Detroit Public Schools
Education Plan Addendum

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Superintendent of Academics

Higher Standards for All
DPS students' Artwork on cover supplied by

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The Development team for the Academic and Education Plan consisted of:

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<td>Wilma Taylor-Costen</td>
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<td>Office of Early Childhood</td>
<td>Wilma Taylor-Costen, Assistant Superintendent</td>
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<td>Office of Fine Arts Education</td>
<td>Willie McAllister Jr., Director</td>
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<td>Office of Global Languages</td>
<td>Viviana Muriel de Bonafede, Supervisor</td>
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<td>Office of Guidance and Counseling</td>
<td>Barbara K. Smith, Ph.D., Acting Director</td>
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<td>Betty Halliburton, Program Supervisor</td>
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<td>Deborah L Winston, Ph.D., Executive Director</td>
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<td>Irene Nordé, Ph.D., Executive Director</td>
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<td>• Office of Social Studies Education</td>
<td>Sheryl Jones, Director</td>
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<td>• Office of Special Education</td>
<td>Felecia J Baker, Assistant Superintendent</td>
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Research, Evaluation, Assessment, and Accountability

| • Office of Research, Evaluation Assessment, and Accountability | Sybil St. Clair, Ph.D., Interim Executive Director |
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Introduction - Superintendent’s Message

Karen P. Ridgeway
Superintendent of Academics

All across the United States, education is taking center stage. The charge to reform our public schools is a national mandate and a call to action. Thus, systemic change and related decision-making and actions must be part of our strategic planning process in building a world-class education system to ensure that all students demonstrate readiness for college, career, and citizenship in a global society.

We are at a pivotal point in preparing our students to be Detroit’s future workforce, but we are also positioning our students to be business and civic leaders. As we move forward, our new Academic Plan for 2012-2016 will serve as a living document over a five-year period. It will be consulted frequently and modified as needed. With the ever-changing climate, it will allow us the flexibility we need to achieve our three overarching goals:

(1) Assure all students graduate college- and career-ready through effective use of proven research, differentiation, and standards-based education;
(2) Ensure and sustain a rich environment and culture for life-long learners; and
(3) Continuously improve the effectiveness, efficiency, and responsiveness of the educational system.

These goals focus on strengthening our foundation and build upon the work completed to date. At our foundation is the goal of improving student achievement.

As Superintendent, I will be working closely with assistant superintendents and curriculum directors to improve communication and participatory leadership with school administrators and educators to ensure that the goals and measures delineated in this document are being carried out in our schools and classrooms throughout the District.

The Academic Plan Higher Standards for All is comprehensive and achievable. It represents systemic change that is realistic and doable. It is a huge undertaking that will compel students, educators, staff, parents, and community shareholders to acknowledge and embrace our shared responsibility for public education and to collaboratively work with each other to transform Detroit Public Schools so that every student is successful—academically, socially, and emotionally.

All interested parties must work together to create classrooms where students of varied backgrounds and abilities work with expert teachers, learning with understanding, in environments that are equitable, challenging, supportive, and technologically equipped for the twenty-first century. Detroit’s graduates must be equipped with the skills necessary to compete globally for entry into college and for jobs. Therefore, the speed by which change occurs in our educational system will directly affect the future economic outlook of our city, state, and nation. It is imperative that we accelerate our efforts to attain a world-class education system. Our students deserve and need the best education possible, one that enables them to fulfill personal ambitions and career goals in an ever-changing world.
Overview of District’s Curriculum

Curriculum is more than a collection of activities; it must be intentional, targeted and aligned to high academic standards for all students. It must also have coherence and be well-articulated within and across the grades. The District curriculum will have targeted goals, identified student experiences that enhance learning and more.

The Comprehensive Curriculum Plan (CCP) identifies the most essential enabling objectives needed to demonstrate proficiency in performing identified competencies. It aligns curriculum and instruction, develops a different view of assessing student learning, and targets high-performing learning outcomes which are critical to applying knowledge both now and in the future. It includes greater rigor in coursework, increased student performance expectations and incorporates state-of-the-art teaching strategies. The curriculum is designed to guide teachers, to suggest active teaching strategies/techniques, and to empower teachers to make professional judgments about specific procedures and instructional materials to use in helping students perform the intended outcomes. The subject area curriculum documents will be developed by teams of teachers, and others, identified as outstanding in their areas of expertise. The curriculum continues to be updated as necessary to align with changing state and national standards.

The CCP includes all the current requirements of the Michigan Department of Education and is correlated and aligned to the Common Core State Standards. The CCP exceeds state standards and requirements. It is a living document that is updated as new state and/or federal requirements emerge. It embodies the new Bloom’s Taxonomy model to support increased academic rigor throughout the District. Students will be engaged in problem-based learning applying new learning to new situations and creating product that reflect higher-thinking skills.
CORE CONTENT

English Language Arts Curriculum

Consistent with Detroit Public Schools’ commitment to excellence in education, DPS seeks to instill lifelong literacy skills in our students, staff, parents, and community through a comprehensive K-12 English Language Arts curriculum. Our curriculum is aligned with the Common Core State Standards which are standards adopted by many states across our nation. The mission statement for the development of these standards state:

> The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. (National Governors Association Center for Best Practices, 2010)

Our experienced teaching staff uses frequent analysis of data, high-caliber instruction, current research-based strategies, and engages in ongoing professional development to positively impact student academic achievement.

Literacy instruction begins in the early elementary years with teaching students the essential concepts needed for reading success. These skills have been identified by the National Reading Panel as skills that all students must know and be able to do to become proficient readers. Beginner readers are taught the alphabetic principle which teaches students how letters work together in a systematic way to connect spoken language to written words. Students are also taught the concept of print awareness which helps students recognize the nature of written language, such as print goes left to right and top to bottom. Students are also taught phonemic awareness which is the ability to hear and understand the sounds from which words are made. Systematic and explicit phonics instruction incorporates knowledge about the association between the sounds of the language and the written symbols or spellings that have been chosen to represent sounds.

Additionally, students are taught vocabulary and comprehension skills that propel them toward becoming competent readers. Students are also taught writing skills, which are intricately woven into the process of learning to read.

The Detroit Public Schools’ approach to reading instruction begins with a serious commitment to ensuring that all students master these skills before exiting third grade. To accomplish this endeavor, the District provides 120 minutes of daily literacy instruction and provides all students with support systems to help them meet reading goals. Among these supports, the District provides students with access to Accelerated Reader™, a suite of reading services known as mClass, after-school tutoring, Destination Reading, Learning A-Z, the support of the District’s Volunteer Reading Corps, and the Reading Recovery program. Reading Recovery teachers teach the
lowest achieving first-grade students one-to-one to bring them to the average reading level of their classmates. Additionally, six schools have adopted the *Success for All* reading model which uses research-based reading strategies to ensure student success. Each support system provides opportunities for children needing intensive support and provides challenges and enrichment to those students who are at or above grade level.

As students progress to middle-school, the adolescent reader is impacted by the shift in reading focus. Students become engaged with reading much more informational text. Teachers continue to build on the skills introduced at the elementary level, but also begin to introduce the students to different and more complex reading strategies needed to master the increasingly more challenging text. Supports for the adolescent reader include: *Accelerated Reader™*, *Bridges* reading intervention materials, and after-school tutoring.

High school students continue along the spectrum of literacy learning and engage in the use of literacy strategies that impact all content areas. Students at this level must be prepared to read rigorous content area materials and continue to receive instruction in literacy strategies that support reading and writing. High school students must complete four years of instruction in the English Language Arts and have opportunities to use their skills through a variety of venues. Students enroll in *Advanced Placement* courses, register for dual enrollment courses, participate in the Debate League, and enter a wide variety of contests. High school students also explore the world of art, literature, and life’s big questions through the curriculum. The texts which are organized around clusters of standards allow for the teaching of major literary concepts across genres. Students analyze fiction, non-fiction, poetry, drama, and media across the clusters of standards thereby allowing them to study information in-depth.

As DPS students graduate from high school and matriculate to college or enter the workplace, they will be equipped with literacy skills that ensure that they are able to function successfully in all endeavors.

**Mathematics Curriculum**

The PreK-12 Comprehensive Mathematics Plan provides a curriculum and instructional guide for mathematics teachers. The mathematics curriculum is designed to focus mathematics instruction. High but attainable curriculum standards are required to produce a society that has both the capability to think and reason mathematically and have a useful base of mathematical knowledge and skills needed in life. The mathematics curriculum is designed to enrich the mathematical experiences of both teachers and students. It builds on fundamental mathematical strands and integrates mathematics into other subject areas. The curriculum is based upon an extensive body of research related to how students learn mathematics and provides opportunities for all students to develop mathematical proficiency. The mathematics curriculum outlined in curriculum guides and pacing charts are aligned to the Common Core State Standards for Mathematics and multiple literacies i.e., numeric, graphic, financial, textual, graphic, visual, multimedia, and digital. The curriculum guides represent a scope and sequence
of instruction. Guides and pacing charts delineate what mathematics students need to know and be able to do. These documents provide the blueprint for rigorous content in mathematics curriculum.

The early years in mathematics provide a foundation for future mathematics learning through hands-on and real world activities. K-8 mathematics classrooms exceed state standards by requiring 90-minutes of uninterrupted, daily mathematics instruction. In an effort to provide rigorous and relevant instruction, the District assigns a mathematics teacher for every grade level beginning with kindergarten. All mathematics courses including at the elementary level allow gifted and talented students to advance. For instance, a third grade student who excels in mathematics can be found in the fourth grade math class while remaining in all other third grade classes with his peers. The District has instituted Algebra in grades 8. The goal is to support students based on whatever their readiness level is. These opportunities exist throughout the mathematics pipeline from kindergarten to grade 12.

K-12 students who struggle in mathematics will be identified based on test results from state assessments and course grades to receive additional support through all inclusive support services. In addition, ninth grade students who have been identified as needing additional support will receive a double dose of algebra in grade 9. High school students complete Algebra I, Geometry, Algebra II, and one additional higher level mathematics course. Those who take Algebra I prior to high school can begin with Geometry. All high school students must complete four years of mathematics to meet graduation requirements regardless of where they begin. Students interested in challenging themselves are encouraged to enroll in Pre-AP/honors and Advanced Placement courses in mathematics.

Technology plays an integral role in the conceptual development of strong mathematical ideas with understanding. Technology helps to support student investigations into every area of mathematics and facilitates a focus on decision making, reflection, reasoning, and problem solving. Whether the technology is a graphing calculator, a motion detector (Calculator Based Ranger), or video on real news; it will play an essential role in our classrooms to bring the mathematics to life.

The instructional framework for teaching mathematics includes explicit instruction, whole group instruction, small group instruction centered on rigorous tasks, small group differentiated instruction, higher-order questioning strategies, multiple literacy strategies, and more. Mathematics learning requires actively engaged students. Teachers focus instruction on meaningful development of essential mathematical ideas outlined in curriculum guides and state standards. New concepts and skills are developed through real world problem solving opportunities to support a relevant education. Cooperative learning enables small groups of students to discuss, explore, discover, make conjectures, and use appropriate technology to develop conceptual meaning. Whole group collaboration follows with discussion of the specific concepts, connections, and predictions. As students develop numeracy skills and concepts, they become more confident and motivated in the expression of their mathematical abilities. They
learn to enjoy and value mathematics, think analytically, and understand the role of mathematics in everyday life.

DPS mathematics curriculum is supported in building student capacity through the inclusion of the following departmental programs and projects:

- District-wide K-12 Mathematics Professional Development
- District-wide K-12 Mathematics Instructional Specialists and Coaches Meetings
- Common Core State Standards for Mathematics Transition
- Mathematics-Focused Coaching Training
- DPS-Wayne State University Partnerships
- Michigan State University Measurement Project
- Woodrow Wilson Teacher Fellows
- Eighth Grade Algebra
- Academic Games™
- Chess League
- Summer Mathematics Teacher Institute
- K-12 Mathematics Newsletter

Science Curriculum

The K-12 Comprehensive Science Plan provides a curriculum and instructional guide for Science teachers. The intention of the Science curriculum structure is to create consistent, cohesive, and comprehensive instruction in Science across the District. This is significant in order to enable better collaboration between colleagues, less disruption for transient students, and focused instructional outcomes. Additionally, the use of Driving Questions, Scientific Explanations, hands on investigations, and technology integration throughout the curriculum provides an inquiry based and literacy laced environment. The Science curriculum also encourages partnerships with local non-profits, institutions of higher education, businesses, and educationally enriching environments, to allow students to experience Science connections in the real world.

The vertical (K-12) and horizontal (across the grade level) alignment of the Science curriculum are constantly being reviewed to address issues related to the cyclical learning cycle. The K-12 Science curriculum has instructional units that cover multiple Grade Level Content Expectations, include a pre and post test, and are organized by a Driving Question that students investigate throughout the unit. At the end of each unit, students should be able to
construct a Scientific Explanation that answers the Driving Question with a claim and multiple pieces of evidence gained either through text, experience, investigation, or instruction. There are between 4-6 units during an academic school year. Additionally, at the middle school level, grade level themes were developed that encompassed all units for the entire year. Finally, ancillary programs that best support and enhance Science instruction are encouraged.

High school graduation requirements demand three credits of Science (Biology is mandated, then students can take either Physics or Chemistry, and one additional Science elective). Some of the electives offered at the high school level are Forensics, Robotics, Environmental Science, and Earth Science. Many high schools have had guest speakers and outreach programs from our local universities such as Eastern Michigan University, Michigan State University, Oakland University, University of Michigan, and Wayne State University. Advanced Placement (AP) Science courses are also offered at some high schools.

Technology is a critical element of Science, and Science instruction. It is imperative to integrate technology in instruction, and utilize it in a manner that enhances the Science experience and deepens the content knowledge for the student. All of the curriculum and textbook resources for Science are available in a digital format. Every teacher in the District received a Netbook for instructional purposes. Teachers are encouraged to share digital content through the internet, powerpoint presentations, interactive white boards, document cameras, and Flex cams. Examples of how and when to use these technology components are in the curriculum guides provided and are highlighted at professional development sessions. Additionally, the use of probeware and data collection tools is encouraged. Finally, identifying technology that can support, challenge, and engage students individually is an important element in differentiated instruction. To that end, the Office of Science, in collaboration with the Detroit Mathematics and Science Center, created a document that includes helpful Science links for students and parents. This document, as well as multiple other helpful links, is available on our detroitk12.org website on the Science page.

DPS Science Curriculum is supported and enhanced by participation in the following
K-8 Science enrichment opportunities:

- AWIM (A World in Motion) engineering program
- DAPCEP (Detroit Area Pre College Engineering Program)In School & Saturday program
- Detroit Children’s Museum programming
- Farm 2 School Centers (School gardens & Nutrition education)
- Future City Competition
- Greening of Detroit
- Recycling (Recycle Here! and Green Living Science)
• Robotics, Science Fair
• Science Fair
• You Be the Chemist

High School Science enrichment opportunities:
• Farm 2 School Centers (School gardens & Nutrition education)
• DAPCEP Saturday programs
• Internships
• Junior Science and Humanities Symposium
• Recycling (Recycle Here! and Green Living Science
• Robotics
• Remotely Operated Vehicle (ROV)
• Science Fair
• SMaRT (Science Mathematics Architecture and Technology)
• University of Michigan Genomics project
• University outreach programs

Science, Technology, Engineering, and Mathematics (STEM) Related Programs

The District is placing added emphasis on Science, Technology, Engineering and Mathematics subjects by strengthening the academic curriculum and increasing student access to and participation with STEM related activities and programs. The Office of Science and the Office of Mathematics Education, in collaboration with the Detroit Mathematics and Science Center, provided over $30,000 in mini grants to Science and Mathematics teachers in the District during the 2011-2012 school year. Teachers were awarded materials for their classroom related to Mathematics or Science, buses for field trips, admission to museums, and many other items that provided enriching experiences for students.

Detroit Public Schools is in a partnership with the Woodrow Wilson Teaching Fellowship, a highly competitive program that recruits people with STEM degrees or backgrounds into the teaching field. The District currently has 37 Woodrow Wilson Fellows in 15 schools working under the mentorship and direction of Detroit Public Schools teachers. Our students truly benefit from the real world STEM expertise these fellows bring to the classroom, and the fellows are at a great advantage because they are under some of our best teachers. This
partnership runs through 2014 and involves Eastern Michigan University, Michigan State University, University of Michigan, and Wayne State University.

Office of Science Innovative Programs (moving forward)

- “Scientist at Every School” (or some other creative name)
- Arts and Scraps/Science application (K-8)
- District-wide recycling
- Family Engineering, Family Math, or Family Science Events at every school
- School gardens
- Science enriching activities at every school

Office of Mathematics Education innovative STEM related programs are:

- Detroit Area Pre-College Engineering Program (DAPCEP)
- Robotics
- Project SEED
- Science Engineering Fair in Metropolitan Detroit
- Transportation and Civil Engineering (T.R.A.C.)
- University of Detroit Mercy (UDM), Georgia Tech and DPS Collaborative
- Summer Engineering Experience for Kids (SEEK)

Department of Multilingual/Multicultural Education

An essential function of the Department of Multilingual/Multicultural Education is to ensure that diversity is respected and appreciated throughout the district. The Detroit Public Schools’ Multicultural Guide for Selecting Instructional Materials is used by all departments as a template for ensuring diverse perspectives and images are represented in instructional materials. It also helps to ensure that bias, stereotypes, misconceptions, over representations, under representations or glossing over of issues are avoided. Detroit Public Schools endeavors to provide a truthful and accurate curriculum to all students. Although this department influences the curriculum in every department, the Offices of Social Studies, Bi-lingual Education and Global Languages uniquely comprise the Department of Multilingual/Multicultural Education.

Recognizing the need for students of the 21st century to successfully maneuver in an increasingly global society, the Department of Multilingual/Multicultural Education promotes
diversity and learning about people around the world through the Office of Social Studies. Additional instructional time is devoted to students using inquiry strategies to learn about people and cultures around the world. Through our Social Studies cultural heritage programs and International Education Week programs every classroom in every school is encouraged to engage in in-depth study of cultures, regions and countries as they relate to the Michigan Department of Education content expectations for social studies. Students also learn about international careers and educational opportunities. The schools’ in-depth study culminates in demonstration of the knowledge gained in *Around the World in a Day* programs that are intended to inform others and to celebrate the similarities and uniqueness of humanity.

The Office of Bilingual Education addresses the need for a growing competency in multilingual skills. A high priority is placed on the needs of English Language Learners and addressing their language acquisition challenges. The District has aggressively implemented dual-language programs at all grade levels. This is an educational approach that provides literacy instruction and content instruction to all students in English and another language. The major goals of this program are (1) to increase the number of bilingual and bi-literate students; (2) to provide opportunities and experiences to meet the needs of a diverse student population; (3) to prepare students to meet the demands for a multilingual workforce. The Department of Multilingual/Multicultural Education also provides interpretive services to any stakeholder as needed.

Recognizing how educational models of the 21st century must provide opportunities for all students to acquire the multilingual and multicultural skills that will empower them to meet the challenges of an increasingly borderless and interdependent world. To this end, the Office of Global Languages provides novice and advanced level instruction in numerous languages and cultures. New initiatives building on successful practices and the most current research are utilized to increase students’ proficiency in world languages. Learning a second language, starting in kindergarten and continuing with a sequential program through grade 12, is an essential part of preparing students academically and socially to compete in a global economy.

**Social Studies Curriculum**

The social studies curriculum for Detroit Public Schools is designed to teach students the content knowledge, intellectual skills and civic values necessary for fulfilling the duties of citizenry in a participatory democracy and to also effectively engage in the global society.

The curriculum takes into consideration the developmental stages of children by beginning in Kindergarten with the course entitled, *Myself and Others*. This course is used as a foundation from which to expand students’ learning about the world. The social studies curriculum culminates with the final required course offered in eleventh grade, *World History and Geography*. The elementary and middle school curriculum shows the students an ever broadening view of the world while each high school course has a disciplinary focus. All courses are integrative using as pillars the core social studies disciplines of: economics, civics, history
and geography. The curriculum also integrates across the other social science disciplines and other content areas with an emphasis on literacy and using current technology. Service Learning and personal finance are essential components of social studies and are included in each course to varying degrees.

The sequence of study is as follows:

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<td>Kindergarten</td>
<td>Myself and Others</td>
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<td>First Grade</td>
<td>Families</td>
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<td>Second Grade</td>
<td>The Local Community</td>
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<tr>
<td>Third Grade</td>
<td>Michigan Studies</td>
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<tr>
<td>Fourth Grade</td>
<td>United States Studies</td>
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<tr>
<td>Fifth Grade</td>
<td>Integrated United States History</td>
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<tr>
<td>Sixth Grade</td>
<td>Western Hemisphere Studies</td>
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<tr>
<td>Seventh Grade</td>
<td>Eastern Hemisphere Studies</td>
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<tr>
<td>Eighth Grade</td>
<td>United States History and Geography to Beginnings to 1865</td>
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<tr>
<td>Ninth Grade</td>
<td>United States History and Geography 1865 to Present</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>Economics (1 semester)</td>
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<td></td>
<td>Civics (1 semester)</td>
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<tr>
<td>Eleventh Grade</td>
<td>World History and Geography</td>
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To provide increased rigor and college readiness, the following Advanced Placement courses are offered: European History, Macroeconomics, Government and Politics: Comparative, Microeconomics, Psychology, Government and Politics: United States, United States History and World History.

Teachers are encouraged to use the Powerful and Authentic Social Studies (PASS) model for instruction. This inquiry based model involves the in-depth study of meaningful concepts that require the use of primary sources and higher order thinking skills as outlined in Bloom’s Taxonomy along with using strategies and activities that replicate tasks performed in life
beyond the classroom. This model also requires integration across content areas and across social studies’ disciplines.

In developing curriculum, selecting materials and in instruction: the tenets of African-centered education and multicultural education are followed. Particular respect is given to the diversity and equality of mankind and how culture influences learning, behavior and perspectives. Core Democratic Values; which are common beliefs essential to our society, are infused throughout the curriculum.

The Office of Social Studies supports many enrichment programs and activities that enhance learning and application of social studies content including:

**African Heritage Cultural Center:** The African Heritage Cultural Center is an interactive museum that highlights ancient and contemporary African history.

**Anti-Bullying: Creating Good Citizen Programs:** Includes a curriculum and programs to assist staff and parents in combating bullying. In the context of the social studies curriculum, teachers promote anti-bullying while fostering good citizenship. Annual conferences and workshops are held to promote anti-bullying and good citizenship.

**Cranbrook Institute of Science/DPS Educational Programs:** This program is designed to enhance social studies and science instruction. It includes private access to the museum, training for staff, internship opportunities and field trips for students and their families.

**Cultural Heritage Activities:** Includes a curriculum that helps students to conduct in-depth study of cultures using the core social studies’ disciplines, as a culminating activity students are invited to submit samples of their study and participate in a cultural heritage gala.

**Culturally Influenced Social Studies:** Includes technology based units built in collaboration with teachers and community that focus on providing perspectives of peoples that are often omitted unintentionally or by design.

**Detroit Public Schools’ Social Studies Olympiad:** The Social Studies Olympiad is a fun and challenging competition that encourages students to learn and apply essential concepts.

**Financial Literacy Programs:** Money Wise programs are offered to all high school economics students. Money Smart Week activities are available to students of all grade levels.

**Mock Elections:** Students learn the importance of democracy through mock elections held during every major city, state and national election season.

**Service Learning Showcase:** Students showcase service learning projects that have a curriculum connection, address a community need, involve research, and include community partnerships and action.

**Teen Court:** In partnership with the Wayne County Prosecutor’s Office, The Teen Court experience is designed to reduce the likelihood of incarceration for juvenile misdemeanor offenders and to foster interest in careers in the legal profession. This program is connected to
basic law and criminal justice courses. Teen Court also promotes positive behavior in the youthful offenders and in the students involved in the program.

**Teen Leadership Institute:** The Teen Leadership Institute is a citywide organization that gives students experience in governance. The Institute brings together high school students from across the city to engage in Service Learning Projects, Bill Writing, Mock Jury Trials, Parliamentary Procedures, Fundraising, Michigan Youth in Government Conferences and other activities that strengthen their leadership and communication skills, and prepare them for college and beyond.

**Camp Africa:** A Summer day camp experience conducted in partnership with the Charles H. Wright Museum of African American History for students grades K-8. This unique 2 day camp provides a rich educational experience for students. Students use social studies, literacy, mathematics, science and fine and performing arts content to learn about African and African American cultures and civilizations. Students also apply concepts learned to contemporary issues.

**Passport to Africa:** In partnership with Wayne County Community College District, annually students experience Africa through the eyes of native Africans.

**International Education Week:** This program provides students with information about global educational and career opportunities as well about various cultures.

**Bilingual Education Curriculum**

The PK-12 Comprehensive Curriculum Plan for Bilingual/English as Second Language (ESL) students is established by the Michigan English Language Proficiency Standards (MELPS), which is aligned to the Michigan (English Language Arts (ELA) Standards. The goal of these standards is to establish criteria to support students who are learning English as an additional language. The implementation of MELP Standards is essential for educators and learners and ensures English Language Learners (ELLs) access to the full content area curriculum. The MELP Standards support this vision by providing standards and benchmarks for local school districts, administrators, curriculum specialists, and teachers in K-12 schools as they develop effective and equitable education, inclusive of English Language Learners. Current research shows that language proficiency is further developed through academic application, core curriculum subjects, such as social studies, science, and mathematics. The ultimate goal for all English language learners is personal, social, occupational, and civic literacy.

Current linguistic, psychological, and educational research offers insight into the process of learning additional languages and the pedagogy that supports second language learning. Language learning takes place in the community and in the classrooms. In the school setting several general principles underlie successful language teaching and learning for all students. The TESOL ESL Standards for Pre-K-12 Students provide an understanding of these principles of language acquisition: language is functional, language processes develop interdependently,
language acquisition occurs through meaningful use and interaction, language acquisition is a long-term process, language learning is cultural learning, and native language proficiency contributes to second language acquisition.

In Bilingual/ESL classrooms, emphasis is placed on the four domains of language acquisition: Listening, Speaking, Reading, and Writing. Students are tested every spring, using the English Language Proficiency Achievement test (ELPA), to measure their proficiency in these domains. Teachers use the core curriculum materials provided by the District, along with supplementary materials in classrooms with Bilingual/ELL students to expedite the learning process for all ELL students across the content areas. Integration of English language arts occurs in multiple ways. First, English language arts curriculum, instruction, and assessment reflect the integration of all components. The English language arts are not perceived as individual content areas, but as one unified subject in which each of the areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the English language arts.

Upon availability of staff, and considering the needs of each school’s population, supplementary materials may be used as a suitable means to teach the curriculum. Materials used in the elementary grades have a focus on academic vocabulary development, accessible reading, and differentiated instruction. At the middle school level, English Language Learners who are striving to become high achievers can do so by using materials that combine writing and language instruction to increase the acquisition of the English Language. Students in grades 9-12 have access to a program designed to provide students with resources to accelerate their language skills and bring them up to grade level. However, teachers who use the core ELA materials must do so according to the pacing charts provided by the District.

In order to assist ELL students in accelerated acquisition of the English language, bilingual teachers have received professional development in the implementation of the Sheltered Instruction Observation Protocol (SIOP), among other strategies. This research project was developed through the Center for Research on Education, Diversity & Excellence (CREDE). It provided an opportunity to work closely with a group of teachers on the east coast and a group on the west coast to engage in intensive refinement process and to use the sheltered model in sustained professional development effort. This work was supported under the Education Research and Development Program (Echevarria,Vogt, Short, 2000). This model allows teachers to support their students in an effective manner. They will continue to receive additional training and support as necessary by the Bilingual Literacy Coaches, and consultants.

Many of the strategies used to differentiate instruction for all learners, also work well for students whose first language is not English. Additional strategies include:

- flow charts
- maps/charts/graphs/semantic webbing
- technology (talking pens, interactive white boards, SMART tables)
• artifacts and video clips
• music, songs and chants
• literacy centers in all the content areas
• games
• learning logs
• modeled talk
• vocabulary role play

**Global Languages Curriculum**

The Office of Global Languages is committed to providing all students World Language instruction and developing effective communication skills in at least one World Language other than English. Our main objective is to equip our students linguistically and culturally to communicate successfully in a pluralistic American society and in the global communities. In 2011, we created and implemented the Global Language Standards-Based Curriculum in alignment with the National and State Standards for Foreign Language Learning in the 21st Century, which describes what students, “can do” with the language rather than what they, “can say about” the language. This shift includes: the “5 C’s”: Communication, Culture, Connections, Comparison, and Communities. It also includes three modes of communication: interpersonal, interpretative, and presentational. Our students: gain greater insight into the cultural aspects of people who speak the target language, see the connection between the study of language and other disciplines, develop a better understanding of the nature of their own language, and engage in language interactions within and beyond the classroom. The focus of instruction is no longer on teaching the how (grammar) and what (vocabulary) of languages, but on teaching the why, whom, and when (the socio-linguistic and cultural aspects of language) in order to develop the learners’ communicative skills in the target language and to promote genuine interaction (Standards for Foreign Language Learning: Preparing for the 21st Century, American Council on the Teaching of Foreign Languages, 1999). This approach provides a new lens through which our students build meaningful connections and access to the global community from a multicultural and multilingual perspective in all the languages taught: Spanish, French, German, Chinese, Arabic, Japanese, Russian, Latin, and American Sign Language. The Global Language handbook (2011) offers a comprehensive guide to principals and Global Language teachers to successfully implement the new Global Language Standards-Based Curriculum. Models of Learning Scenarios (thematic units) as well as the scope and sequence of instruction can be found on these pages.
The Michigan Merit Curriculum considers World Languages as a core class requiring the graduating class of 2016 and those following, to have completed two credits of a World Language other than English prior to graduation, or demonstrate a two-year equivalent proficiency at the Novice High level on the American Council of the Teaching of Foreign Language Proficiency Scale. This new World Language Graduation Requirement offers students the option to demonstrate their proficiency in another language and, if successful, a. continue developing their native (non-English) language by registering for more advanced courses, b. register for another Global language course; c. opt out of a World Language by passing the Language Proficiency Exam. As indicated in the ACFTL Proficiency Guidelines, to reach an Intermediate level of language proficiency in a Foreign Language, students need to begin World Language instruction at an early age and continue developing their skills for many years. Examination and application high schools in DPS require students to complete 4 years of a Global Language. Our goal is to expand Global Language education to all the comprehensive schools as well as K-8 schools. Research indicates that it is essential to begin second language instruction at an early age in order to stimulate brain development at a critical stage, which leads to higher academic achievement in all areas. Additionally, we strive to integrate multilingual, multicultural education in our schools so that all our students become more international-minded.

Quality Global Language instruction requires that teachers to be facilitators of instruction. They actively engage their students in dynamic language experiences and as they address all their students’ needs, learning styles, and levels of language proficiency. The use of the target language in the classroom and beyond, collaborative learning, authentic resources, and effective use of technology are important elements of the new Global Language curriculum. Assessment is directly related to instruction. Teachers assess their students’ language proficiency in multiple ways, such as formal and informal as well as formative and summative assessment to measure learning. The emphasis is on assessing our students’ language through task-based projects that integrate all the language learned over time. Providing effective professional development for all our Global Language teachers in all these areas is crucial to the successful implementation of the new Global Language Curriculum.

Additionally, the District is incorporating Distance Learning Global Language education into our elementary, middle, and high school curriculum. Live instructors, who are located in far-away places, provide live, interactive instruction and assessment to our local schools via Skype. Virtual Learning can be used both as a supplement to the existing GL teacher or in lieu of when a GL teacher is absent. Moreover, we added several Advanced Placement (AP) courses in different languages to challenge our students to reach higher levels of language proficiency. Furthermore, the District has plans to implement International Baccalaureate (IB) Programs at elementary, middle and high Schools.

In compliance with the State mandate related to World Language Graduation Requirements, the District has implemented online world language proficiency exams to verify the language proficiency of incoming 8th grade students who claim they understand, speak, read, and write at the novice high
level in Spanish, French, German, Italian, Chinese, Japanese, and Arabic. This Office is working to make this language proficiency exam available for all Global Language students, starting with the incoming 9th graders at the end of the year so that we can objectively measure each student’s level of language proficiency at the end of a course through a reliable tool and identify areas of improvement for each student.

**Special Education K-12 Programs**

A variety of programs and services to meet the diverse needs of students with disabilities are offered in schools throughout the district. The instructional program for students with disabilities is aligned to the district’s curriculum, Michigan Standards, and the Individual Education Plan (IEP) thus providing opportunities to learn and achieve individual outcomes. Instruction with accommodations/modifications that supports the pathways delineated in the IEP with annual yearly assessment in either the Michigan Educational Assessment Program (MEAP) or alternate assessment (MI-Access). There are a variety of programs available to serve students with disabilities such as Autism Spectrum Disorders (ASD), Emotional Impairments (EI), Cognitive Impairments (CI), Physically Impaired (PI), Other Health Impaired (OHI), Early Childhood Developmental Delay (ECDD), Traumatic Brain Injury (TBI), Specific Learning Disability (SLD), Speech and Language impaired (SLI), Hearing Impaired (HI), Visually Impaired (VI), Severe Cognitive Impaired (SCI), and Severe Multiple Impaired (SXI). Students may also receive related services such as physical and occupational therapy, counseling, nursing services, school social work services and assistive technology to access a free and appropriate public education. The goals of the division of special education is to provide all students the support necessary to achieve at their maximum potential towards attaining the standards required for graduation to become productive members of the community and workforce. Providing a spectrum of services with a strong focus on least restrictive environment we have made strides in expanding inclusive practices that allow students to be educated in their neighborhood school. Students in high school have opportunities to attend career tech centers for vocational training. Those students with moderate to severe disabilities have the opportunity to receive vocational and life skills training through the ACT 18 Workskills program up to age 26.
Electives

Curriculum for the Arts

Curriculum in the Arts: The arts curricula include planning, developing, and implementing the fine arts curriculum. Music and Visual Art are required subjects in grades K – 5. At the secondary level, Theatre Arts, Dance, Visual Arts, Music, and a myriad of arts-related courses are offered on an elective level. Authentic assessment is one of the focal points of the curriculum. This assessment is offered through a series of festivals, art exhibitions, and performances such as the District’s Evening of Fine Arts.

Music Curriculum

The K-12 Comprehensive Music Plan is a curriculum and instructional guide for instrumental and vocal music teachers. The instrumental and vocal music programs are designed to implement a balanced and sequential instructional program for students and teachers. The curriculum is designed to introduce students to music at the elementary school level, to foster and further develop their musical abilities and interest at the middle school level and to skillfully refine their listening, analyzing, playing, singing and composition writing skills at the high school level. Through the use of instrumental and vocal music pacing charts, the alignment to the Common Core State Standards and the No Child Left Behind mandate, the music curriculum defines what instrumental and vocal music students need to know and should be able to demonstrate at every level of development in four category groupings: Historical, Cultural and Social contexts for Music, Performing and Producing Music, Analyzing and Evaluating Music and Aesthetic Sensitivity to Music. These documents provide the model for a rigorous training program to help every student reach their full academic and creative potential students.

The introduction of elementary students to music is very important to laying the foundation for the development of the whole child. The exposure to music at an early age provides a firm foundation to tap into creativity which leads to the development of problem solving, higher order thinking skills, rapid data processing, increased memorization, speed reading, grouping and deciphering skills. In an effort to establish and develop this creative environment, schools that have music programs at the elementary level are assigned a skilled and qualified teacher to meet with students a minimum of two fifty five minutes periods per week. Students at the middle school level receive instructions a minimum of three days per week and high school students receive a minimum of 4 fifty five minute classes per week. All music classes including those at the elementary level allow gifted and talented students to advance while being grouped with students of the same grade level and/or a different level. The curriculum is set up to allow and support students who excel at a rate faster than the class with his peers while still remaining in the same class. The curriculum allows for the usage of tracks testing as a means of
supporting students based on what level of readiness the student portrays from 4th through 12th grade.

Music students in grades 6 – 12 are exposed to different levels of testing on various instruments and ensembles that help to identify students that are performing at, above or below state level. DPS are participants in District and State Level Michigan School Band and Orchestra Association, Michigan School Vocal Music Association, and the American String Teacher Association Solo and Ensemble Festival, Band and Orchestra, String, Choral and Jazz Band/Choir Festival. They are inclusive of the following instruments and/or voice groupings:

**Instrumental** - music students on brass, woodwind, percussion and string instruments e.g., piano, music theory and harp.


All high school students must complete one year of the arts to meet graduation requirements. Students desiring to challenge themselves and prepare for music at the college level are encouraged to register and participate in AP and Honor classes in instrumental, vocal music, Music History and theory courses.

Technology is very important in the development of the music programs. Recorded materials via DVD, CD, Video digital and/or analogue, Smartboards™, Ipods and digital recording studios play a tremendous role in helping students to understand ideas. Students are able to explore and focus on design, creativity and problem solving through the usage of technology. Technology plays a tremendous role in the evolution of the music classroom.

**Visual Art**

The Art Education Core Curriculum describes the specific art outcomes to be achieved at given grade levels by all students attending Detroit Public Schools. These competencies follow a sequential developmental matrix of visual art components: Art Production, Art History/Culture, Art Criticism/Assessment, and Art Aesthetics/Value. These components are aligned with the Michigan Essential Goals and Objectives for Art Education: Creating Art and the Art Production Process; Historical, Cultural and Social Contexts; Art Criticism/Analysis, Aesthetics: Philosophical Questions and the National Standards for Arts Education.

The Art Core Curriculum state overall competencies expected to be mastered by students as they complete the twelfth grade. Grade level outcomes are expected to be mastered at the completion of each grade level grouping: K-2; 3-5; 6-8, 9-12. Grade level outcomes are cumulative and are based on the assumption that the students have achieved the outcomes specified for each of the preceding grade levels. Achievement of outcomes is dependent upon several factors, including the amount of time allotted for art education instruction and the sequential continuity of that instruction according to prescribed guidelines of the curriculum.
The Core Curriculum for Art Education also provides guidelines that will be utilized for the selection and development of instructional materials, procedures, and assessments that will help students achieve the knowledge, skills and values necessary for full and effective participation in our global community. By following the Core Curriculum, teachers will help students to increase their higher order thinking skills, enable them to participate in greater substantive conversation which considers relationships within their world and the world around them; and increase their deep knowledge so that they understand what they are learning and why they are receiving instruction in visual arts education.

This curriculum is responsive to the Detroit Public Schools Multicultural Curriculum Resolutions. It provides historical and contemporary multicultural perspectives that become a lens through which students see themselves and their cultural heritage within a global context.

Technology is very important in the development of the Visual Arts programs. Recorded materials via DVD, CD, Video digital and/or analogue, smart boards, I pods and digital recording studios play a tremendous role in helping students to understand ideas. Students are able to explore and focus on design, creativity and problem solving through the usage of technology. Technology plays a tremendous role in the evolution of the music classroom.

**Dance**

The Dance curriculum is a guide for dance teachers and students. The curriculum is designed to introduce, make students aware of structured movement and to engage the whole self. Students are exposed to the concepts of dance in elementary school. The first exposure is in kindergarten. In kindergarten, students move and learn expression through engagement. It is here that students begin to learn and become literate in the language of dance (K–4th grade).

In grades (5–8) students expand learning to create, perform, develop their skills and knowledge that enhance their physical and mental abilities. Students learn the importance of collaboration and the proper care for the health of their bodies. Students learn details of style, choreography. The dance curriculum provides the students and teachers with a unique insight into culture and/or historical period of time from which the selection of work is taken from.

In grades (9–12) technical expertise and artist expression are enhanced through reflective practice, private study and evaluation of the student’s own work. Students examine the role and meaning of dance in various social, cultural and historical contexts through many different dance forms.

In the 9th – 12th grade curriculum, students are given the opportunity to perform more in outside venues and events. Students create choreography for the ensemble as well as solo works. Students experiment with many different type dances for many different performance occasions.

In the Dance Curriculum, students work to:

- Identify and demonstrate movement


- Understand choreographic principles
- Processes and structure
- Use dance as a means to create and communicate
- Apply and demonstrate critical and creative thinking skills through dance performance
- Demonstrate understanding of dance in various cultural and historical periods
- Make connections between dance and healthful living
- Make connections between dance and other disciplines

DPS Dance Curriculum is highlighted through:

- The All City Dance Concert (Elementary, Middle School and High School participants)
- The Detroit Public School’s Evening of Fine Arts (Middle School and High School participants)
- The Michigan Youth Arts Festival (High school participants)
- Partnership with the Detroit Jazz Festival (High School participants)

Technology is very important in the development of the dance programs. Recorded materials via DVD, CD, Video digital and/or analogue, smart boards, I pods and digital recording studios play a tremendous role in helping students to understand ideas. Students are able to explore and focus on design, creativity and problem solving through the usage of technology. Technology plays a tremendous role in the evolution of the dance studio. At present, we have dance programs in five elementary middle schools and eight high schools.

**Theater**

The Theater Curriculum is a guide for teachers and students to learn about life, actions, positive and negative consequences, customs and beliefs, about others and themselves. The curriculum is designed to help students learn through pretend, role play, imitation, creative thinking and collaboration. The curriculum identifies and utilizes student skills as playwrights, actors, designers, directors, set builders, audio and video operators.

The curriculum serves as a guide to develop group and individual skills through planning, playing and teaches how to evaluate content. Students learn to work as a complete team and to utilize the contributions from the other disciplines on a daily basis. Students learn the art of public speaking, voice inflections, wave forms, pitch frequencies, distances, vocabulary, historical research, creativity and the calculation of mathematical properties throughout each production. The curriculum affords students the opportunity to explore personalities and geography while expressing understanding of their immediate world and broaden their
knowledge and understanding of other cultures. The curriculum afford students the opportunity to develop theatre literacy through the use of vocabulary, imagined places people, and things.

The curriculum allows students through performance, self and group critiques to develop a deeper understanding of local, national and global issues through metaphoric and representative drama.

In the Theatre Curriculum, students learn:

- Script writing through improvising, writing and refining scripts based on personal experience, heritage, imagination, literature and history
- Acting by developing, communicating and sustaining characters, in improvisations in formal and/or informal sets
- Design and produce by conceptualizing and realizing artistic interpretations for formal and/or informal productions
- Directing by interpretation of dramatic texts, reorganizing and conducting rehearsals for formal and/or informal sets/productions
- Research, evaluate and synthesize cultural and historical information to support artistic choices
- Compare and integrate art forms by analyzing traditional theatre, dance, music visual arts and new art forms
- Analyze, critique and construct meaning from formal and informal theatre, film, television, and electronic media productions
- Understand context by analyzing the role of theatre, film, television, and electronic media

Technology is very important in the development of the Theatre programs. Recorded materials via DVD, CD, Video digital and/or analogue, smart boards, I pods and digital recording studios play a tremendous role in helping students to understand ideas. Students are able to explore and focus on design, creativity and problem solving through the usage of technology. Technology plays a tremendous role in the evolution of the Theatre program.

At present, there are two full time Theatre Programs in DPS Cass Technical and DSA High Schools.

The Fine Arts curriculum contributes in important way to the quality of every student’s life. Every musical work is a product of its time and place. Some works transcend their original setting and continue to appeal to society through their timeless and universal attraction. Because the arts are an integral part of our history, the ability to listen to music and view art with understanding is essential if students are to gain a broad cultural and historical perspective. The adult live of every student is enriched by the skills, knowledge, and habits acquired in the study of the arts.
Detroit Public Schools Fine Arts students benefit from partnerships and additional educational support with state universities and colleges as well as:

- Detroit Institute of Arts
- Detroit Symphony Orchestra
- Center for Creative Studies
- DPS Foundation
- **Detroit International Jazz Festival**
- Sphinx program
- Wayne State University Weekend School of Music
- Michigan State University Community School Program
- Detroit Symphony Orchestra (DSO) Power Dream Program
- Detroit Symphony Orchestra (DSO) Civic Ensembles
- Blue Lake Fine Arts Camp
- **Blue Lake Fine Arts International Program**
- Larry and Elizabeth Schrock/Interlochen Arts Camp
- Detroit Chamber Music Society
- American Federation of Musicians Local 5 In school Jazz Program
- University Of Michigan School of Music (Jazz program) Summer Camp
- Michigan State University School of Music (Jazz Program) Summer Camp
- Detroit Opera House
- James Tatum Foundation for the Arts
- Perfect Cleaners
- The Parade Company

**Physical Education Curriculum**

The Pre-K-12 Comprehensive Physical Education Plan is designed to provide a researched based curriculum for physical education educators. The curriculum is designed with both the physical and cognitive development of the students in mind. It focuses on the development of motor skills, muscular strength, cardio-vascular fitness, aerobic fitness, and flexibility while the student is involved in activities that develop creative thinking, problem solving and appropriate social behavior. Physical education serves a unique purpose in providing students with
knowledge, skills, and fitness that will empower them to develop and maintain a healthy productive lifestyle.

The Physical Education Curriculum Instructional Sequence and Pacing Chart is designed to provide the guidelines for physical education teachers in planning a well-rounded, quality physical education program for students. The pacing chart is to be used as a basis to make decisions regarding the selection, structuring, and sequencing of educational activities. The combination of quality planning, instruction and experiences supports our District’s mission as an integral part in the development of student-centered learning environment in which students are motivated to become productive citizens and life-long learners. The Physical Education Curriculum Instructional Sequence and Pacing Chart is to be used in conjunction with the Physical Education Curriculum, which provides a complete plan of physical education for grades pre-kindergarten through twelve.

The goals and content standards included in the Physical Education Curriculum Instructional Sequence and Pacing Chart are consistent with content standards and benchmarks proposed by both the National Association for Sports and Physical Education and the Michigan Department of Education. These goals and content standards provide a comprehensive framework for describing content that is appropriate for inclusion in a physical education program. The content standards specify what students should know and be able to do.

Research indicates that regular physical education, included in children's school curricula, produces physical, psychological, and intellectual benefits. Physical education may help prevent degenerative disease, improve overall physical condition, maintain emotional balance, promote a sense of social effectiveness, contribute to academic performance, and establish positive recreation habits. Therefore, physical education must not be considered a curricular frill; rather, it must be supported as an integral part of comprehensive education (American Alliance for Health, Physical Education, Recreation and Dance).

Detroit Public Schools recommended the following time allotment for elementary school physical education instruction is as follows: Kindergarten-50 minutes, First Grade through Third Grade-100 minutes, Fourth Grade through Fifth grade-150 minutes. Middle Schools recommended time allotment for physical education instruction is as follows: Sixth Grade through Eighth Grade-150 minutes. The minimum requirement for graduation from high school is one semester of physical education.

All students, from pre-kindergarten through grade 12, should participate in quality physical education classes every school day. A high-quality physical education program should include four components:

1. **Opportunity to Learn**: Instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school). Physical education class size should be consistent with that of other subject areas.

2. **Meaningful Content**: Written, sequential curriculum based on state and national standards for physical education.
3. **Appropriate Instruction:** Full inclusion of all students. Well-designed lessons that facilitate student learning.

4. **Student and Program Assessment:** Assessment is an ongoing, vital part of the physical education program. Formative and summative assessment of student progress. Stakeholders periodically evaluate the total physical education program effectiveness.

Quality physical education programs provide learning experiences that improve mental alertness, academic performance, and readiness and enthusiasm for learning in our students.

**Health Education Curriculum**

The goal of the Detroit Public Schools Health Education curriculum is to have students who have the capacity to obtain, interpret, and understand basic health information and services, to use for enhancing their lives for a lifetime. Students are challenged to become health literate students who are critical thinkers, problem solvers, responsible and productive citizens. The K-12 Comprehensive Health Education Curriculum (Michigan Model) is the instructional tool to provide students with critical health information and skills that will encourage positive health behaviors. The Michigan Model curriculum is used by Detroit Public Schools teaching staff for Health Education. The Health Education Curriculum provides developmentally appropriate, sequential, comprehensive health education lessons at each grade level. It addresses all of the critical health areas that put children and youth most at risk. The areas of growth and development include the following: sexuality education, nutrition education, prevention of substance use and abuse, violence prevention, family health, community and environmental health, mental-emotional health, safety and first aid-injury prevention, character education, physical activity, gambling prevention, disease prevention and HIV/AIDS education.

The Health Education Curriculum provides support service to classroom teachers and families on health-related issues highlighting the link between health and academic performance for students. Students are afforded opportunities through classroom instruction in health to build knowledge and develop skills essential to positive health. Students must be taught information and skills at an early age. The body of health knowledge and skills must be reinforced from preschool through graduation; if we are to fully educate our youth on the many ills which can adversely affect them and many of which are preventable. The Michigan Model curriculum is correlated with the Michigan Department of Education Standards and Benchmarks. The State standards and benchmarks are aligned with the National Standards and performance indicators for health education.

The goals for Health Education is to prepare students through offering a comprehensive health education program, including sex education that develops knowledge, skills, and self efficacy to help ensure healthy relationships and safety. Michigan Law and State board policy requires that Districts employ teachers of health education who are highly qualified and certified to teach Health Education. Schools are mandated by Michigan Law to provide instruction that
focuses on the best methods for the restriction and prevention of communicable diseases, including HIV/AIDS at least once a year at every building level. Instruction of Sexuality and HIV/AIDS Education must be in compliance with State Laws and District Policy and Guidelines. DPS Health Education Curriculum is abstinence-based. Materials and instruction in sex education must be age appropriate, medically accurate as defined by law. Parent notification for HIV/AIDS and Sexuality Education must be in advance of instruction with the District notification form. All guest speakers must follow DPS protocol as stated in the District Guidelines for Sexuality Education.

Ongoing professional development is offered to staff and administrators to keep on the cutting edge of technology, social issues, and cultural trends. The curriculum provides professional development to help teachers stay current on legislation, health content, curriculum, and teaching strategies. Families of the community are engaged in professional development through the school year with community partners from: Detroit Health & Wellness Department, Wayne State University, medical agencies, hospitals, and private institutions.

NEW INITIATIVES-

1. Build professional partnerships with Health Education allies, working with advocates for our DPS students’ best interest through integration of STEM-related content.
2. Increase the awareness of HIV data in Detroit through community programming to show civic engagement.
3. Expand partnerships health education trainers to assist the Health Education Program in providing supplemental instruction to schools which do not have a certified Health Education teacher in their building.
4. Institute after-school Health Education programming and/or Summer School Health Education course for students who need the course to graduate.
5. Purchase Health Education textbooks for schools where they are needed to support high quality Health Education curriculum.

Detroit Public School students deserve to be equipped with knowledge and skills that will allow them to grow into healthy responsible adults. The health education curriculum is robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The health education curriculum focuses on students using decision making skills, reasoning, and problem-solving skills to be healthy individuals. The Comprehensive Health Education curriculum takes away confusion and myths with research based knowledge, best practices, and legal obligations in social, emotional, mental and physical content areas of health through a systematic delivery system. The American public agrees that health education is critical (Mid-Continent Research for Education and Learning Survey 1998). With DPS students fully prepared for the future our communities will be best positioned to compete successfully in the global economy.
Junior Reserve Officers’ Training Corps (JROTC)

JROTC is a 4 year comprehensive leadership and character development program. We prepare high school students to assume leadership roles while making them aware of the benefits of responsible citizenship. Each of our school units is set up as a battalion, similar to a major corporation; however, the cadets hold the major executive positions and “run the business”. They plan and execute all missions, ensure units are trained to compete in different activities, and hold staff meetings to communicate and solve issues.

Program and Student Learning Outcomes

1. Maximize potential for success through learning and self-management
2. Develop leadership skills
3. Incorporate principles of mental and physical wellness into behaviors and decisions
4. Build effective relationships with peers, co-workers, and the community
5. Apply physical and political geography to building global awareness
6. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
7. Relate events in U.S. history to choices and responsibilities Americans have today

Core Abilities

1. Build capacity for life-long learning
2. Communicate using verbal, non-verbal, visual, and written techniques
3. Take responsibility for actions and choices
4. Good citizen school, community, country, and the world (Participate in the citizenship process)
5. Treat self and others with respect
6. Apply critical thinking techniques

The JROTC Core abilities describe the broad, life-long skills that every cadet needs for success in all career and life roles. They are drawn from the over-all goals and values that drive the JROTC program. Core abilities are not learned in one lesson or LET, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum.

National Standards

The JROTC curriculum fully or partially addresses a number of the McREL academic standards [www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks):
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<td>U.S. History</td>
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<td>Geography</td>
<td>Life Work</td>
<td>Working with Others</td>
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The Army JROTC curriculum is linked to McREL K-12 content standards entitled *Content Knowledge Compendium of Standards and Benchmarks for K-12 Education*. McREL is a nationally recognized, private, nonprofit organization dedicated to improving education for all through applied research, product development, and service.

*Integrated curricular activities* like Drill Teams, Color guard, and Marksmanship Teams play a major role in the formation of character and values. Participation on teams motivates students to attend school and live above negative influences. Students enrolled in JROTC have a desire to stay in school. Integrated curricular activities provide an environment for the practical application of leadership, team building, citizenship, and communication skills taught in the JROTC classroom.

Events like the West Point Orientation give students increased enthusiasm and desire to pursue education beyond high school. By shadowing a West Point cadet for one day, students have the opportunity to experience a day in the life of a college student.

Because of the integrated curricular activities that are part of JROTC and the GPA requirement to participate in the activities, students enrolled in the program are motivated to perform well in class. Studies show that students enrolled in JROTC have a higher attendance and higher graduation rate.

**Athletics Program**

The Athletics program provides all students opportunities to develop physically, mentally and emotionally in controlled, safe activities outside of the traditional classroom. The mission is to provide opportunities for scholar-athletes to develop their athletic talents, promote leadership and team-building skills, practice good sportsmanship, and maintain an academic focus that maximizes their preparedness for higher-education opportunities. The goals are to:

- enlighten students with a sense of belonging, self-worth, direction and confidence
- function in concert with the school agenda to reach and serve its students
- serve as a tool to inspire school spirit and self-esteem.
Program Benefits

Student participation in athletics has positive effects on school performance and adolescent development; fosters success later in life; and promotes physical development and fitness. Excellence can be achieved both on and off the field by supporting, enhancing and acting in concert with our students' curricular experience.

Detroit Public Schools has a strong and rich tradition of athletic success. Through many years, our schools system has produced strong scholar-athletes with success in the classroom as well as on the fields, the courts, the courses, the mats and in the pools. DPS Athletics has also produced many State Championship teams for many decades. Our success is defined not only on the scoreboards, but also by the impact we all have on the lives of our students.

The Office of Athletics offers a wide variety of interscholastic opportunities for our students. It is our goal that all of our students get involved in our athletic program. There are so many lessons that can be gained from being a part of something bigger than one's self. There is a place for everyone. The qualities that can be learned include team work, dedication, desire, hard work and accomplishing things one never thought they could accomplish.

The DPS Office of Athletics is the administration for athletic competition within the Detroit Public School League (PSL). The Office of Athletics oversees the budgeting, scheduling and transportation for the high school athletic programs that comprise the Detroit Public School League. A role of the Office of Athletics is to ensure that all PSL schools, coaches, and teams adhere to the policies and procedures of the Detroit Public School League and the Michigan High School Athletic Association.

DPS students participate in the following Public School League Sports programs found below:

<table>
<thead>
<tr>
<th>PSL Sports</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls</strong></td>
<td><strong>Boys</strong></td>
</tr>
<tr>
<td>Volleyball</td>
<td>Football</td>
</tr>
<tr>
<td>Swimming</td>
<td>Cross Country</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Basketball</td>
</tr>
<tr>
<td>Golf</td>
<td>Swimming</td>
</tr>
<tr>
<td>Basketball</td>
<td>Tennis</td>
</tr>
<tr>
<td>Tennis</td>
<td>Golf</td>
</tr>
<tr>
<td>Track and Field</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Softball</td>
<td>Baseball</td>
</tr>
</tbody>
</table>
Academic Policy

All PSL scholar-athletes must have and maintain at least a 2.0 grade point average in the core courses of math, English, science and social studies to be eligible to compete. This academic preparation is invaluable when the time comes for our scholar-athletes to enter college.

Grades attained in the prior school year will determine athletic eligibility for the fall semester for the next school year. There will be no exceptions. The District will assist every student in meeting the new academic eligibility requirements through providing additional support for athletes that need it in a timely manner. Students will have the option to receive tutoring in person or through online options.

Foundation for Early Learners

Detroit Public Schools Foundation for Early Learners provides a high quality early learning experience for special needs and general education students 4 years of age by December 1st. The Early Childhood Programs are comprised of three prekindergarten programs: the Great Start Readiness Program (GSRP), Project Head Start and Title I classrooms. Students selected for the Great Start Readiness Program must have at least two (2) risk factors or meet the income guidelines. The selection process for Project Head Start is income based, with Title I students selection based on the needs of the school community.

Detroit Public Schools’ 196 prekindergarten classrooms curriculum is aligned with the National Early Childhood Standards and Michigan State Board of Education, Early Childhood Standards of Quality. To ensure fidelity to the standards, the early childhood programs are monitored through an inclusive and collaborative approach. The building principal, central staff and program supervisors monitor teaching and learning through the prekindergarten classroom visitation system, teacher evaluation, student assessments (Child Observation Record (COR)), and through a formalized process, the Program Quality Assessment (PQA).

Providing a high quality education is the purpose of the Foundation’s work. Our commitment to the district’s youngest learners is unwavering. We realize that an early childhood education is an investment in the nation’s future.

Student Application and Selection Process

The Recruitment, Enrollment and Selection Process

The recruitment, eligibility and selection of prekindergarten children and their families for Early Childhood programs within the Detroit Public Schools is an ongoing process throughout the school year. In order to become eligible for Detroit Public Schools Prekindergarten Program, a child must be 4 years old by December 1st of the current school year.
Documentation Needed for Application Process
This information is needed to determine eligibility:

- Birth Certificate
- Proof of Income (W-2, Pay Stubs, Public Assistance documents, etc.)
- Completed Child Application Form
- Proof of Disability (if applicable)

Head Start
The Head Start prekindergarten program is federally funded by the U.S. Department of Health and Human Services. Children enrolled in the Head Start Program must be from a low-income family whose total annual income before taxes is equal to or less than the Income Guidelines specified in Section 652 of the Head Start Act and/or have a diagnosed disability. Class size is limited to 17 students, meets four days per week and the program provides educational, health, social work, nutrition, parental involvement, mental health and disability support.

Great Start Readiness Program (GSRP)
The Great Start Readiness Program is a state-funded prekindergarten program for four-year-old children with factors, which may place them at risk of educational failure. The program is sponsored by the Michigan Department of Education (MDE) and administered by Wayne RESA. Class size is limited to 16 students, meets four days per week and the program provides educational, health, social work, mental health and parent involvement services.

Title I
The Title I Program is a state-funded prekindergarten program for four-year-old children who are eligible for prekindergarten. Title I prekindergarten programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. Research has consistently shown that children in poverty lag behind their more affluent counterparts in academic achievement. One of the purposes of Title I is to narrow and eventually eliminate this gap. The program meets four days per week and class size is limited to 16 students.
## Prekindergarten Schools

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
<th>SCHOOL NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMY OF AMERICA</td>
<td>5680 KONKEL, 48210</td>
<td>596-7640</td>
<td>HENDERSON ACADEMY</td>
<td>16101 W. CHICAGO, 48228</td>
<td>852-0512</td>
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<tr>
<td>ANN ARBOR TRAIL</td>
<td>7635 CHATHAM, 48239</td>
<td>274-8560</td>
<td>HOLMES, A.L.</td>
<td>8950 CRANE, 48213</td>
<td>866-5644</td>
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<tr>
<td>BAGLEY</td>
<td>8100 CURTIS, 48221</td>
<td>494-7175</td>
<td>HUTCHINSON</td>
<td>2600 GARLAND, 48214</td>
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<td>BATES ACADEMY</td>
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<td>KING, J. R.</td>
<td>15850 STRATHMOOR, 48227</td>
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<tr>
<td>BEARD ECC</td>
<td>840 WATERMAN, 48209</td>
<td>849-3183</td>
<td>EAA LAW ACADEMY</td>
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<td>BECKHAM ACADEMY</td>
<td>9860 PARK DR, 48213</td>
<td>852-8500</td>
<td>NEW PARADIGM LOVING</td>
<td>1000 LYNN STREET, 48211</td>
<td>252-3028</td>
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<tr>
<td>BENNETT</td>
<td>2111 MULANE, 48209</td>
<td>849-3585</td>
<td>SES MACDOWELL</td>
<td>4201 W. OUTER DR., 48221</td>
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<tr>
<td>BLACKWELL INSTITUTE</td>
<td>9330 SHOEMAKER, 48213</td>
<td>866-4391</td>
<td>MACKENZIE</td>
<td>10147 W. CHICAGO, 48204</td>
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<tr>
<td>BOW</td>
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<td>MANN</td>
<td>19625 ELMIRA, 48228</td>
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<tr>
<td>BROWN ACADEMY</td>
<td>11450 E. OUTER DRIVE, 48224</td>
<td>886-2611</td>
<td>MARK TWAIN</td>
<td>12800 VISGER, 48217</td>
<td>386-5530</td>
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<tr>
<td>BUNCHE</td>
<td>2715 MACOMB, 48207</td>
<td>494-8350</td>
<td>MARQUETTE</td>
<td>6145 CANYON, 48236</td>
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<tr>
<td>EAA BURNS</td>
<td>14350 TERRY STREET, 48227</td>
<td>852-0534</td>
<td>MARSHALL, THURGOOD</td>
<td>15531 LINWOOD, 48238</td>
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<tr>
<td>BURTON INT'L</td>
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<tr>
<td>CARLETON</td>
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<td>866-8322</td>
<td>MAYBURY</td>
<td>4410 PORTER, 48209</td>
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<tr>
<td>CARSTENS</td>
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<td>MUNGER</td>
<td>5525 MARTIN, 48210</td>
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<tr>
<td>CARVER</td>
<td>18701 PAUL, 48228</td>
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<td>EAA MURPHY</td>
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<td>CLARK</td>
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<td>NEINAS</td>
<td>6021 McMILLAN ST., 48209</td>
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<tr>
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<td>NOBLE</td>
<td>8646 FULLERTON, 48238</td>
<td>873-0377</td>
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<tr>
<td>COOKE</td>
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<td>494-7458</td>
<td>EAA NOLAN</td>
<td>1150 E. LANTZ, 48203</td>
<td>866-7730</td>
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<tr>
<td>DAVISON</td>
<td>2800 E. DAVISON, 48212</td>
<td>252-3118</td>
<td>OAKMAN</td>
<td>12920 WADSWORTH, 48227</td>
<td>873-9540</td>
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<td>DIXON</td>
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<td>DOSSIN</td>
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<td>PASTEUR</td>
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<tr>
<td>DURFEE</td>
<td>2470 COLLINGWOOD, 48206</td>
<td>252-3070</td>
<td>EAA PHOENIX</td>
<td>7735 LANE STREET, 48209</td>
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<td>EARHART</td>
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<td>EDISON</td>
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<td>PULASKI</td>
<td>19725 STRASBURG, 48205</td>
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<tr>
<td>GEE EDMONSON</td>
<td>1300 W CANFIELD ST., 48201</td>
<td>494-2422</td>
<td>ROBESON / MALCOLM X</td>
<td>2585 GROVE, 48221</td>
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<tr>
<td>ELLINGTON</td>
<td>8030 E. OUTER DRIVE, 48213</td>
<td>866-2861</td>
<td>SRMC RUTHERFORD</td>
<td>16411 CURTIS ST., 48235</td>
<td>852-0709</td>
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<tr>
<td>EMERSON</td>
<td>18240 HUNTINGTON, 48219</td>
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<td>Sampson</td>
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<tr>
<td>EAA FITZGERALD</td>
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<td>SCHULZE</td>
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<tr>
<td>FISHER LOWER</td>
<td>15510 E. STATE FAIR, 48205</td>
<td>642-4854</td>
<td>EAA SCOTT (BRENDA)</td>
<td>18440 HOOVER, 48205</td>
<td>866-6700</td>
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<tr>
<td>FLEMING</td>
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<td>GARDNER</td>
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<td>THIRKELL</td>
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<td>GARVEY ACADEMY</td>
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<td>866-7400</td>
<td>EAA TRIX</td>
<td>13700 BRINGARD DR., 48205</td>
<td>852-8644</td>
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<tr>
<td>NEW PARADIGM GLAZER</td>
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<td>VERNOR</td>
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<tr>
<td>GOLIGHTLY</td>
<td>5536 ST. ANTOINE, 48202</td>
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<td>WAYNE</td>
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<tr>
<td>GOMPERS</td>
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<td>GEE WHITE</td>
<td>5161 CHARLES, 48212</td>
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<tr>
<td>GREENFIELD UNION</td>
<td>420 W. 7 MILE ROAD, 48203</td>
<td>866-2999</td>
<td>WILKINS</td>
<td>12400 NASHVILLE, 48205</td>
<td>852-8600</td>
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<tr>
<td>HARMS</td>
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<td></td>
<td></td>
<td></td>
<td>YOUNG, C. A.</td>
<td>15771 HUBBELL, 48227</td>
<td>852-0725</td>
</tr>
</tbody>
</table>
Career Technical Education Curriculum

Career and Technical Education provides high school students the chance to start preparing for college and careers. Students learn how core academic subjects like math, science, and writing are used in real life, ultimately preparing them for college and careers. Through hands-on training and real world experience via work-based learning students are able to apply all that was learned in research based programs. All twenty-six programs are connected to multiple post-secondary pathways that allows for earning college credit while attending high school.

All career and technical education programs will be upgrading technologies that mirror the requirements of 21st Century employment. Additionally, more options for seamless transition to post-secondary programs are continuously being negotiated with colleges and universities. Programs of study that delineate secondary and post-secondary requirements will be developed and implemented so that all students will know requirements, upon entry in high school, to reach their individual career goal.

Adult/Post Secondary Career Technical Education

Adult Education provides adults- both young and old- the chance to prepare for two and/or four year colleges, vocational certifications, and licensed or professional careers, or merely to learn basic skills. Students learn how core academic subjects like math, science, and writing are used in both career and post secondary educational settings, ultimately preparing them under two tracks: (1) post-secondary education and/or (2) employment/entrepreneurship. Through hands-on training and real-world experience via internships and school club programs, students will be able to link all classroom and real-world experiences to research based programming. All three programs- Adult Basic Education (ABE), General Educational Development (GED), and High School Completion (HSC)- are connected to multiple post-secondary pathways and career opportunities.

Adult education instructional programs upgraded technologies that mirror the requirements of 21st Century employment. Additionally, post-secondary and employment pipelines are being negotiated with colleges, universities, and employers. Elective courses that mark out employment and post-secondary requirements are being developed and implemented so that all students can finish with a solid academic and/or career portfolio and plan, upon completing the GED and/or HSC program, which can propel them into their individual career and life goals. Our new master schedule allows time for each ABE, GED, and HSC student to attend one elective each day, during each semester. The new electives will be project-based learning courses, with culminating projects that will build each students professional portfolio, which will prepare students through targeted workforce development curricula.
Gifted Education Programs, K-12

These programs provide qualitatively different programs designed to meet the needs of gifted students. A gifted student is defined as one who has superior intellectual development and is capable of high performance.

Advanced Academics

Advanced academic programs provide curriculum that is tailored to students’ cognitive and affective needs and strives to promote experiences that intensify learning to better prepare students for the workplace while providing equity and access to all students. Advanced learners flourish because teachers support high expectations with a rigorous curriculum. Through open-ended assignments, flexible grouping, differentiated instruction, challenging instructional materials, and enrichment opportunities, DPS provides a rich advanced learner environment designed to challenge the students to work to their potential.

Our goal is to provide a high-quality, well-rounded educational experience to all students that is rigorous, relevant, and engaging. In order to achieve that goal we must nurture academically talented students through programs that provide for the maximum development of each student’s academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative. Specifically, the Office of Academic Affairs strives to:

- promote experiences that replace, supplement, or extend learning opportunities through differentiated pedagogy;
- facilitate student access to appropriate learning opportunities in advanced programs, especially for underrepresented groups;
- increase student achievement through the acquisition of enhanced thinking and problem-solving skills;
- provide multiple opportunities to acquire and apply knowledge, to communicate effectively in other languages, to develop a multicultural perspective of the world, and to acknowledge and act in accordance with the cultural ethics of a given community;
- promote acceleration and enrichment of able students through the use of investigative and shared inquiry skills; and
- promote the individual pursuit of special interests and development of academic talents.

The following programs are offered to all advanced learners in DPS:

- **Advanced** – This program is available in all middle schools throughout the District. Advanced courses accelerate instructional pacing of the curriculum in order to broaden
the scope. They offer excellent preparation for students advancing into Honors and Advanced Placement courses.

- **Honors** – This designated credit course is available in most middle schools and all senior high schools throughout the District. These courses are accelerated from the regular school curriculum and provide additional rigor, depth, and complexity.

- **Advanced Placement (AP)** – The College Board's Advanced Placement Program enables students to pursue college-level studies while still in high school. Thirty-four courses in 19 subject areas are offered. Based on their performance on rigorous AP Exams, students can earn credit, advanced placement, or both, for college.

**Guidance and Counseling Program**

Guidance and Counseling in Detroit Public Schools is based on the *Michigan Comprehensive Guidance and Counseling Model* and *The American School Counselors Association National Model* designed to meet the needs of all students, pre-school through high school. Our programs provide a systematic, developmental and comprehensive process which meets the affective and cognitive needs of all students in three major content areas: academic, career and personal/social development. School counselors offer counseling activities that are developmental in nature and preventive in design. Effective counseling programs are important to the school climate and use data to provide equity, drive program decisions and to improve student achievement. Successful programs depend upon the support and collaboration of administrators, teachers, other school personnel, students, the community and external stakeholders.

Similar to the Core Content areas, the DPS Guidance and Counseling Program is based upon standards and student benchmarks (indicators of expectations) and has a delivery system that includes the following four components:

<table>
<thead>
<tr>
<th><strong>School Counseling Curriculum</strong></th>
<th><strong>Individual Student Planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Career Readiness</td>
<td>Advisement/Scheduling</td>
</tr>
<tr>
<td>Character Education/Development</td>
<td>Assessment</td>
</tr>
<tr>
<td>Diversity/Cultural Competencies</td>
<td>Transition Planning</td>
</tr>
<tr>
<td>Learning/Academic Skills</td>
<td>Accommodations</td>
</tr>
<tr>
<td>Personal/School Safety</td>
<td>Conferencing</td>
</tr>
<tr>
<td>Self Knowledge/Management</td>
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<tr>
<td>Social/Communication skills</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
</tr>
</tbody>
</table>
Responsive Services

- Individual Counseling
- Support Group Facilitation
- Crisis Response
- Coordinate services with agencies

System Support

- Community and Parent Involvement
- Advisory Committees
- Professional Development
- Student and Program Information
- Maintenance of Student Records

Detroit Public Schools Guidance and Counseling reflects the change from the traditional and conventional counselor-centered methods of the past, to the contemporary developmental/preventive program-centered orientation of the 21st Century. Historically, counselors were confined to their office settings, providing ancillary services, which were considered useful but not essential to promoting student success.

DPS Guidance focuses on **preventive programs**. Many of the problems students encounter today could become both life threatening and uncontrollable when disregarded during the formative years. Prevention based programming, which stresses collaboration with other educational professionals, and infusion with the entire educational process to help students realize their full potential of academic, career and personal/social development, is essential.

DPS Guidance seeks **dynamic partnerships** with entities that are research based and share the same mission and goals for student success. “Collaboratives” can make powerful strides towards eliminating drop out factories and preparing every student to be college and career ready. This is not an option but a mandate.

**Annual Guidance Programs:**

- Wade H. McCree Tuition Incentive Scholarship Program
- Compact Tuition Incentive Scholarship Program
- Decision Day: An On-Site College Admissions Fair
- Excellence Awards Banquet
- Three College Fairs
- Tuskegee Airmen Careers in Aviation Week
- Gear UP-Wayne State University: major supporter of DPS students
- Michigan Assn College Admissions Counselors(MACAC): Urban Counselor Professional Development Workshop
- Metro Teen Conference, sponsored by Skillman Foundation/Merrill Palmer Institute
**Stem-Related Programs:**

- Tuskegee Airmen Careers in Aviation Week

**Graduation Requirements**

To prepare Michigan’s students with the knowledge and skills needed for the jobs in the 21st Century, the State of Michigan has enacted a rigorous new set of statewide graduation requirements that are among the best in the nation. With these new graduation requirements, students will be well-prepared for future success in college and the workplace. The Michigan Merit Curriculum requires students entering 8th grade in 2006, to obtain a minimum of 16 credits for graduation, which could be met using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technology courses, industrial technology/vocational education courses, or through a combination of these programs. In addition, students entering the 3rd Grade in 2006 (Class of 2016) will need to complete two credits of a language other than English in grades 9-12; OR an equivalent learning experience in grades K-12 prior to graduation. The Table found on the next page describes the Michigan Merit Curriculum graduation requirements.
# Michigan Merit Curriculum

## High School Graduation Requirements

The Total Number of Credits needed for Graduation is Twenty-Three (23).

<table>
<thead>
<tr>
<th>Mathematics - 4 Credits</th>
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<tbody>
<tr>
<td>Algebra I</td>
<td>Geometry</td>
</tr>
<tr>
<td>Algebra II <em>Note: Algebra II was formerly Algebra 3 &amp; 4</em></td>
<td>One Math Course in final year of high school</td>
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<table>
<thead>
<tr>
<th>English Language Arts - 4 Credits</th>
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<tr>
<td>English Language Arts 10</td>
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<table>
<thead>
<tr>
<th>Science - 3 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>One Additional Science Credit</td>
</tr>
<tr>
<td>Physics Or Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies - 3 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 Credit In Civics Or Government</td>
<td>.5 Credit In Economics</td>
</tr>
<tr>
<td>U.S. History And Geography - (Integrated)</td>
<td>World History And Geography - (Integrated)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education &amp; Health – 1 Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual, Performing And Applied Arts - 1 Credit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online Learning Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course, Learning Or Integrated Learning Experience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Other Than English - 2 Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In Grades 9-12; Or an equivalent learning experience in grades k-12 effective for students entering third grades in 2006 (Class 2016)</td>
<td></td>
</tr>
</tbody>
</table>

## DPS District Requirement ~

### Volunteerism & Service Learning (200 Clock Hours) – 1 Credit

The fourth year of Math may include business math, accounting, applied math, computer aided drafting (CAD) and even a retake of Algebra II.

All required courses/credits must be aligned with Course/Credit Content Expectations and Guidelines developed by Michigan Department of Education, and may be acquired through Career and Technical Education programs and integrated courses.
Testing Out and Credit Recovery Policy

Detroit Public Schools Testing Out Guidelines are based on two Michigan laws i.e., 380.1278(a) (4)(c) and 380.1279 (b) listed below:

What the Michigan Merit Curriculum Law Says

380.1278(a) (4)(c) A school district or public school academy shall also grant a student a credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public school academy that measure a student’s understanding of the subject area content expectations or guidelines that apply to the credit.

Testing Out Law

Credit Awarded to Pupil Not Enrolled in Course

380.1279(b) The board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be based on a “pass” grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board’s determination shall apply equally to all such credit for all pupils and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.

Testing Out of a high school course for credit, applies to a high school student who demonstrates that he/she has met or exceeded the Michigan content standards for a high school course. Students must follow the district guidelines listed below in order to be eligible for Testing Out credit:

Testing Out Guidelines

1. Students who desire to test out must submit a Testing Out Application form by the stated deadline. These documents are located in the guidance office and on-line.

2. Testing Out can take place either at the beginning of the school year, no later than September 15th, or at the close of the school year no later than May 15th or one month prior to end of semester.

3. Students who submit their Testing Out Application by the due date will be provided with a course syllabus, textbook if available, and the testing out guidelines for the course.

4. Student must take the District’s End-of-Course (EOC) test that consists of the Michigan standards outlined for that course.

5. The test will be administered at the home school site.

6. To demonstrate mastery through the Testing Out option, a student must score 77% or a C+ on the semester exam(s) for that course. To adequately assess the content expectations in certain courses, a student may also be required to demonstrate mastery through written papers, a portfolio, projects, presentations, or labs. Those requirements are determined...
by the department, approved by the Executive Director, and available in a document in
the guidance office and on-line.

7. Students, their parents, and counselors will be notified of all Testing Out results by the
teacher proctoring the assessment. Testing Out results will be documented in the
student’s official school record. Students passing the assessment will earn graduation
credit in that course and have the results recorded on their official transcript as “Credit
Tested Out”.

8. If a student does not pass the End of Course Exam with a 77% or higher, they are not
eligible to take the test again, and must complete the course for high school credit.

9. When students either Test Out or begin taking required high school courses, such as
Algebra I in grade 8, students must still meet the minimum requirements for high school
graduation, excluding the Testing Out or early enrollment course(s). For example, when
students take Geometry in grade 9 because Algebra I was taken in grade 8, students still
must take four (4) years of high school math, excluding Algebra I.

10. Although students who successfully Test Out of a course could fulfill their graduation
requirements prior to their senior year, they will not be eligible for early graduation. This
allows them to build a more robust transcript by enrolling in higher level/Advanced
Placement (AP) courses, a diversity of electives, and participating in dual enrollment at a
local community college.

11. The district currently offers Testing Out in the following courses: Algebra I, Geometry,
Biology, Chemistry, English 9, English 10, and Social Studies (9th Grade).

Credit Recovery

_Credit Recovery_ applies to situations in which a student has failed a Michigan Merit Curriculum
course or has not achieved the number of credits required for graduation. There are three ways
that a student may recover credit in a course required for graduation or to obtain the credits
needed to graduate in four years.

**Option 1** Complete an equivalent, aligned, and approved course on-line and pass the
course at 60% or better. The new passing grade will be recorded on the transcript
replacing the old failing grade.

**Option 2** Re-take the same course at a DPS High School and pass course at 60% or
better. The new passing grade will be recorded on the transcript replacing the old failing
grade.

**Option 3** Test Out and score a 77% / C+ or better on the EOC test (and additional
measures if applicable). The initial failing grade remains in the transcript with no credit
attached to it. The course is listed a second time in the transcript as “Credit Tested Out.”
Learning in the Digital Age

Our students live in a digital world and a global society, and so must be prepared for the challenges of a dynamic, digital world. A recent survey by the National School Boards Association found that 50 percent of students with online access say they use social networking services, such as Facebook™ and MySpace™, to communicate specifically about schoolwork. Students also reported building their own Web sites or online profiles, creating their own content or characters, sharing virtual objects such as images and videos and participating in collaborative projects online. While students are among the most enthusiastic and able technology users and embrace technology, technology is still used sparingly in schools, rather than as a critical component of all educational operations.

The national technology standards set by the International Society for Technology in Education (ISTE) and by the Partnership for 21st Century Skills focus on the following four goals which support District’s goals:

- Creativity and innovation
- Communication and collaboration
- Critical thinking, problem solving, and decision making
- Digital citizenship

Utilization of Technology: Currently, DPS utilizes technology in a variety of ways. The list below is a compilation of current and future usage:

- core and supplementary technology-based interventions in core subject areas;
- 24/7 applications for remediation, acceleration, and enrichment that truly extend learning beyond the bell;
- online access to textbooks, instructional materials, and library research databases;
- organization of learning resources: lessons plans, pacing guides, and instructional focus calendars on the Learning Village;
- Parent and Student Learning Village
  - Detroit Public Schools parents can now access a variety of education resources, including online textbooks and class assignments, for their children from anywhere with an Internet connection, thanks to a brand new robust online parent portal.
  - Though the Parent/Student Learning Village tool, parents and students will receive a username and password and can pull a variety of educational resources for all grade levels, including class assignments, class syllabus, online textbooks, event calendars, activities, and education programs like Destination Reading and Math. Related links to other helpful resources also are available on the homepage,
such as the Michigan Department of Education and Discovery Education, a website with digital educational materials.

- The online portal is part of a District-wide strategy to accelerate DPS' transformation into a 21st-century learning environment by enabling parents to continue students' education at home after school hours and on weekends.

- Phase One of Learning Village, which kicked off in early 2010 as part of Houghton Mifflin Harcourt’s multi-year technology partnership with DPS, provided teachers with an abundance of online educational resources and instructional tools such as Destination Reading and Math, as well as Data Director—a program that allows teachers to utilize test data to drive instruction in the classroom. So far, more than 4,000 teachers have successfully accessed the program, many of which use it daily.

- Phase Two of Learning Village, which launched this week, allows parents and students to log onto Learning Village from any computer with Internet access.

- This initiative is in close coordination with Parent Engagement 2.0, a DPS plan to increase parent involvement through the school-based Parent Resource Centers, training camps that focus on parenting, workshops and more. In addition, Learning Village can be accessed online through the Detroit Public Library, branches of the City of Detroit Parks & Recreation, Detroit YMCA locations, area churches, community development centers and Focus Hope. Additional training and tutorials on the Grade Book and other systems will occur in the fall.

- Learning Village is part of Houghton Mifflin Harcourt’s partnership with DPS to provide a unique, integrated education solution that combines advanced technology, customized lesson plans, and professional development designed to increase student learning. Online education tools include Destination Reading and Math, two online learning programs in which Houghton Mifflin Harcourt will soon launch a “Virtual Summer Camp” version to supplement in-person summer school learning.

Technology Integration: Additionally, the District, through its professional development efforts, emphasizes the need for all teachers to integrate technology into their classroom instruction to the extent possible to foster creative thinking with the vision that technology can be used comprehensively and purposefully to support students in mastering the full range of what they need to learn. The goal is to integrate technology as a fundamental building block of the curriculum and ensure that our students are globally aware, civically engaged, and fluent in information, media and technology skills. For example, multimedia applications and Internet resources can help students visualize, explore and master core academic concepts. Students can use technology to dig deeply into research topics, work with others to shape their own projects and present their knowledge creatively.

Technology is “an enabling force behind globalization, knowledge work and entrepreneurship” (Technology in Schools: What the Research Says, 2006). Technology integration will provide
students with rich and ample opportunities to use modern technologies in school, outside of classroom walls and beyond the school day. When appropriately and creatively used, technology can impact every aspect of the school from curriculum delivery to content creation and community collaboration.

Virtual Education

DPS Options: Over the past decade, virtual education, in its contemporary form of asynchronous, computer-generated interaction between a teacher and students over the Internet, has grown from a novelty to an established mode of education that recent statistics indicate may provide all or part of formal schooling for nearly one in every 50 students in the United States. DPS provides several options for distance learning or virtual schooling to students.

Online Secondary Courses: For several years, students have been able to enroll in online secondary courses through the Michigan Virtual School (MVS), on a part-time basis. MVS is the District’s part-time supplemental program. The school opened in 2003 and offers high school courses for students seeking additional course work and/or credit recovery. Courses are franchised from Michigan Virtual School and are taught by DPS teachers. Students in need of a computer to matriculate are loaned laptops from the District. MVS is funded through the Enhancing Education Through Technology Grant.

Additionally, students can take courses directly with MVS. MVS offers a wide array of middle and high school courses. Students must be enrolled in a public or private school or be registered with the District’s home education office to participate in MVS courses.

Detroit Public Schools Online Academy: The Detroit Public School Online Academy (DPSO) which enables K-12 students to enroll full-time in the District’s online school. Students interested in a full-time online program can enroll in DPSO. DPSO offers a full K-12 curriculum, and all courses are offered online.
District-Wide Implementation of Core Curriculum

The Office of Academic Affairs, Teaching and Learning is committed to improving academic standards and student performance throughout the District. Based on the varied levels of performance found in schools, it is evident that support can no longer be relegated to only the schools with the lowest performance. The key to increased student achievement lies with the District’s ability to maximize all resources towards a common goal. With that in mind, realignment of resources and collaboration among the District staff in analyzing data and creating School improvement plans is critical.

To positively impact student achievement across all schools, the consistent implementation of the core curriculum is essential. To this end, District administrators, teachers, instructional specialists and coaches will collaborate on the development of a template for the Pacing Guides and Instructional Focus Calendars that are required in all District schools. In addition, interdisciplinary lesson plans will be developed for some lessons by subject area instructional specialists. All of these materials will be aligned to the Common Core State Standard (CCSS) and District summative assessments. The consistent implementation of the core curriculum will maximize the impact of professional development provided and deployment of support personnel to schools.

Implementation of District Curriculum

The effective implementation of the curriculum is dependent on several factors. One of the most important is the creation and nurturing of a classroom culture and environment that is conducive to learning. To that end, the District is committed to fostering a school and community climate where education can flourish.
Instructional Sequence and Pacing Guides

Development of District Pacing Guides

Staff within core content areas English language arts and Mathematics will align to newly adopted Common Core State Standards and essential curricular content to instructional resources. All other subjects will align to Michigan and national standards. Each discipline will develop content-specific pacing guides which set expectations for student performance at K-12 levels, for the 2012-2013 school year. The District pacing guides support the following goals:

- To assist teachers with transition to new standards;
- To address issues of pacing to ensure that all state standards are being addresses and that curriculum, in full, is being covered;
- To improve usage of curriculum programs with fidelity and improve quality and continuity of instruction;
- To provide consistency and uniformity at both school-site level and District-wide for increased rigor and equity of instruction for all students;
- To address issues which arise due to student mobility within the District;
- To ensure that the necessary content included in the state assessment is addressed;
- To allow teachers to be in close instructional proximity of one another through orderly, systematic use of pacing guides by grade levels, though styles and use of materials may vary; and to
- Foster collaborative planning and increased rigor of instruction leading to improved student achievement.

The core content areas will use a common template to develop District pacing guides which are course-specific by grade level. The guides will be accessible on the District’s website.
## DETROIT PUBLIC SCHOOLS
District Pacing Guide

### GRADE LEVEL OR COURSE TITLE:

### COURSE SECTION NUMBER

### STRAND/BODY OF KNOWLEDGE:
Specifies the Curriculum Content Area

<table>
<thead>
<tr>
<th>Michigan State Standards/CCSS</th>
<th>Essential Content</th>
<th>Objectives</th>
<th>Instructional Tools</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists standards to be covered during the specific time period.</td>
<td>Lists the instructional focus to be met through the objectives during the specific time period. For example: ● Concepts to be taught and learned to meet objectives.</td>
<td>Lists behavioral objectives for the specific time period which demonstrate level of mastery of the essential content and standards. For example: Students will be able to create ...</td>
<td>Lists a variety of resources, activities and strategies that support and enhance effective instruction. For example: Core Textbook/websites Vocabulary Technology Strategies: Identifying similarities and differences, cooperative learning activity. Think-pair-share, Notetaking, journal writing, etc.)</td>
<td>Lists how the content is to be assessed referencing test banks similar to state and benchmark assessments.</td>
</tr>
</tbody>
</table>
Areas included in the guide are the appropriate pacing or time frame in which instruction is to occur, the Strand or Body of Knowledge covered, main topic or theme, the curricular content which is the instructional focus, Michigan standards, Common Core State Standard, Essential Content, Objectives, Instructional Tools. Additional support for ELL and special education students is also aligned to the guides. Additionally, contained in the Pacing Guide, links to lesson plans on The Learning Village can be found, as well as an Instructional Focus Calendar which is discussed below. These guides have been developed through a collaborative effort by teachers, committee chair persons, program associates, curriculum instructional specialists, and coaches. Additionally, during the planning phase, the required elements and format of the District Pacing Guides were discussed with Administrative Directors to ensure that school needs would be met through this document and that all parties involved would be in agreement as to the function and use of the District Pacing Guide.

In pacing the year’s curriculum, teachers have little control over the many variables that affect teaching and learning; however, they do have control over how they allocate time to teach the standards and grade-level objectives that every student must master. Instructional pacing is directly linked to time allocation and must begin the first day of the new school year (McLeod, Fisher, Hoover, 2003). Pacing charts also provides continuity of instruction across the District. It fosters collaborative planning and promotes instructional conversations.

**Instructional Focus Calendar**

The Instructional Focus Calendar (IFC) is a document which is found at the end of every District Pacing Guide and provides schools the opportunity to personalize instruction based on school needs. The document is data-driven and includes the date-range, standards, activities, assessment(s), and the strategies.
# DETROIT PUBLIC SCHOOLS
Instructional Focus Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Pacing Guide Standard(s)</th>
<th>Date Driven Standard(s)</th>
<th>Activities</th>
<th>Assessment(s)</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coincides with the date – range found on the upper right hand corner of the Pacing Guide</td>
<td>List all the standards found on the Pacing Guide. The expectation is that these will be the main focus of instruction.</td>
<td>List all the standards from the previous column that require additional or more targeted instruction based on available data and Individual Learning Plans.</td>
<td>Lists instructional activities which best serve to address the standards.</td>
<td>Includes assessments which yield information regarding students; strengths and weaknesses. These may include PSAT, Explore, PLAN, Quarterly Benchmark tests, on-going progress monitoring, interims, etc.</td>
<td>List strategies to be used during this period of time in order to ensure that all standards listed are addressed with rigor.</td>
</tr>
</tbody>
</table>
The IFC is a template-based tool used in conjunction with the Curriculum Pacing Guide to facilitate action-in-common among teachers teaching the same course of study. For example, communities of instructional practice, such as Elementary Grade Level teams or Secondary Course-alike teams (Algebra I, Geometry, Earth/Space Science, Biology, etc.), use this calendar to collectively plan and customize learning to meet the needs of their particular students. The course-alike/grade level communities of instructional practice meet regularly to develop the instructional focus calendar, design lessons that focus on five (5) key elements of instruction: preparation, meaning, content, practice, and performance. Additionally these teams analyze student data and work product so as to research, discuss, design, and implement instructional strategies to improve student achievement.

Preparing the Instructional Focus Calendar

In preparing the IFC, course-alike/grade level communities of instructional practice teams come together to begin the work of planning their focus for the content to be studied. Teachers must keep in mind that the IFC is a calendar designed to target standards in need of maintenance, enrichment, or remediation. Teachers utilize current MEAP/MME data to include baseline assessments, Benchmark assessments, and teacher-designed assessments in order to focus on selected standards. Teachers will work collaboratively to examine and discuss instructional strategies that stimulate students to think more deeply about the concepts. Once the IFC is developed, teachers will independently develop their daily plan.

Lesson Plans and the Organization of Instructional Resources

Learning Village: Quality lesson design balances content understanding and process expectations. Learning episodes are designed so that students will be able to move their learning from their working memory to their long-term memory; i.e., students must be exposed to activities that allow their brain to find the pattern in the concept before they are told what to do or how to do something. The following steps provide a natural learning sequence to assist when designing a lesson: Preparation, Meaning, Content, Practice, and Performance.

In order to help organize the wealth of resources available to teachers, the District has imported resources such as District Pacing Guides and lesson plans into an electronic instructional organizer, the Learning Village. The Learning Village taps into a wealth of District resources aligned to standards based curricula and facilitates collaboration with educators across the District. The Village hosts both District-developed and publisher-produced content for core subject areas. District subject area specialists created lessons plans in the core content areas of reading, mathematics, and science. In addition, publisher-created lesson plans for District-adopted textbooks are linked to eBooks for easy access.
The Learning Village is accessed through the District’s website via the “Resources” tab, select “Tools” then “Learning Village for Teachers.” The Pacing Guides are easily accessed through the “My Classes” section of the Teacher site. Teachers have the ability to customize District-developed lesson plans to suit their specific needs, and then share them with other educators. Additionally, they can use the “calendar view” to organize their daily lesson plans.

**Interventions**

Success at learning requires persistence and promotes confidence. Struggling students need to receive additional time and support. Rather than providing remediation, a learning support system intervenes by providing a systematic, timely, and directive program for struggling students. In a learning support system teachers quickly identify students who are in need of additional time and support, and these students are provided help as soon as they experience difficulty rather than utilizing summer school, retention, or a remedial course to address their needs. Core interventions provide a learning support system that may include the following intervention strategies:

- Cooperative Groups of mixed ability
- Daily/Weekly progress reports
- After school study time
- Coordinated intervention among school staff (Learning Support Plan)
- Small Group Guided instruction
- Intensive remediation
- Intervention resources (Accelerated Reading and Math)
- Before/After School Teacher Support (Tutorial session)
- Use of technology
- Field experiences
- Destination Reading and Mathematics
- Saturday Enrichment Session and more.
**Extended School Year Academies**

**Increased Instructional Time Strategy**

Detroit Public Schools provides an education that prepares students for success in life, college and careers. Additional time in school will increase the breadth and depth of educational experiences needed to thrive in our ever expanding global economy. Based on the report “Time for Change (2005), the only principle from the “A Nation At Risk” study not universally being implemented is increased learning time. Detroit Public Schools will increase academic engagement time by adopting an extended year calendar at select schools.

Studies indicate that exposing children increased educational opportunities through increased time positively impacts student achievement. The Detroit Public Schools Academic Calendar will include both extended year schools (220 days) and traditional year schools (185 days) with additional learning opportunities. Extended year education will increase the number of days students attend school by requiring attendance during academic intercessions.

Extended Year Schools will implement the Eight Practices of Successful, Expanded-Time Schools. They include:

- making every minute count,
- prioritizing time according to focused learning goals,
- individualizing learning time and instruction based on student needs,
- building a school culture of high expectations and mutual accountability,
- providing a well-rounded education,
- preparing students for college and career,
- continuously strengthening instruction,
- assessing, analyzing and responding to student data.

**Saturday Success Academies**

The Saturday Success Academy is a key component of the District student performance enhancement. High-impact lessons in reading and mathematics were developed by staff in Curriculum and Instruction for use in the classrooms of schools hosting these Saturday sessions. Teachers were hired to provide extra classroom instruction to students targeted as needing additional academic support. The success of the Saturday sessions was a function of the support provided by the District to participating teachers. Curriculum and Instruction administrators and curriculum support specialists provided instructional support by reviewing the lesson plans with the classroom teachers prior to the actual instruction, followed up by a debriefing session immediately after the class. This weekly process of lesson introduction,
instruction, and debriefing provided a structure for fidelity of deployment of this instructional model throughout the targeted schools and classrooms. In addition, key instructional concepts were reviewed with District staff who modeled instructional strategies and techniques that ensured consistent, high-quality instruction every week.

Building on the success and lessons learned from this experience, Saturday Success Academies will be offered in all schools. Twenty sessions are planned and teachers will be recruited. In an effort to offer this level of additional support and ensure the delivery of the high-impact lessons, the District is working on producing podcasts of the lesson introduction process which will be made available to all schools in the District.

**Acceleration Mechanism**

A variety of acceleration mechanisms are available to secondary students in Detroit Public Schools. Through participation in acceleration programs, students may save time and money since they are able to earn academic credit that may apply toward postsecondary degree/certificate requirements. High school students can enroll in Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses and exams, these programs offer considerable. If students apply the academic credits earned through the various acceleration program options toward degree requirements, they may graduate more quickly from colleges and universities. According to a research, students who successfully complete advanced courses often receive more favorable consideration in the college admission process and, once in college, are more likely to graduate with academic honors, earn higher GPAs, graduate within four years, and be accepted into a doctoral program.

**Middle School Acceleration Mechanisms**

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. In middle schools, advance courses are available the International Baccalaureate (IB) program and in the mathematics curriculum. Middle school students can enroll in Pre-Algebra, Algebra 1 and/or Geometry.

**Description of Accelerated Programs**

**Honors Courses**

Honors courses are available in most high schools throughout the District, and enrollment is open. These courses are accelerated from the regular school curriculum, and provide additional critical-thinking skills to students. In high schools, all subject areas offer honors-level courses.
Advanced Placement (AP) Program

Advanced Placement (AP) courses are available in all high schools, and enrollment is open to all students. Although some students enroll in AP courses as early as grade 9, most students begin taking AP courses in grades 10 and/or 11. These courses are challenging, providing college-level course work while students are still in high school. Towards the end of the school year, students participate in the AP exam, an examination that assesses student’s knowledge in the specific content area. Scores range from one through five. Most colleges and universities will award students college credit for their AP course if they have scored a three or above on the exam. This benefits students and parents, as students will not have to pay or take these courses over once they enter a postsecondary institution. AP courses are offered in the following subjects: language arts, mathematics, social science, science, foreign language, and the arts.

Dual Enrollment

Dual enrollment provides students the opportunity to enroll in college courses while still in high school. In Detroit Public Schools, dual enrollment is provided through local community colleges and universities. Students who qualify may enroll in a college course, and the tuition and textbook cost is waived for the student. Upon completion of the course, the credit earned can be used towards fulfillment of a high school graduation requirement, and can also be used as college credit. Some 1,481 students enrolled in 2010-2011 school year, 17 three- and four-credit courses that were taught by WCCCD instructors. These include Business, Psychology, Math, English, Biology and Political Science. Two one-credit courses – Career and Professional Development and Community College Orientation – have a combined enrollment of 1117. DPS and WCCCD are covering students’ costs, with students required to pay only $50 per three-credit course to help defray the cost of textbooks. Applicants were required to be juniors or seniors with an endorsement from their principal, a 2.5 grade point average and no major code-of-conduct issues.

WCCCD and DPS have successfully collaborated to offer dual enrollment programs such as the Detroit Allied Health Middle College High School and Middle College Multicultural Educational Exchange Program. WCCCD’s Middle College High School program also gives 9th and 10th grade students an opportunity to study rigorous, relevant core college academics while in high school.

WCCCD instructors come to students two or three days per week. Students may take one or two courses per semester, with smaller high schools generally offering one course per semester and larger schools offering two or more. The courses are:

- Allied Health – Medical Ethics (ALH 230)
- Biology – Human Ecology (BIO 151) – 4 credits
Introductory Biology (BIO 155) 4 credits
Business – Introduction to Business (BUS 150)
Business – Computer Application in Business (BUS 225)
Criminal Justice – Introduction to Criminal Justice (CJS 100)
Dietetic Technology -Fundamentals of Nutrition (DT 130)
English – Career and Technical Writing II – (ENG 115)
Health Science – Lifespan Development (HSC 200)
History – History of the United States II, 1865 to Present (HIS 250)
Humanities – Intro to the Performing Arts (HUM 102)
Human Services (HUS 105)
Pre Algebra (MAT 105)
Political Science (PS 101)
Psychology (PSY 101)
Introduction to Sociology (SOC 100)
Speech (SPH 101)
Career and Professional Development (CPD 100) 1 credit
Community College Orientation (CCO 100) 1 credit

Early Admission, a form of dual enrollment, enables eligible high school students to enroll in a postsecondary institution on a full-time basis in courses that are creditable toward a high school diploma and an associate or baccalaureate degree. Program participation is limited to students who have completed a minimum of four semesters of full-time high school enrollment. Students enrolled in the program are exempt from college registration, enrollment, and laboratory fees. Another dual enrollment option available to students is Career Technical Education Dual Enrollment (CTE). This option allows active K-12 students the opportunity to enroll in post-secondary career education programs and receive both high school and post-secondary credit. One of the most popular and successful programs is in operation at the District’s Davis Aerospace Aviation School, where high school students attend classes take advantage of one of the few Avionics and Power Plant programs available in the state. CTE also allows students access to coursework leading to industry certifications which can greatly enhance their employability, and subsequent earnings, without regard to the final post-secondary credential earned.
International Baccalaureate (IB) Diploma Program

In an effort to develop our students’ intellectual, personal, emotional, and social skills to live, learn and work in a rapidly global world, DPS plans to offer challenging, high quality programmes of international education with rigorous assessment recognized world-wide: the International Baccalaureate (IB) Programmes. The IB is a non-profit educational Swiss foundation founded in 1968 with 3,355 IB schools in 141 countries. The three programmes follow a coherent sequence and promote the education of the whole person through an emphasis on intellectual, personal, emotional and social growth.

- The Primary Years Programme (PYP), for pupils aged 3 to 12, develops the whole child both in the classroom and beyond.
- The Middle Years Programme (MYP), for students aged 11 to 16, is an academically challenging program, which embraces traditional school subjects.
- The Diploma Programme, for students aged 16 to 19, is a challenging two-year curriculum for highly motivated students.

Many students graduating from the Diploma Programme find that it enhances their opportunities at universities recognized world-wide.

Additionally, the IB Career-related Certificate (IBCC), which was implemented in 2010, is a career-related qualification that is specifically designed to provide a flexible learning framework tailored by the school to meet the needs of students and the local community as well as the world beyond.

IB aims to develop inquiring, knowledgeable, and caring individuals, who believe that it is possible to create a better and more peaceful world through intercultural understanding and respect. IB students become active, compassionate, and lifelong learners who understand that other people, with their differences. They participate in creative and service-oriented activities, while emphasizing the importance of reflection on a personal and academic level. The focus is on developing "international-mindedness" while building and reinforcing their identity and cultural awareness of their home culture and language.

Schools wishing to offer any of the three IB programmes must be authorized by the IB. This challenging but rewarding process that normally takes 2-3 years to complete. After informing IB of their interest of becoming an IB school, the schools complete a consideration phase to decide whether to start the authorization process by requesting to become a candidate school. Following acceptance of application for candidacy the school is recognized as an IB candidate school.
Progress Monitoring

Michigan Educational Assessment Test and Michigan Merit Exam

As part of the Michigan School Improvement Model, the annual assessments form the centerpiece of the ongoing school improvement efforts. These assessments are administered uniformly across the State; they provide a standard measure applicable to all schools and students. The spring MEAP results provide current summative data on school and student achievement to date. However, because these assessments represent a static “snapshot” view of achievement, as the school year progresses, the information provided loses its utility for identifying and addressing the instructional needs of students.

What should be done in the summer to drive instruction?

Although school schedules are already in place by late summer, schools can still drill down into the test results of their incoming and returning students to make any adjustments to placement or instructional program necessary. Teachers can be provided with the data on the students assigned to them, so as to better address their instructional needs right from the start. As ongoing information is generated through the various progress measures, teachers will be able to fine-tune their instructional practice to address the evolving needs of the students.

As part of summer planning for the upcoming school year, these data provide significant useful information for: placement and grouping of students; assessing programmatic results; and gathering a perspective on instructional effectiveness of schools, programs, and teachers. Further, deeper analyses, such as by accountability groups, by demographic and/or treatment characteristics (curriculum group, instructional group, tutorial participation, etc.), or by content clusters or strands, help to inform decisions at multiple levels. In addition, the available MEAP/MME data provide a basis for identifying and addressing professional development needs of staff in areas that will best support student learning and growth.

On-Going Progress Monitoring

In order to monitor student progress, and provide the opportunity for a more dynamic view of progress and instructional needs, more current data will be needed throughout the school year. Available tools that can provide updated data during the school year include the Benchmark Assessments, classroom assessments, including teacher-made tests, customized tests using the District item bank, or authentic assessments such as portfolios and in-class performance tasks. Teachers may also use tests that are aligned with instructional materials, such as unit tests, to assess student mastery and identify instructional gaps. Instructional programs with embedded assessments can also provide updated progress data.
Benchmark Assessments

All schools will have access to the District’s Benchmark Assessments. The Benchmark Assessment tests are formative assessments that were specifically designed to provide a “snapshot” of the learning progress of students at several points in the school year and to provide a basis for projecting the expected performance of those students on the MEAP/MME. Because the MEAP assessment is administered right at the beginning of the school year, the results will incorporate the effects of any learning growth (or regression) that took place over the summer break. Thus, teachers can begin the year with a much clearer picture of the students’ current instructional needs than would be possible based solely on the MEAP/MME results.

The Benchmark Assessments are designed to work within a comprehensive framework of instructional support. The District’s Pacing Guides and Instructional Focus Calendars are aligned with the timing and content of the Benchmark Assessments, working together to provide both guidelines for instruction and tools for monitoring student progress throughout the year. Further, the various report formats and debriefing protocols that are part of the Benchmark Assessment program design provide teachers and school administrators with multiple tools for analyzing student data, deconstructing student response patterns, and identifying gaps in either instruction or student’s comprehension of the tested content, in order to focus remediation and/or enrichment efforts precisely where needed.

Student Support Services

The Student Support Services support goals in the District’s Academic Plan by targeting the development of the whole child and enabling students to successfully transition after high school by assisting in meeting the academic, personal/social, career/community awareness, and health needs of our students, PK–Adult. Their ultimate goal is to reduce barriers to student achievement and to provide a seamless transition for students, PK–Adult. Through its wide range of programs and services, the mission of each program is to nurture, support, and encourage students to reach their maximum potential and remove the barriers to learning.

The Detroit Public Schools offers a continuum of services to its students. Besides the special education eligibility that a student may have, there are other related services that they may need to assist with their ability to access the curriculum. These related wrap around services include School Social Work; Occupational Therapy; Physical Therapy; Nursing services; and Psychological Services. General education students may receive School Social Work Services with the parent consent (form 660). Crisis intervention counseling is also provided to any student in the event that a tragedy occurs.
District-Wide Professional Development

In support of the District’s mission to ensure achievement of high academic standards by all students, the District’s Professional Development Plan is premised on delivering research-based learning experiences aimed at advancing performance for all teachers and administrators. As a related objective, the Professional Development Plan also charts pathways for professional growth and career advancement that will produce a highly efficient and well-trained workforce. The development of comprehensive professional development underscores the District’s recognition that sustained, intellectually rigorous and timely professional development for all personnel is essential in order to promote student learning. In alignment with the Standards for Staff Development promulgated by the National Staff Development Council, the professional development plan is accordingly based on research that connects high-quality professional learning to student achievement.

In particular, research has established that effective professional development practices adhere to four core principles in order to demonstrably enhance student learning and job performance. While systemically interconnected, these principles are clear, consistent, and appear to be integral to the process of improving results (Guskey, 1997). Professional development activities must:

- Have a clear focus on learning and learners;
- Target both individual and organizational change;
- Make small changes guided by an overarching vision; and
- Be ongoing and procedurally embedded to reinforce and promote learning.

The ability to improve student achievement and employee performance through professional development is hindered by reliance solely on traditional methods of delivering professional development, chiefly, isolated in-service workshops. Historically, Districts and schools secured consultants or curriculum experts to present sessions addressing specific topics. In light of a lack of continuity and overarching purpose, a professional development plan dependent exclusively on isolated in-service workshops provides an inadequate mechanism by which to transfer learning and change classroom practices. Research demonstrates that the application of a lecture model inherent in workshops does not provide an optimal learning environment for adults and fails to recognize the complexity of teachers’ work. (Little, 1994; Miles, 1995)

Developing the Professional Development Plan

DPS has undertaken a systemic overhaul of its professional development planning process to implement a results-oriented model that:

- Offers sustained professional learning reinforced through targeted follow-up support activities;
- Aligns PD activities with District goals, student instructional needs, and individual teacher needs;
- Provides a tiered level of support for professional learning based on the school’s accountability level;
- Offers professional development that aligns to the State’s Differentiated Accountability requirements;
- Expands the depth of specific professional learning experiences while narrowing the focus to emphasize research-based professional development that directly impacts teaching and learning;
- Reduces isolated workshops;
- Increases the availability of school-based offerings; and
- Facilitates coordination among the District and Regional staff that provide and oversee professional development.

To ensure that the Professional Development Plan targets District-wide professional development needs, the plan incorporates data and information collected from the following sources:

- Multiple sources of student achievement data;
- Needs assessment surveys of instructional personnel and school-based administrators;
- District strategic goals; and
- Applicable State and Federal mandates.

**Levels of Professional Learning**

Developed by Office of Academic Affairs with input from key District stakeholders, the plan reflects the core knowledge, skills, and tools needed by instructional personnel and administrators to close the achievement gap and promote student learning. Specific PD activities are categorized according to the following knowledge categories: Awareness, Teaching and Learning, and Building Capacity for Teaching and Learning.

*Awareness* or introductory-level professional development provides basic information relating to specific instructional practices, programs and/or terminology.

*Teaching and Learning* targets in-depth professional learning that requires the participant to implement new strategies or behaviors. Training is intended to encourage the adult learner to directly apply new knowledge, skills and tools during classroom instruction in order to improve student performance.
Building Capacity for Teaching and Learning focuses on maintaining or institutionalizing new behaviors and protocols. This level of training is generally reserved for curriculum support specialists, teacher leaders, instructional coaches, and instructional support personnel tasked with learning strategies that will assist teachers in applying new instructional practices.

The Learning Continuum

The Professional Development Plan accommodates diverse methods of professional learning, spanning collective training opportunities for broader audiences as well as targeted professional development to support individual growth. The following hierarchical framework outlines District-wide professional development priorities and provides examples of critical professional development in these areas:

Critical mass training targets all teachers at a specific grade level(s) or an identified subject area or school administrators. Critical mass training is intensive and focuses on core learning objectives, i.e., Summer PD for Principals, Smarter balanced Assessment, and training for instructional coaches and school-based PD liaisons.

Summer PD for School Principals –

School principals from all schools attended summer professional development. A major goal of the training was to provide principals with knowledge and skills that support new CCSS and District curriculum requirements that will be in place for 2012-2013. Curriculum topics include lesson study, professional learning communities, Response to Intervention, Common Core State Standards, Managing the Curriculum: Pacing Guides, Instructional Focus Calendars, and Increasing Instructional Rigor, academic compliance, and assessment for all schools. All principals were also trained on the new teacher evaluation system. In addition, sessions on the technical aspects of the principalship including financial management, master schedule implications, food and nutrition, parental involvement, and data analysis were offered.

Response to Intervention (RtI) Training for School Principals

During Summer PD, principals were trained in the RtI protocols and processes. RtI is a systematic and data-based lens for identifying, defining, and resolving students’ academic and/or behavioral difficulties. Implementation of RtI is a State requirement and the model will be established in all K-12 schools with a three (3) year roll-out implementation. Selected schools based on their rating level will be accelerated in this process.

In order to effectively teach all children, RtI emphasizes early intervention utilizing multi-tier levels of support through a problem-solving method that utilizes data to make decisions. Once a problem has been identified and research-based interventions have been implemented, student progress will be monitored in order to adjust instruction to meet student needs. The 3-Tiered Model of decision making and support is designed so that Tier I designates support that is school-wide for every student; Tier II designates support that is for small groups of students; and Tier III designates support that is individualized. The RtI Team is an extension of the
school-site Leadership Team and meets on a regularly scheduled basis. Once a problem has been identified, additional staff or support personnel would be included on a case-by-case basis.

**Train-the-trainer Professional Development** targets a representative[s] from each school who in turn delivers the training at the school site. These teams will in turn train their school faculty during the upcoming school year and serve as on-site experts facilitating a consistent implementation of the new teacher evaluation system.

**Job-embedded Professional Development** infuses professional learning with daily practice, cultivating a mindset that professional development is an element of classroom teaching in lieu of an ancillary activity. These activities are frequently collaborative and offer an opportunity for structured conversation, reflection, and inquiry. Specific approaches to promote job-embedded professional development include mentoring, coaching, and professional learning communities.

**Coaching** provided at the school site concentrates on one-on-one or small group instruction that incorporates planning with teachers, demonstrating strategies in live classroom settings, allowing teachers to observe and practice implementation, and providing appropriate feedback.

**Mentoring** offers one-on-one guidance, support, and feedback for beginning/early career teachers and school principals, extending a professional lifeline that addresses particular individualized needs. New and early career teachers in DPS schools will be provided mentors.

**Professional Learning Communities (PLC),** required in all DPS schools, provide an effective method to engage faculty members in continuous study aimed at advancing common goals for student learning. Through shared leadership, collective creativity, mutually understood values, vision, and common practices, professional learning communities create safe, collegial environments that are conducive to inquiry and professional growth. The forum allows participants to explore in-depth a specific area of focus over an extended period of time. Several effective professional growth activities that adhere to the school-based professional learning community model include:

- **Lesson study** provides a powerful, collaborative approach that brings teachers together as researchers into the science and craft of teaching and learning in their classrooms. Teachers work as teams to develop a research lesson, teach and observe the lesson to collect data on student learning, and use their observations to refine their lesson. Teachers build their sense of professional authority while discovering effective instructional practices that result in improved learning outcomes for their students.

- **Tuning protocols** offer a process to fine-tune teacher work through a framework that allows educators to directly examine student work, establish inferences about their classroom practice, and discuss strategies that can be applied to enhance student learning.
- **Study groups** convene teachers and/or administrators to advance professional learning with respect to a particular subject, such as discipline, cooperative learning, or specific instructional programs. Study group members review applicable research and discuss the potential impact of instituting instructional programs and/or incorporating new practices and strategies.

**Monitoring and Measuring the Impact of Professional Development**

In implementing the plan, the District, and schools assume defined roles, as outlined below, to deliver PD and monitor its effectiveness. Quality assessment for professional development activities is triggered upon the proposal of PD courses. An initial screening insures alignment with:

- **District student achievement needs;**
- **Reported learning needs for target audience;**
- **Identified District and/or State goals;**
- **Adherence to national professional development standards; and**
- **Specified research base.**

To monitor transfer of learning and the application of new skills to the classroom, District and school personnel conduct random follow-up visits aimed at identifying changes to instruction that should be evident as a result of participation in specific professional learning activities. Lesson plans, student work products, and other follow-up documentation are also reviewed to ascertain the impact of professional development.

In addition to ensuring that new skills are applied to classroom instruction as a result of participation in professional development activities, monitoring allows the District to chart future professional development needs. Information collected by monitoring PD services and knowledge transfer will identify strengths and weaknesses in curriculum, instruction, and professional development that will in turn shape future instructional and professional development programs. The monitoring of professional development thus becomes an active agent in an ongoing process of continuous improvement.

The regular assessment of professional learning activities also aids the District in establishing meaningful long-range benchmarks that gauge broader programmatic impact. By identifying specific objectives, the District can measure tangible results yielded by professional development initiatives and assess the implications of those results.
Tiered Academic Support

The percentage of DPS’ students meeting the high standards on the MEAP, increased at every grade level in reading and either remained the same or had a slight decrease in mathematics for 2011. The District has some schools that performed very well on the state assessments, but there are also some schools that have persistently performed low. Under state law schools that are the Persistently Lowest Achieving (PLA) Schools are required to develop and implement Redesign Plans. Currently, the District has a new configuration with a combination of schools. Some that are in corrective action and some schools are not. Based on the varied levels of performance found among schools, it is evident that support can no longer be relegated to only the schools with the lowest academic performance. It is the goal of the Education Plan to strategically assist schools based on need through differentiated support that provides progressive interventions. Progressive interventions as well as prevention will be components of this plan. The plan will systematically address the needs of schools through strategies designed to:

- Increase teacher capacity;
- Enhance fidelity of implementation to core/intervention programs;
- Provide consistent supplemental technology-based programs in grades K-12 to sustain student achievement; and
- Provide a system of checks and balances to progress monitor student achievement.

The Educational Plan realigns curriculum and instruction and demonstrates a collaboration with School Operations to provide:

- curriculum development;
- capacity building;
- school support; and
- monitoring.

The following chart from the Michigan Department of Education provides an explanation of how schools fall into the various DA categories:
<table>
<thead>
<tr>
<th>Differentiated Accountability Model</th>
<th>Category I</th>
<th>Category II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent II - School Improvement I</td>
<td>No AYP for two consecutive years.</td>
<td>Correct I (Corrective Action I) Schools that failed to meet AYP for four consecutive years. Former Correct II status school – improved status</td>
</tr>
<tr>
<td>Required actions:</td>
<td>• School implements interventions • Focused support and interventions for subgroups not making AYP • District monitors progress and supports schools</td>
<td>Required Actions: • District directs interventions • School implements interventions • Focused support and interventions for subgroups Not making AYP • District monitors progress and supports Schools</td>
</tr>
<tr>
<td>Prevent I</td>
<td>No AYP for fewer than 2 consecutive years.</td>
<td>Correct II (Restructuring I) Schools that failed to meet AYP in four years or greater. Former Intervene status PLA school – improved status</td>
</tr>
<tr>
<td>Required actions:</td>
<td>• School implements interventions • District monitors progress and supports schools</td>
<td>Required Actions: • District directs whole school interventions • School implements interventions • District monitor progress and support Schools • Intensive onsite support is provided by District</td>
</tr>
<tr>
<td>Schools not in DA</td>
<td>Schools that have not missed AYP for two consecutive years.</td>
<td>Intervene Persistently Lowest Achieving schools (Tier I &amp; II) Schools that meet three of the four following conditions: • The percentage of non-proficient students in reading has increased over the past five years • The percentage of non-proficient students in math has increased over the past five years • 65% or more of the school’s students are not proficient in reading • 65% or more of the school’s students are not proficient in math</td>
</tr>
<tr>
<td>Actions</td>
<td>• State directs District to chose one of the four specific reconstitution options • State and District directs whole school interventions • School implements interventions • District and State monitor progress and support schools • Intensive on-site support is provided by District and State</td>
<td></td>
</tr>
</tbody>
</table>
The key to increased student achievement lies with the District’s ability to maximize all resources towards a common goal. This goal cannot be achieved without the realignment of resources to offer differentiated support to schools that provides progressive intervention in order to positively impact student achievement. The chart below illustrates how the District will coordinate services and realign resources to provide tiered intervention and support to schools.

<table>
<thead>
<tr>
<th>Category</th>
<th>Curriculum and Instruction</th>
<th>Human Resources</th>
<th>Technology &amp; Information Systems</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervene, Correct II</td>
<td>C &amp; I</td>
<td>C &amp; I</td>
<td>C &amp; I</td>
<td>DA</td>
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<tr>
<td>Correct II</td>
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<td>Correct I</td>
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<td>AO C &amp; I</td>
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<td>Prevent II</td>
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<tr>
<td>Prevent I</td>
<td></td>
<td></td>
<td></td>
<td>AO C &amp; I</td>
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<tr>
<td>Non-DA</td>
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</tbody>
</table>

C & I Curriculum and Instruction
REAA Research, Evaluation, Assessment and Accountability
HR Human Resources
IT Technology & Information Systems
AO Accountability Officers (Assistant Superintendent)
DA Differentiated Accountability

**Levels of School Support and Deployment**

Recognizing the reality of diminishing resources and the differentiated needs of schools based on the State’s accountability designation, the plan incorporates a system of tiered support for schools. Both professional development and in-class support will be provided based on the school’s Differentiated Accountability designation. Schools in red and yellow (Intervene and Correct II schools) will receive the most concentrated and sustained level of support in terms of both professional development and on-site classroom level support. District/Region curriculum support and professional development specialists will be deployed to provide in-class support.
and customized professional development. Services will be provided based on the identified needs of the school. The highest level of deployment and support will be provided based on the school Differentiated Accountability designations. The following illustrates the Tiered Approach that will be employed.

![Diagram of Tiered Approach]

<table>
<thead>
<tr>
<th>Intervene Tier I</th>
<th>Intervene Tier II</th>
<th>Correct II</th>
<th>Correct II</th>
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<tbody>
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<td>(insert school name)</td>
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</table>
Correct I, Prevent I and II, and All Other Schools

One of the most challenging goals for any school is ensuring that all students excel academically. Schools must meet set State and Federal targets each year for all students in the school in order to make Adequate Yearly progress (AYP). Schools that fail to meet these targets receive a Differentiated Accountability designation. Regardless of such designation, all schools must continue to ensure that students in each subgroup receive the level of support and services required for them to perform at the highest level.

With the Differentiated Accountability designation supports a tiered approach to the deployment of support and services. As a result of this, Assistant Superintendents will assume the primary responsibility for monitoring the support provided to the students in the Correct I, Prevent I and II, and all other schools in their Region. The Office of Academic Affairs will continue to provide District-wide professional development in all content areas and instructional strategies. In addition, Office of Academic Affairs will make available to all schools, regardless of designation, a wide range of instructional resources. The professional development resources which are available to all schools are listed on the Deployment Strategy for Professional Development chart. The Professional Development Deployment Table that follows on the next page represents an example of the robust offerings available in the District. Office of Academic Affairs will also provide capacity-building training for instructional coaches and the school professional development liaisons to ensure that all schools benefit from well-trained, on-site experts.
## Deployment Strategy for Professional Development (Example)

Based on School Designation:

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>AUDIENCE</th>
<th>PD FOCUS</th>
<th>INTERVENE TIER II</th>
<th>INTERVENE TIER I</th>
<th>CORRECT II</th>
<th>CORRECT III</th>
<th>ALL OTHER SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Mathematics Teachers, Coaches and Instruction</td>
<td>Summer Teacher Institute</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>August – May</td>
<td>Reading Coaches</td>
<td>Effective Coaching/ Curriculum &amp; Data</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>August – May</td>
<td>Math Coaches</td>
<td>Coaching 101</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>August – May</td>
<td>Math &amp; Science Department</td>
<td>Professional Learning Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August – February</td>
<td>Core Content Teachers</td>
<td>Analyzing Student Data At Teacher Level</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Secondary Reading Coaches &amp; Teachers</td>
<td>Reading Initiative</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Secondary Teachers</td>
<td>Reading Intervention Programs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Elementary Teachers</td>
<td>Reading Intervention Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>September – February</td>
<td>Schools</td>
<td>Instructional Focus Calendars</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – October</td>
<td>AP, PD Liaisons &amp; Selected Teachers</td>
<td>Lesson Study</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – October</td>
<td>Teachers – 4th, 8th, &amp; 10th grades</td>
<td>Writing Strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – October</td>
<td>Teachers</td>
<td>Mathematics, Science, Reading Pacing Guides</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – October</td>
<td>AP, PD Liaisons &amp; Selected Teachers</td>
<td>Professional Learning Communities</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Selected Mentors</td>
<td>New Principal Induction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>September – May</td>
<td>New Teachers and Mentors</td>
<td>New Teacher Orientation Mentors assigned</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – March</td>
<td>Teachers and APs</td>
<td>High Yield Instructional Strategies</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September – October</td>
<td>Math &amp; ELA Teachers</td>
<td>Content Area Training</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>
In this model, a professional development specialist will be deployed to the schools two to four days each week. In-class support will be targeted and focus on following the Pacing Guides and Instructional Focus Calendars. Co-teaching and modeling of lessons, in addition to ensuring the implementation of the appropriate intervention materials are executed with fidelity are the responsibility of the professional development specialist on this team.

**Classroom Walkthroughs**

A Tool to Ensure Consistent Planning and Support

The Assistant Superintendents will lead the walkthroughs with their teams. Team members consist of principals, curriculum directors, and content instructional specialists. Team members will be trained in classroom walkthrough strategies in order to ensure the classroom visits yield accurate and consistent information about teaching and learning in the classroom. Schools collect enormous amounts of data that indicate what students know at the end of the teaching and learning process. Effective schools also collect classroom observation data about the instructional process along the way. When school leaders have a clear, objective picture of what is happening in the classroom, they can establish standards for practice, guide professional learning, support reflective dialogue, and develop best practices among faculty.

Through brief classroom visits, instructional leaders can quickly collect data about critical instructional practices. Reflective discussions on the classroom walkthrough data will lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. School-support personnel will use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers, and suggest professional learning for the whole school.

The graphic below provides a conceptual framework for the ongoing work of improving student outcomes through the collection and review of relevant data, improvement and calibration of instructional practices, focused staff development initiatives, and assessment of progress to further inform the decision-making process.
Monitoring of Tiered Academic Support

Monitoring the implementation of the District’s Educational Plan is critical. The purpose of monitoring is more than simply assuring compliance with Differentiated Accountability and District requirements, this is paramount. However, monitoring the consistent delivery of the core curriculum, intervention materials, and instructional resources, in addition to key student data points throughout the school year, provides the opportunity to revise the deployment of on-site classroom support and professional development delivered to better meet the ever-changing needs of students and teachers.

The monitoring process will consist of District Instructional Leadership Team made up of Assistant Superintendents and Curriculum Directors and in addition a Service Delivery Log tool. This two-pronged approach will facilitate an in-depth review of school and student leading data elements, and observations of instructional support personnel working in schools, to ensure that schools and students are receiving the level and concentration of support needed to maximize teacher performance and ultimately improve student performance. The District Instructional Leadership Team will regularly in order to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams in leadership with a direct support system for each school principal, and planning for systems change.
The Service Delivery Log Tool

All District personnel who provide on-site support to schools will utilize the Service Delivery Log to document their support to schools. This tool will assist the District in tracking support and professional development provided to schools. Support is categorized by content area, pedagogy, and consultative services and can drilled down from a global (District) view to the classroom teacher level.

The Service Delivery Log provides leading data that will be analyzed monthly and aligned to other data points to determine:

- success of support personnel deployment and professional development strategies;
- need for changes in deployment; and
- need for additional services

The Service Delivery Log includes the following information fields:

- General information regarding the school-site client
- Teacher Categories
- Delineation of Curriculum Support Services for the core academic areas, namely reading, mathematics, and language arts.

Specificity of services provided will cover:

- Professional Development services (i.e., modeling/demonstration, coaching, workshops, professional learning communities, etc.)
- Consultative services (i.e., student services)
- Data analysis and reports
- School team support
- Administrative support (i.e., mentor, coach)

In addition to its use by service providers assigned to deliver support to classroom teachers in assigned schools, the Service Delivery Log will record student services provided by traveling personnel in order to formulate a comprehensive look at trends in specific schools and classrooms. Specialized trainings on the tool’s proper application will be planned to accommodate service providers that represent expertise across a multitude of content areas. This will ensure validity of the data collected to reveal pertinent information about corresponding services and their impact.
Conclusion

As is the case in other large urban school districts, the students in our charge come to us with a wide range of interests, talents, abilities, and levels of preparedness for the work ahead. In addition, many of our students face daunting challenges outside of the classroom. While these challenges put added pressure on schools, we cannot allow them to become obstacles which deter us from achieving the goals outlined in the District’s Academic Plan. Achievement of these strategic goals requires the concerted efforts of the Detroit Public Schools team and of the entire community. Each member of the community is a key work partner who has a special role in achieving these goals.

The Education Plan is the core work plan for the Office of Academic Affairs. As such, it provides the guiding framework for the curriculum, instructional resources, professional development, and deployment of human resources. As a work plan, it is a living document which simultaneously impels a thoughtful and disciplined implementation, and requires considered and responsive updating and calibration based on the ongoing analysis of critical data elements throughout the year.
**Glossary**

<table>
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<tr>
<th>Literacies</th>
<th>The ability to read the world through images, symbols, colors, signs, body language and in the gaps and margins as well as through printed text. But traditionally, the print text has been privileged in English language arts classrooms. The notion of “text” has broadened to include texts of all kinds including images, sounds, and even the body.</th>
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<tr>
<td>Numeric Literacy</td>
<td>The ability to reason with numbers and other mathematical concepts. A numerically literate person can manage and respond to the mathematical demands of life. Aspects of numeracy include number sense, operation sense, computation, measurement, geometry, probability and statistics.</td>
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<tr>
<td>Graphic literacy</td>
<td>The ability to use graphic displays similar to visual images to analyze, reason and use graphic displays.</td>
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<td>Visual Literacy</td>
<td>The ability to “understand and use images, including the ability to think, learn, and express oneself in terms of images.” (Braden and Hortin 1982,41)</td>
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<td>Textual Literacy</td>
<td>The ability to read, write, analyze, and evaluate textual works of literature and personal and professional documents.</td>
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<tr>
<td>Multi-media Literacy</td>
<td>The term multimedia is among several terms that have been associated with literacy to emphasize that literacy extends beyond reading and writing the alphabetic code, and should include a variety of audiovisual forms of representation. Associating multimedia with literacy also highlights a belief among many scholars and educators that conceptions of literacy and how it is developed should not focus exclusively on printed materials, but should include electronic media that have moved into the mainstream of communication, especially at the end of the twentieth century. Implicit in these views is that research and practice related to literacy must be transformed to accommodate new ways of accessing, processing, and using information.</td>
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<tr>
<td>Digital Literacy</td>
<td>The ability to understand, evaluate, create, and integrate information in multiple digital formats via the computer and Internet. (Gilster 1997)</td>
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<td>Technological Literacy</td>
<td>The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 century. (SETDA n.d.)</td>
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