6,7,8, and 9 - Resources: IDEA, state/general and local funds

Support provided: Admissions representative (general), teachers (general and IDEA), and the school leadership team (general) will work in collaboration to support student achievement. Staff will be provided job-embedded professional development to increase teaching effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience.

Components 1,2,3,6 and 9 - Resources: Title IA

Support provided: Paraprofessionals, supplies and materials, Academic Intervention Coaches, At Risk Teachers, Social Worker, Achievement and Behavioral Specialist, Academic Specialist

Components 1,2,4,5 and 9- Resources: Title IIA

Support provided: Supplemental professional development and Academic Intervention Coach

Component 1, 2, 3, 4, 5, 6, and 9 - Resources: Title III Funds

Supplemental Support Provided: Professional development on English Learner strategies, Software and progress monitoring tools, Instructional coaching support, ESL certification reimbursement, fees associated with a Title audit, and English instruction for EL parents including supplies and child care.

Components 1,2,3 and 9- Resources: Section 31a Academic Specialist, Paraprofessionals, At Risk Teachers, supplies and 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.

- While funding will not be consolidated, the school's entire educational program is supported by the Schoolwide Plan; this includes supplemental programs. Since the school is a single-school, K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. While the school receives funds through the National School Lunch Act / Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

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.

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, MI-SAAS, 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.

Detroit Premier Academy 2016-17 Goals

Overview

Plan Name

Detroit Premier Academy 2016-17 Goals

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	All students at Detroit Premier Academy will be proficient in English Language Arts.	Objectives: 1 Strategies: 6 Activities: 6	Academic	\$0
2	All students at Detroit Premier Academy will be proficient in Math.	Objectives: 1 Strategies: 6 Activities: 6	Academic	\$0
3	All students at Detroit Premier Academy will be proficient in Science.	Objectives: 1 Strategies: 6 Activities: 6	Academic	\$0
4	All students at Detroit Premier Academy will be proficient in Social Studies.	Objectives: 1 Strategies: 6 Activities: 6	Academic	\$0

Goal 1: All students at Detroit Premier Academy will be proficient in English Language Arts.

Measurable Objective 1:

A 5% increase of Male students will demonstrate a proficiency in writing in English Language Arts by 06/30/2017 as measured by state test data.

Strategy 1:

ELA - Instructional Support Positions - Academic Specialists will plan, present, and monitor intervention services they provide to targeted students through the use of both inclusion and small group instruction in order to increase student achievement in Math. Staff will work in conjunction with the classroom teacher to determine the most appropriate interventions and related learning strategies for eligible students in the regular classroom setting.

At Risk Teachers will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.

Category: English/Language Arts

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - ELA - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	Section 31a, Title I Part A	School Leadership, academic specialists, paraprofessionals, and content area teachers.

Strategy 2:

ELA - Non-Instructional Support Positions - Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

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Achievement and Behavior Support Specialists will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Category: English/Language Arts

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. *Elementary School Guidance & Counseling*, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage

Tier:

Activity - ELA - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-instructional support positions will provide supplemental support to academically struggling students	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	School Leadership, Social Worker, and Achievement and Behavior Support Specialist

Strategy 3:

ELA - Out of School Time - Summer 2017 Learning Program Tutoring: Summer tutors and paraprofessionals will provide supplemental support to at-risk students to increase academic achievement.

Category: English/Language Arts

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: ASCD.

Tier:

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Activity - ELA - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	Section 31a	School Leadership, summer 2017 tutors.

Strategy 4:

ELA - Professional Development - Academic Intervention Coaches will provide intervention staff with supplemental, individualized coaching throughout the year. Staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Response to Intervention Training: Staff will participate in an on-site professional development event designed to teach instructional staff how to work with at risk students using the RTI model.

Category: English/Language Arts

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - ELA - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive sustained and ongoing professional development to improve teaching practices and increase academic achievement.	Professional Learning			09/01/2016	06/30/2017	\$0	Title I Part A, Title II Part A	School Leadership

Strategy 5:

ELA - Technology - Supplemental On-Line Subscriptions: One-year subscription fees for online programs, such as Moby Max, iReady reading and math diagnostic and instruction, and Reading A-Z, which are designed to assist with differentiating instruction in core content areas for at-risk students to increase academic achievement.

Category: English/Language Arts

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including

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significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - ELA - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Technology			09/01/2016	06/30/2017	\$0	Title I Part A	School Leadership, intervention staff, and core content area teachers.

Strategy 6:

ELA - Supplemental Supplies - High Interest Books: Supplemental high interest books will be used with at-risk students in small groups and in the classroom to help at risk students read at their level of development and understanding, which will increase the students' interest and help foster independent reading.

Category: English/Language Arts

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - ELA - Supplemental Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically to increase achievement.	Supplemental Materials			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, Academic specialists, at risk teachers

Goal 2: All students at Detroit Premier Academy will be proficient in Math.

Measurable Objective 1:

A 12% increase of Fourth grade students will demonstrate a proficiency , in Mathematics by 06/30/2017 as measured by NWEA and state test data.

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Strategy 1:

Math - Instructional Support Positions - Academic Specialists will plan, present, and monitor intervention services they provide to targeted students through the use of both inclusion and small group instruction in order to increase student achievement in core content areas. Staff will work in conjunction with the classroom teacher to determine the most appropriate interventions and related learning strategies for eligible students in the regular classroom setting.

At Risk Teachers will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Paraprofessionals will work with students in grades K-8, M-F during normal school-day hours under the direct supervision of a teacher and will provide instructional assistance one-on-one or small group for eligible students within the regular classroom in order to increase student achievement.

Category: Mathematics

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Math - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	Section 31a, Title I Part A	School leaderships , academic specialists, paraprofessionals, and content area teachers.

Strategy 2:

Math - Non-Instructional Support Positions - Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Category: Mathematics

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Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. *Elementary School Guidance & Counseling*, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage

Tier:

Activity - Math - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	School Leadership, social worker, and achievement and behavior support specialist.

Strategy 3:

Math - Out of School Time - Summer 2017 Learning Program Tutoring: Summer tutors and paraprofessionals will provide supplemental support to at-risk students to increase academic achievement.

Category: Mathematics

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: ASCD.

Tier:

Activity - Math - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	Title I Part A, Section 31a	School Leadership, summer 2017 tutors.

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Strategy 4:

Math - Professional Development - Academic Intervention Coaches: Will provide intervention staff with supplemental, individualized coaching throughout the year. Staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Response to Intervention Training: Staff will participate in an on-site professional development event designed to teach instructional staff how to work with at risk students using the RTI model.

Category: Mathematics

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Math - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive sustained and ongoing professional development to improve teaching practices and increase academic achievement.	Professional Learning			09/01/2016	06/30/2017	\$0	Title I Part A, Title II Part A	School Leadership

Strategy 5:

Math - Technology and Materials - Supplemental On-Line Subscriptions: One-year subscription fees for online programs, such as iReady reading and math diagnostic and instruction, and Reading A-Z, which are designed to assist with differentiating instruction in core content areas for at-risk students to increase academic achievement.

Category: Mathematics

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

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Tier:

Activity - Math - Technology and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Technology			09/01/2016	06/30/2017	\$0	Title I Part A	School Leadership, intervention staff, and core content area teachers.

Strategy 6:

Math - Supplemental Supplies and Materials - Supplemental supplies and materials will be used to differentiate instruction and increase achievement.

Category:

Research Cited: Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Math - Supplemental Supplies and Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically in order to increase achievement.	Supplemental Materials			09/01/2016	06/30/2017	\$0	Title I Part A	School Leadership

Goal 3: All students at Detroit Premier Academy will be proficient in Science.

Measurable Objective 1:

A 5% increase of Female students will demonstrate a proficiency , in Science by 06/30/2017 as measured by NWEA.

Strategy 1:

Science - Instructional Support Positions - Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

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At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Paraprofessionals: Will work w/ students in grades K-8, M-F during school day hours under the direct supervision of a teacher. Will provide these types of assistance: 1) 1-on-1 or small group for eligible students w/in the regular classroom, & 2) 1-on-1 or small group for the general student pop, ONLY if it allows the regular classroom teacher to work individually or in small groups w/ the most academically at-risk students in order to increase student achievement in core content areas.

Category: Science

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Science - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.	Academic Support Program		Implement	07/01/2016	06/30/2017	\$0	Section 31a, Title I Part A	School Principal, Content Area Teachers, Academic Specialists, At Risk Teachers

Strategy 2:

Science - Non-Instructional Support Positions - Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Category: Science

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. *Elementary School Guidance & Counseling*, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D.

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C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Science - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental Non-Instructional Staff will work with students by eliminating barriers to instruction.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, Achievement and Behavior Support Specialist, Social Worker

Strategy 3:

Science - Out of School Time - Summer 2017 Learning Program Tutoring: Summer tutors and paraprofessionals will provide supplemental support to at-risk students to increase academic achievement.

Category: Science

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Science - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Section 31a	Principal, summer 2017 tutors

Strategy 4:

Science - Professional Development - Academic Intervention Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Response to Intervention Training: Staff will participate in an on-site professional development event designed to teach instructional staff how to work with at risk students using the RTI model.

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Category: Science

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Science - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A, Title II Part A	Principal, Academic Intervention Coaches, core content teachers

Strategy 5:

Science - Technology - Supplemental On-Line Subscriptions: One-year subscription fees for online programs, such as iReady reading and math diagnostic and instruction, and Reading A-Z, which are designed to assist with differentiating instruction in core content areas for at-risk students to increase academic achievement.

Category: Science

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Science - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, instructional staff

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Strategy 6:

Science - Supplemental Supplies - High Interest Books: Supplemental high interest books will be used with at-risk students in small groups and in the classroom to help at risk students read at their level of development and understanding, which will increase the students' interest and help foster independent reading.

Category: Science

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Science - Supplemental Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically in order to increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, Instructional staff

Goal 4: All students at Detroit Premier Academy will be proficient in Social Studies.

Measurable Objective 1:

A 5% increase of Female students will demonstrate a proficiency , in Social Studies by 06/30/2017 as measured by state testing data..

Strategy 1:

Social Studies - Instructional Support Positions - Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.

Paraprofessionals: Will work with students in grades K-8, M-F during school day hours under the direct supervision of a teacher. Will provide these types of assistance: 1) 1-on-1 or small group for eligible students within the regular classroom, & 2) 1-on-1 or small group for the general student pop, ONLY if it allows the regular classroom teacher to work individually or in small groups with the most academically at-risk students in order to increase student achievement in core content areas.

Category: Social Studies

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools

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for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Social Studies - Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students struggling academically in order foster improved achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A, Section 31a	Principal, Academic Specialist, At Risk Teachers, Paraprofessionals

Strategy 2:

Social Studies - Non-Instructional Support Positions - Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.

Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement.

Category: Social Studies

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. *Elementary School Guidance & Counseling*, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage

Tier:

Activity - Social Studies - Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Supplemental Non-Instructional Staff will work with students by eliminating barriers to instruction.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, Achievement and Behavioral Support Specialist, Social Worker
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Strategy 3:

Social Studies - Professional Development - Academic Intervention Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.

Response to Intervention Training: Staff will participate in an on-site professional development event designed to teach instructional staff how to work with at risk students using the RTI model.

Category: Social Studies

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Social Studies - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title II Part A, Title I Part A	Principal, instructional and non-instructional staff

Strategy 4:

Social Studies - Out of School Time - Summer 2017 Learning Program Tutoring: Summer tutors and paraprofessionals will provide supplemental support to at-risk students to increase academic achievement.

Category: Social Studies

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Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Social Studies - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	Section 31a	Principal, summer 2017 tutors

Strategy 5:

Social Studies - Technology - Supplemental On-Line Subscriptions: One-year subscription fees for online programs, such as iReady reading and math diagnostic and instruction, and Reading A-Z, which are designed to assist with differentiating instruction in core content areas for at-risk students to increase academic achievement.

Category: Social Studies

Research Cited: In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Social Studies - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, Instructional and non-instructional staff

Strategy 6:

Social Studies - Supplemental Supplies - High Interest Books: Supplemental high interest books will be used with at-risk students in small groups and in the classroom to help at risk students read at their level of development and understanding, which will increase the students' interest and help foster independent reading.

Category: Social Studies

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically

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diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Social Studies - Supplemental Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically in order to increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Title I Part A	Principal, instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science - Professional Development	Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Academic Intervention Coaches, core content teachers
Math - Professional Development	Staff will receive sustained and ongoing professional development to improve teaching practices and increase academic achievement.	Professional Learning			09/01/2016	06/30/2017	\$0	School Leadership
Social Studies - Professional Development	Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, instructional and non-instructional staff
ELA - Professional Development	Staff will receive sustained and ongoing professional development to improve teaching practices and increase academic achievement.	Professional Learning			09/01/2016	06/30/2017	\$0	School Leadership

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies - Out of School Time	Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	Principal, summer 2017 tutors
Science - Out of School Time	Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, summer 2017 tutors
ELA - Out of School Time	Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	School Leadership, summer 2017 tutors.

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Math - Out of School Time	Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	School Leadership, summer 2017 tutors.
Math - Instructional Support Positions	Instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	School leaderships , academic specialists, paraprofessionals, and content area teachers.
Science - Instructional Support Positions	Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.	Academic Support Program		Implement	07/01/2016	06/30/2017	\$0	School Principal, Content Area Teachers, Academic Specialists, At Risk Teachers
ELA - Instructional Support Positions	Instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	School Leadership, academic specialists, paraprofessionals, and content area teachers.
Social Studies - Instructional Support Positions	Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students struggling academically in order foster improved achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Academic Specialist, At Risk Teachers, Paraprofessionals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Social Studies - Non-Instructional Support Positions	Supplemental Non-Instructional Staff will work with students by eliminating barriers to instruction.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Achievement and Behavioral Support Specialist, Social Worker
Math - Out of School Time	Extended learning opportunities will be provided for at risk students to increase academic achievement.	Academic Support Program			09/01/2016	08/31/2017	\$0	School Leadership, summer 2017 tutors.
ELA - Professional Development	Staff will receive sustained and ongoing professional development to improve teaching practices and increase academic achievement.	Professional Learning			09/01/2016	06/30/2017	\$0	School Leadership
Math - Supplemental Supplies and Materials	Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically in order to increase achievement.	Supplemental Materials			09/01/2016	06/30/2017	\$0	School Leadership
Science - Instructional Support Positions	Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.	Academic Support Program		Implement	07/01/2016	06/30/2017	\$0	School Principal, Content Area Teachers, Academic Specialists, At Risk Teachers
ELA - Supplemental Supplies	Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically to increase achievement.	Supplemental Materials			09/01/2016	06/30/2017	\$0	Principal, Academic specialists, at risk teachers
Math - Technology and Materials	Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Technology			09/01/2016	06/30/2017	\$0	School Leadership, intervention staff, and core content area teachers.
Math - Professional Development	Staff will receive sustained and ongoing professional development to improve teaching practices and increase academic achievement.	Professional Learning			09/01/2016	06/30/2017	\$0	School Leadership
Social Studies - Professional Development	Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, instructional and non-instructional staff

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Science - Supplemental Supplies	Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically in order to increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Instructional staff
ELA - Instructional Support Positions	Instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	School Leadership, academic specialists, paraprofessionals, and content area teachers.
ELA - Non-Instructional Support Positions	Non-instructional support positions will provide supplemental support to academically struggling students	Academic Support Program			09/01/2016	06/30/2017	\$0	School Leadership, Social Worker, and Achievement and Behavior Support Specialist
Math - Non-Instructional Support Positions	Non-instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	School Leadership, social worker, and achievement and behavior support specialist.
Science - Technology	Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, instructional staff
Social Studies - Instructional Support Positions	Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students struggling academically in order foster improved achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Academic Specialist, At Risk Teachers, Paraprofessionals
Social Studies - Supplemental Supplies	Staff will use supplemental supplies and materials to differentiate instruction for students struggling academically in order to increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, instructional staff

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Science - Professional Development	Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Academic Intervention Coaches, core content teachers
Social Studies - Technology	Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Instructional and non-instructional staff
Science - Non-Instructional Support Positions	Supplemental Non-Instructional Staff will work with students by eliminating barriers to instruction.	Academic Support Program			09/01/2016	06/30/2017	\$0	Principal, Achievement and Behavior Support Specialist, Social Worker
Math - Instructional Support Positions	Instructional support positions will provide supplemental support to academically struggling students.	Academic Support Program			09/01/2016	06/30/2017	\$0	School leaderships , academic specialists, paraprofessionals, and content area teachers.
ELA - Technology	Supplemental online subscriptions and technology will be used to differentiate instruction and increase achievement.	Technology			09/01/2016	06/30/2017	\$0	School Leadership, intervention staff, and core content area teachers.