

# School Improvement Plan

## Title I - Targeted Assistance

School Year: 2012 - 2013

School District: Blanche Kelso Bruce Academy

ISD/RESA: Wayne RESA

School Name: Blanche Kelso Bruce Academy-Connor

Grades Served: 5,6,7,8,9,10,11,12

Mr. Nathaniel King

Building Code: 09142

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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## Introduction

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

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## School Information

School:	<b>Blanche Kelso Bruce Academy-Connor</b>
District:	<b>Blanche Kelso Bruce Academy</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>5,6,7,8,9,10,11,12</b>
School Code Number:	<b>09142</b>
City:	<b>DETROIT</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

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# Vision, Mission and Beliefs

## Vision Statement

Our philosophy of education is based on a commitment and belief that each child can learn and succeed, that diversity enriches us all, that students at risk for failure can overcome the risk through involvement in a thoughtful and caring community of learners, that each child has unique contributions to offer to the community of learners, that each child has strengths and needs, and that effective learning results from the collaborative efforts of all engaged adult constituencies.

## Mission Statement

The mission of Samaritan Day Strict Discipline Academy, a Blanche Kelso Bruce Academy site, is to provide effective educational services to students, who due to legal and/or other environmental risk factors impacting their lives, are unable to participate in regular school settings, and/or are identified as at-risk of academic failure in traditional school environments.

## Beliefs Statement

Most Youth Outside of the Educational Mainstream (YOEM) are not youth with academic challenges/failures caused by behavior problems, but rather students with behavior problems caused by failure in school - behavior escalated by non-responsive but yet mandatory education. Consequently the school can take an even more central role in the needed intervention in their lives because it is not just a matter of a good education allowing opportunities, it is a matter of even brief experience with targeted, healing schooling that creates a cognitive and affective transformation in the individual which empowers them to manage themselves in the challenges that they face.

## Goals

Name	Development Status	Progress Status
CITIZENSHIP AND SCIENCE ACUMEN	Complete	Open
Effective Reading, Writing, and Communicating	Complete	Open
MATHEMATICS FOR LIFE	Complete	Open
SDA SPECIALIZED STAFF RESPONSIBILITIES	Complete	Open
STRICT DISCIPLINE ACADEMY STUDENT NEEDS	Complete	Open

### Goal 1: CITIZENSHIP AND SCIENCE ACUMEN

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All BKBA students are proficient in the MDE social studies and science GLCEs and HSCEs in the courses in which they are enrolled and for which they receive credit.

**Gap Statement:** In the 2009 Fall MEAP scores for social studies, 7% of BKBA tested students scored proficient or advanced and did not meet the BKBA goal of 50% proficient or advanced. The 2009 MME scores for science indicated that 0% of BKBA tested students scored proficient or advanced. These scores emphasize the need for gateway skill development to aid in social studies and science comprehension.

**Cause for Gap:** Due to prior disengagement with school and transient living conditions and disruptions due to placement through the actions of the judicial system, many of our students lack the pre-requisite skills and knowledge required to learn the MI Content Expectations at the grade level of their contemporaries.

**Multiple measures/sources of data you used to identify this gap in student achievement:** All students are assessed for their individual skill level in social studies and science with Odyssey from Compass Learning. (Note: Odyssey is aligned with the MI GLCEs, HSCEs, MCF, MMC, and Michigan Graduation Requirements.) All eligible students take the MEAP and MME tests during the regular cycle. Student formative and summative assessments are generated by Scantron, Odyssey, and BrainHoney on an ongoing basis.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** BKBA students study social studies and science in ways that are congruent with their individual learning styles, brain dominances, neurodevelopmental profiles, true colors and multiple intelligences. We have multiple lessons available that are aligned with the MI GLCEs and HSCEs that staff and students can access in relationship to their individual learning strengths and preferences. Our Discovery Process gives us a picture of how each student learns and allows us to coordinate "what" students learn with "how each student learns best." Courses are taught in ways that not only give our students general knowledge and skills, but also ensure students develop "global acumen." A world perspective is essential for anyone who hopes to compete now and in the future. Ultimately, our students learn to think and act as "global citizens" who see and reach beyond their own neighborhood, community, state, and country. Professional Development training for all teachers and teacher assistants who teach social studies and science are designed to increase the effectiveness of Odyssey, Scantron, and BrainHoney to raise student academic achievement in the targeted areas.

Contact Name: Nathaniel King

**List of Objectives:**

Name	Objective
Social Studies & Science Success	Each student will progress at least one academic year in social studies and science for each year that s/he is enrolled with us.

### 1.1. Objective: Social Studies & Science Success

**Measurable Objective Statement to Support Goal:** Each student will progress at least one academic year in social studies and science for each year that s/he is enrolled with us.

**List of Strategies:**

Name	Strategy
Social Studies & Science for All	All individualized assignments will be generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments coupled with the appropriate lessons, (2) Scantron testing and lessons, (3) classroom interactions between teachers and students, (4) frequent classroom assessments and lessons generated based upon Odyssey and Scantron data and lessons and teacher-generated lessons and assessments and (5) READ 180. Students may choose or be chosen to take lessons from an online platform.

#### 1.1.1. Strategy: Social Studies & Science for All

**Strategy Statement:** All individualized assignments will be generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments coupled with the appropriate lessons, (2) Scantron testing and lessons, (3) classroom interactions between teachers and students, (4) frequent classroom assessments and lessons generated based upon Odyssey and Scantron data and lessons and teacher-generated lessons and assessments and (5) READ 180. Students may choose or be chosen to take lessons from an online platform.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research:

? Daniels, H., & Bizar, M. (1998). Methods that Matter: Six Structures for Best Practice

- ? Classrooms. York, ME: Stenhouse.
- ? Friedman, T., (2005). *The World Is Flat*. New York: Farrar, Straus and Giroux.
- ? Jacobs, H. editor, (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD.
- ? Public Schools of North Carolina (2003). *The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level*.  
<http://ncpublicschools.org/curriculum>.
- ? Silberman, M. (1996). *Active Learning: 101 Strategies to teach any Subject*. Des Moines, IA: Prentice-Hall.
- ? Tomlinson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum*. Alexandria, VA: ASCD.
- ? Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools 2nd Edition*. Portsmouth, NH: Heinemann.

Other Research and Resources:

- ? *Choice Theory A New Psychology of Personal Freedom*, HarperCollins, New York, 1999.
- ? *Schools Without Failure*. HarperCollins, New York, 1975.
- ? *Control Theory -- A New Explanation of How We Control Our Lives*. Harper and Row, New York, 1984.
- ? *Control Theory in the Classroom*. Harper and Row, New York, 1986.
- ? *The Quality School -- Managing Students Without Coercion*. Harper and Row, New York, 1991.
- ? *The Quality School Teacher*. New View Publications, Chapel Hill, NC, 1992.
- ? *The Control Theory Manager : Combining the Control Theory of William Glasser With the Wisdom of W. Edwards Deming*. Harperbusiness, NY, 1995.
- ? *Choice Theory: A New Psychology of Personal Freedom*. HarperCollins, New York, 1998.
- ? *All Kinds of Minds: A young student's book about learning abilities and learning disorders*. Cambridge, MA, Educators Publishing Service, 1993.
- ? *Keeping a head in school: A student's book about learning abilities and learning disorders*. Cambridge, MA, Educators Publishing Service, 1990.
- ? *A Mind at a Time*. New York, Simon & Schuster, 2002.
- ? *The Myth of Laziness*. New York, Simon & Schuster, 2004.
- ? *Ready or Not, Here Life Comes*. New York, NY, Simon & Schuster, 2006.
- ? *Universal Design for Learning*. Council For Exceptional Children, 2005.
- ? *Who Moved My Cheese: An Amazing Way to Deal With Change in Your Work and in Your Life*. Spencer Johnson and Kenneth Blanchard, N.Y., 1998.
- ? *The Fifth Discipline: The Art and Practice of the Learning Organization*. Peter Senge, Doubleday, 1990.
- ? *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. Peter Senge, Doubleday, N.Y., 2000.
- ? *Whale Done: The Power of Positive Relationships*. Kenneth Blanchard, The Free Press, N.Y., 2002.
- ? *The Systems Thinking Playbook*. Dennis Meadows and Linda Booth Sweeney, 2002.
- ? *When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories*. Linda Booth Sweeney, Booksurge, 2001.
- ? *Creating: A Practical Guide to the Creative Process*. Robert Fritz, Ballantine Books, N.Y., 1991.
- ? *The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It*. Michael Gerber, HarperCollins, N.Y., 2001.
- ? *Inviting School Success ? A Self-Concept Approach to Teaching, Learning, and Democratic Practice*. William Watson Purkey and John M. Novak, Wadsworth Publishing Company, 1996.
- ? *Integrating Differentiated Instruction Understanding by Design*. Carol Ann Tomlinson and Jay McTighe, Association for Supervision and Curriculum Design, 2006.
- ? *Designing Personalized Learning For Every Student*. Dianne L. Ferguson, et al,

READ 180



**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Career Exposure Program	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks.
Gateway Skill Enhancement	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery. The classroom teacher and teacher consultants are responsible in the classroom for effectively utilizing Odyssey, Scantron, and BrainHoney.
One-On-One Computer Availability	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron, READ 180 and other computer systems that support SDA student needs. All instructional staff, with the help of administrators, IT personnel, and central office staff work together to make sure that one-on-one computer availability is operative and successful.
Placed-Based Education	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.
Reading Acceleration and Tooling	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron, READ 180 and other computer systems that support SDA student needs.

**1.1.1.1. Activity: Career Exposure Program**

**Activity Type:** Professional Development

**Activity Description:** Through the Career Exposure Program we will:

- ? Provide students real world exposure to community organizations, businesses and professionals to stimulate an awareness and exploration in multiple career pathway ideas, perspectives and possibilities.
- ? Foster a positive attitude in our students, to use learning as a tool, to enhance their interests, strengths, self-discovery and academic, personal & career goals.
- ? Expose students to the six career pathways through multiple media of investigation and exploration

monthly, as well as provide more in-depth experiences for students in their identified career field(s) of interest.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science & Social Studies Needs	Title I Part D		

**1.1.1.2. Activity: Gateway Skill Enhancement**

**Activity Type:** Professional Development

**Activity Description:** After the establishment of a general reading grade level, all students take a Gates MacGinite reading test to create a score as a baseline for comparison. Daily Reading Acceleration (timed reading) scores are also tracked to determine progress. Reciprocal Teaching and Educational Tooling are also delivered daily to enhance reading skill level. Phase I (Learning Orientation) focuses on enhancing the Gateway Skills of math and ELA to aid in the understanding of science. These Gateway Skills are the leverage point for enhancing student success in reading and comprehending science materials.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery. The classroom teacher and teacher consultants are responsible in the classroom for effectively utilizing Odyssey, Scantron, and BrainHoney.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Gateway Skill Enhancement Resources	Title I Part D		

### 1.1.1.3. Activity: One-On-One Computer Availability

**Activity Type:** Professional Development

**Activity Description:** All students will be provided with computers that can deliver online, web-based curriculum support systems such as: Odyssey, Scantron, BrainHoney, or others.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron, READ 180 and other computer systems that support SDA student needs. All instructional staff, with the help of administrators, IT personnel, and central office staff work together to make sure that one-on-one computer availability is operative and successful.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
One-On-One Computer Availability	Title I Part D		

### 1.1.1.4. Activity: Placed-Based Education

**Activity Type:** Professional Development

**Activity Description:** All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC.

- o Local- building Tiny Homes, creating an Intentional Community
- o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy
- o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Placed-Based Education	Title I Part D		

### 1.1.1.5. Activity: Reading Acceleration and Tooling

**Activity Type:** Professional Development

**Activity Description:** The reading Acceleration course focus on three main goals, developing students' reading speed and reading comprehension simultaneously, developing students' meta-cognition and increasing student capability to read and construct meaning from print. Tooling is based on the research emanating from reading in the content areas and reading to learn and is designed to ensure that students receive instruction in eleven key learning tools (as described in the reading and tooling teachers' guide) that promote greater understanding in text.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron, READ 180 and other computer systems that support SDA student needs.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading Acceleration and Tooling	Title I Part D		

## Goal 2: Effective Reading, Writing, and Communicating

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All Samaritan students read, write and communicate effectively at or above grade

level. "Effective" is defined by oral and silent reading, as well as, comprehension and making meaning.

**Gap Statement:** In the 2009/10 MEAP/MME scores for reading, 100% of Samaritan students did not score proficient or advanced or were two or more grade levels behind.

**Cause for Gap:** Because of prior disengagement with school and transient living conditions and disruptions due to placement through the actions of the judicial system, many of our students lack the pre-requisite skills and knowledge required to learn the MI Content Expectations.

**Multiple measures/sources of data you used to identify this gap in student achievement:** All students are assessed for their individual reading grade level with the Informal Reading Inventory and Gates MacGinitie Reading Assessment administered during our initial Discovery Phase (the first three days after enrollment) and are assessed for their individual reading skills in relationship to the MI Content Expectations and graduation requirements through software called Odyssey from Compass Learning. (Note: Odyssey is aligned with the MI GLCEs, HSCEs, MCF, MMC, and Michigan Graduation Requirements.)

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** BKBA students study reading in ways that are congruent with their individual learning styles, brain dominances, neuro-developmental profiles, true colors and multiple intelligences. We have many differentiated lessons available that are aligned with the MI GLCEs and HSCEs that staff and students can access in relationship to their individual learning strengths and preferences. Our Discovery Process gives us a picture of how each student learns and allows us to coordinate "what" students learn with "how each student learns best." The daily practice of Reciprocal Teaching and Reading Acceleration enhance and accelerate reading grade levels systematically. Professional Development training for all teachers and teacher assistants who teach reading are designed to increase the effectiveness of these two programs to raise student academic achievement in reading to the targeted goals. Other data that demonstrate success in reading include:

- ? Periodic ELA and reading testing in Scantron to measure gains
- ? Course credit accrual rate
- ? Odyssey competency accrual rate
- READ 180
- ? Increased graduation rate
- ? Decreased drop-out rate
- ? Reduction in behavioral referrals

**Contact Name:** Nathaniel King

**List of Objectives:**

Name	Objective
Reading, Writing and Communication Fluency	Each student will progress at least one academic year in reading skills for each year that s/he is enrolled with us as evidenced by Scantron testing.

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## 2.1. Objective: Reading, Writing and Communication Fluency

**Measurable Objective Statement to Support Goal:** Each student will progress at least one academic year in reading skills for each year that s/he is enrolled with us as evidenced by Scantron testing.

**List of Strategies:**

Name	Strategy
Reading For All	All individualized assignments are generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments, (2) Scantron testing (3) student-teacher interactions,(4) frequent classroom assessments and (5) READ 180. Odyssey and Scantron produces differentiated assignments for each student at their own level of performance.

**2.1.1. Strategy: Reading For All**

**Strategy Statement:** All individualized assignments are generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments, (2) Scantron testing (3) student-teacher interactions,(4) frequent classroom assessments and (5) READ 180. Odyssey and Scantron produces differentiated assignments for each student at their own level of performance.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research:

- ? Daniels, H., & Bizar, M. (1998). *Methods that Matter: Six Structures for Best Practice*
- ? *Classrooms*. York, ME: Stenhouse.
- ? Friedman, T., (2005). *The World Is Flat*. New York: Farrar, Straus and Giroux.
- ? Jacobs, H. editor, (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD.
- ? *Public Schools of North Carolina* (2003). *The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level*.  
<http://ncpublicschools.org/curriculum>.
- ? Silberman, M. (1996). *Active Learning: 101 Strategies to teach any Subject*. Des Moines, IA: Prentice-Hall.
- ? Tomlinson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating*
- ? *Curriculum*. Alexandria, VA: ASCD.
- ? Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools 2nd Edition*. Portsmouth, NH: Heinemann.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Advisory	2011-	2012-	Ultimately the site leader and lead teachers are responsible for all

	09-05	06-30	instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs.
Career Exposure Program	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks.
One-On-One Computer Availability	2011-09-05	2012-06-30	Ultimately the site leader and lead teacher are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs. All instructional staff, with the help of administrators, IT personnel, and central office staff work together to make sure that one-on-one computer availability is operative and successful.
Reading Acceleration and Tooling	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs.
Reading For All	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron, READ 180 and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

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### 2.1.1.1. Activity: Advisory

**Activity Type:** Professional Development

**Activity Description:** The Advisory Program addresses the emotional needs of adolescents, while fostering educational and community partnerships, strong teacher-student relationships, and a positive school climate. It provides an avenue for adult guidance and peer support to focus the daily schoolwork in each individual class. We are seeking to address the particular concerns of each student during this crucial earlier morning class. Advisory meets every morning. Students are divided into small groups and paired with an advisory teacher. Each student has an advisor to listen, to help, and to react to difficulties as they arise and focus the day's work. It is a preventative program, but also, it represents an effort by teachers to know and value students as individuals. Our advisory program follows the model and philosophy advocated by the Glasser Quality Schools model.

Period: 8:00-8:30 am in homeroom (with the exception of Team 6)

? Note 1: Team 7 is combined with another community team on some to all days.

? Note 2: Team 6 advisory is conducted in the multipurpose room and is a limited version of the advisory outlined below.

? Note 3: This period is envisioned as a time for students to access their plans on Brain Honey. Teams 5, 6, and 7 will be unable to do so in their homerooms and will have to be moved into a room with computer access. That will necessitate moving the location for advisory for some teams on some days. That can be integrated into the flex schedule.

Goals:

? Each student will become meta-cognitively aware (learning about him/herself as a learner).

? Each student will understand her/his academic plan and what he or she needs to achieve to earn credits toward graduation.

? Each student will have a systematic, orderly way to track and store pertinent information related to academics at BKB Academy, as well as other elements integrated into the BKB experience.

Materials:

? Three ring binder for each student

? Set of 8 tab dividers per student

? Eight prepared units for each student

Binder Units:

I. Academic Standing

II. Discovery

III. Choice Theory (behavior)

IV. Team

V. Career Focus

VI. Affirmations

VII. Permaculture team project(s)

VIII. Reflections

Unit Descriptions:

I. Academic Standing

Included in this unit is the student's most current credit map, LPT(Life Planning Team) summary, pacing chart and percent check-off page. As students complete percentages in courses, they cross them off on this page. This is a visual encouragement that they are on track to completion. A possible math activity would be adding up the number of hours needed per day to complete all of the courses for which they want credit. They could also be instructed to take that amount of daily time and refigure if they only worked five days per week on the plan or three days per week, etc.

II. Discovery

Students have their Discovery learning profile on their LPT summary. This section will explore what that information means. Each student will be given an insert about their primary (and possibly secondary) True Color printed on paper of that color. Each student will be given an insert about their preferred learning style, which includes information about how to adapt, when necessary, to other styles. Each student will be given information about Multiple Intelligences, etc.

III. Choice Theory



In this section, students will learn about Glasser's Choice Theory and analyze their behavior. Choice Theory includes the graphic of the car designed by Dr. Glasser and various worksheets from Carleen Glasser. The analysis of their behavior will include:

1. Is what I am doing now working well for me?
2. What pictures do I have in my 'Quality World'?
3. What factors affect how I filter the 'Real World'?
4. How can I bring my 'Comparing Place' into balance?
5. What should I try to do differently?

#### IV. Team

In this section, students will get a copy of their team flag. They will explore what the activity means, what the team flag means, what they personally contributed to it, and what it means on an ongoing basis.

#### V. Career Focus

This section is a place to keep all the materials related to Career Focus. These can include information about field trips (and evaluations of the trips), interest and aptitude surveys, information about guest speakers, etc.

#### VI. Affirmations

In this section, students will learn about the power of affirmations and create personal affirmations.

#### VII. Permaculture Team Projects

In this section, students will learn about the Three Ethics of Perma-culture (Care of Earth, Care of People, and Sharing of Abundance). Each team will choose a project relating to one or more of the ethics and track work on their project.

#### VIII. Reflections

In this section, students will reflect regularly about what they have learned and their personal progress.

#### Unit Preparation:

Various individuals will be assigned to each of the Units. These individuals will be responsible for creating the unit, making copies of the unit, and instructing teachers on how to use the materials in the unit.

#### Scheduling

Units are not presented in linear fashion from beginning to end. Career Focus is an ongoing process. Perma-culture Projects should occur after some instruction in the focus area. Units I and II would be a good place to start but even those will be frequently revisited.

#### Incentives for Participation

Students may earn points for completion of binder assignments in their other classes. For example, completion of regular reflections can count toward the journaling assignments in English class. Various art projects such as a brain-map collage could count toward credit in Fine Arts. Math work with the pacing chart could count toward math competencies. Participation in Perma-culture Team Projects could count toward 'In Focus' credit. Another incentive for participation is that all of this is being done to help the students succeed. Also, the student will walk away with a binder all about themselves.

Planned staff responsible for implementing activity: Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs to support the needs of Advisory.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Career Exposure	Title I Part D		

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**2.1.1.2. Activity: Career Exposure Program**

**Activity Type:** Professional Development

**Activity Description:** Through the Career Exposure Program we will:

- ? Provide students real world exposure to community organizations, businesses and professionals to stimulate an awareness and exploration in multiple career pathway ideas, perspectives and possibilities.
- ? Foster a positive attitude in our students, to use learning as a tool, to enhance their interests, strengths, self-discovery and academic, personal & career goals.
- ? Expose students to the six career pathways through multiple media of investigation and exploration monthly, as well as provide more in-depth experiences for students in their identified career field(s) of interest.

**Career Awareness/Exploration Standards:**

- ? Adopt a career awareness and exploration program that meets the state standards.
- ? Ensure that a variety of career informational resources are available at elementary, middle, and high school levels, including the Michigan Occupational Information System (MOIS) and/or similar comprehensive career information systems, to introduce students to career options representative of all career pathways as evidenced by career resource inventories.
- ? Ensure that students are provided experiential activities involving active, direct, and/or hands-on learning that focus on tasks of various careers as evidenced by curriculum plans, guides and teaching/learning activities.
- ? Ensure that instructional units and activities on careers are incorporated into the curriculum at all grade levels as evidenced by curriculum guides, instructional materials and the involvement of business/industry, parents, and community as resources.
- ? Ensure that middle and high school students are assisted in making connections with workers/experts in career pathways through school-based and work-based learning programs as evidenced by documented student participation records.

Self-Awareness Outcomes

- ? Identify aptitudes, interests and values.
- ? Identify likes, dislikes, hobbies, strengths and weaknesses.
- ? Develop an Educational Development Plan (EDP).

Career Awareness & Exploration Outcomes

- ? Differentiate between a career and a job.
- ? Become aware of the broad range of career opportunities.
- ? Recognize Michigan's Six Career Pathways.

Career Planning Outcomes

- ? Build work-place readiness skills to become a valuable employee and/or an effective entrepreneur.
- ? Compile achievements, awards, volunteer experience and work experience into a portfolio.
- ? Visit/volunteer at a place of business to gain an in-depth perspective in one's specific career(s) of interest.
- ? Teachers will incorporate Career Exposure Programs into subject matter lesson plans to be documented in session plans.

Student Preparation for Career Exposure

- ? Pre and post affective survey and preparation
- ? Behavior expectations and etiquette
- ? Student surveys and KWL discussions
- ? Discussion and/or activity relating school curriculum to CE activities with supplemental resources; i.e., related video, articles, projects, etc.
- ? Self-awareness and Career Pathway activities; e.g. - interviewing, filling out applications, professional attire, etc.

Encourage field trip participation and attendance leading up to event

- ? Chaperone teams on the designated field trip day
- ? Student reflections and project presentations of Career Exploration participation, from preparation to conclusion of each activity
- ? Student participation points and/or credit for related assignment as designated by subject matter teachers

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Careers	Title I Part D		

### 2.1.1.3. Activity: One-On-One Computer Availability

**Activity Type:** Professional Development

**Activity Description:** All students will be provided with computers that can deliver online, web-based curriculum support systems such as: Odyssey, Scantron, BrainHoney, or others.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teacher are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs. All instructional staff, with the help of administrators, IT personnel, and central office staff work together to make sure that one-on-one computer availability is operative and successful.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
One-On-One Computer Availability	Title I Part D		

### 2.1.1.4. Activity: Reading Acceleration and Tooling

**Activity Type:** Professional Development

**Activity Description:** The Reading Acceleration course focuses on three main goals: developing students' reading speed and reading comprehension simultaneously, developing students' meta-cognition, and increasing student capability to read and construct meaning from print. Tooling is based on the research emanating from reading in the content areas and reading to learn and is designed to ensure that students receive instruction in eleven key learning tools (as described in the reading and tooling teachers' guide) that promote greater understanding in text.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Reading Acceleration and Tooling	Title I Part D		

**2.1.1.5. Activity: Reading For All**

**Activity Type:** Professional Development

**Activity Description:** All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC.

- o Local- building Tiny Homes, creating an Intentional Community
- o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy
- o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron, READ 180 and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Placed-based Education for Reading	Title I Part D		

**Goal 3: MATHEMATICS FOR LIFE**

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All Samaritan students are proficient in the MDE Mathematics GLCEs and HSCEs in the courses in which they are enrolled and for which they receive credit.

**Gap Statement:** In the 2009/10 MEAP/MME scores for mathematics, 100% of Samaritan tested students did not score proficient or advanced.

**Cause for Gap:** Because of prior disengagement with school and transient living conditions and disruptions due to placement through the actions of the judicial system, many of our students lack the pre-requisite skills and knowledge required to learn the MI Content Expectations. Many of our students lack the foundational skills and knowledge required to learn these subjects due to movement among juvenile justice settings, foster care facilities, residential facilities, and school/district to school/district. Very few of our students remain with us a year or more, so we experience ?revolving door? transience due to court orders and placements. Most importantly, MDE does not accommodate for BKBA students? special circumstances. The MEAP, MME and ACT tests are based on yearly progress of students who typically are not strict discipline academy students.

**Multiple measures/sources of data you used to identify this gap in student achievement:** All students are assessed for their individual mathematics grade level with the Brigance Math Assessment administered during our Discovery Phase (the first three days after enrollment). This creates a pre-Phase I (Learning Orientation) mathematics grade level score (average of computation and application levels) as a baseline. All students are also assessed for their individual math skills in relationship to the MI Content Expectations through software called Odyssey from Compass Learning. (Note: Odyssey is aligned with the MI GLCEs, HSCEs, MCF, MMC, and Michigan Graduation Requirements.)

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** As with Goal One, at the end of Learning Orientation (Phase I ? 45 days into the program), the same Brigance Math Assessment is administered and the score compared with the first score to determine gains in grade level mathematics performance. For students new to BKBA, the daily practice of mathematics drill and assessment (M3, Odyssey, Scantron, BrainHoney, etc.) will enhance and accelerate math skills systematically. Our students may need an extended period of time to pass some courses and be able to accelerate in others. Generally speaking, the MEAP, MME and ACT may not be the most accurate assessment of student progress for BKBA students. Therefore, formative assessments and exit summative assessments are a better measure of student academic growth. Also, Professional Development training for all teachers and teacher assistants who teach mathematics increases the effectiveness of these programs and raises student academic achievement in mathematics to the students? targeted goals. Algebra I & II, Geometry I & II, Trigonometry and Pre-Calculus are taught to all eligible high school students.

**Contact Name:** Nathaniel King

**List of Objectives:**

Name	Objective
Math Literacy	Each student will grow at least one academic year in math skills for each year that s/he is enrolled with us.

### 3.1. Objective: Math Literacy

**Measurable Objective Statement to Support Goal:** Each student will grow at least one academic year in math skills for each year that s/he is enrolled with us.

**List of Strategies:**

Name	Strategy
Math For All	All individualized assignments are generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments, (2) Scantron testing (3) student-teacher interactions, and (4) frequent classroom assessments. Odyssey and Scantron produces differentiated assignments for each student at their own level of performance. Odyssey software provides both remediation and forward movement in student academic achievement. BKBA uses Odyssey learning systems in conjunction with teacher driven instruction and guidance.

### 3.1.1. Strategy: Math For All

**Strategy Statement:** All individualized assignments are generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments, (2) Scantron testing (3) student-teacher interactions, and (4) frequent classroom assessments. Odyssey and Scantron produces differentiated assignments for each student at their own level of performance. Odyssey software provides both remediation and forward movement in student academic achievement. BKBA uses Odyssey learning systems in conjunction with teacher driven instruction and guidance.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research:

- ? Daniels, H., & Bizar, M. (1998). *Methods that Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse.
- ? Friedman, T., (2005). *The World Is Flat*. New York: Farrar, Straus and Giroux.
- ? Jacobs, H. editor, (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD.
- ? Public Schools of North Carolina (2003). *The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level*. <http://ncpublicschools.org/curriculum>.
- ? Silberman, M. (1996). *Active Learning: 101 Strategies to teach any Subject*. Des Moines, IA: Prentice-Hall.
- ? Tomlinson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum*. Alexandria, VA: ASCD.
- ? Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools 2nd Edition*. Portsmouth, NH: Heinemann.

Other Research and Resources:

- ? Choice Theory A New Psychology of Personal Freedom, HarperCollins, New York, 1999.
- ? Schools Without Failure. HarperCollins, New York, 1975.
- ? Control Theory -- A New Explanation of How We Control Our Lives. Harper and Row, New York, 1984.
- ? Control Theory in the Classroom. Harper and Row, New York, 1986.
- ? The Quality School -- Managing Students Without Coercion. Harper and Row, New York, 1991.
- ? The Quality School Teacher. New View Publications, Chapel Hill, NC, 1992.
- ? The Control Theory Manager : Combining the Control Theory of William Glasser With the Wisdom of W. Edwards Deming. Harperbusiness, NY, 1995.
- ? Choice Theory: A New Psychology of Personal Freedom. HarperCollins, New York, 1998.
- ? All Kinds of Minds: A young student?s book about learning abilities and learning disorders. Cambridge, MA, Educators Publishing Service, 1993.
- ? Keeping a head in school: A student?s book about learning abilities and learning disorders. Cambridge, MA, Educators Publishing Service, 1990.
- ? A Mind at a Time. New York, Simon & Schuster, 2002.
- ? The Myth of Laziness. New York, Simon & Schuster, 2004.
- ? Ready or Not, Here Life Comes. New York, NY, Simon & Schuster, 2006.
- ? Universal Design for Learning. Council For Exceptional Children, 2005.
- ? Who Moved My Cheese: An Amazing Way to Deal With Change in Your Work and in Your Life. Spencer Johnson and Kenneth Blanchard, N.Y., 1998.
- ? The Fifth Discipline: The Art and Practice of the Learning Organization. Peter Senge, Doubleday, 1990.
- ? Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. Peter Senge, Doubleday, N.Y., 2000.
- ? Whale Done: The Power of Positive Relationships. Kenneth Blanchard, The Free Press, N.Y., 2002.
- ? The Systems Thinking Playbook. Dennis Meadows and Linda Booth Sweeney, 2002.
- ? When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories. Linda Booth Sweeney, Booksurge, 2001.
- ? Creating: A Practical Guide to the Creative Process. Robert Fritz, Ballantine Books, N.Y., 1991.
- ? The E-Myth Revisited: Why Most Small Businesses Don?t Work and What to Do About It. Michael Gerber, HarperCollins, N.Y., 2001.
- ? Inviting School Success ? A Self-Concept Approach to Teaching, Learning, and Democratic Practice. William Watson Purkey and John M. Novak, Wadsworth Publishing Company, 1996.
- ? Integrating Differentiated Instruction Understanding by Design. Carol Ann Tomlinson and Jay McTighe, Association for Supervision and Curriculum Design, 2006.
- ? Designing Personalized Learning For Every Student. Dianne L. Ferguson, et al, Association for Supervision and Curriculum Design, 2001.
- ? Teaching Every Student in the Digital Age Universal Design for Learning. David H. Rose and Anne Meyer, Association for Supervision and Curriculum Design, 2002.
- ? Project-based Learning Using Information Technology. David Moursund, International Society for Technology in Education Publications, 2003.
- ? The Search Institute, found at <http://www.search-institute.org/developmental-assets>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Career Exposure Program	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting



			Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks.
Individualized Math Assignments	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery. The math teacher and their teacher consultants are responsible in the classroom for utilizing Odyssey, Scantron or other curriculum tools.
One-On-One Computing Effectiveness	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.
Placed-based Education for Math	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

### 3.1.1.1. Activity: Career Exposure Program

**Activity Type:** Professional Development

**Activity Description:** Through the Career Exposure Program we will:

- ? Provide students real world exposure to community organizations, businesses and professionals to stimulate an awareness and exploration in multiple career pathway ideas, perspectives and possibilities.
- ? Foster a positive attitude in our students, to use learning as a tool, to enhance their interests, strengths, self-discovery and academic, personal & career goals.
- ? Expose students to the six career pathways through multiple media of investigation and exploration monthly, as well as provide more in-depth experiences for students in their identified career field(s) of interest.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Preparedness	Title I Part D		

### 3.1.1.2. Activity: Individualized Math Assignments

**Activity Type:** Professional Development

**Activity Description:** After the establishment of a general math grade level from the Brigance Math Assessment, all students take a Scantron math test to create a math score as a baseline for comparison. Weekly math scores are also tracked with M3 (or another similar assessment tool) to determine progress. All BKBA students are also currently assessed for math using Scantron and Odyssey. BKBA students and staff use both summative and formative assessment results to drive short and long-term classroom assignments. Most students are enrolled in Algebra I & II, Geometry I & II, Trigonometry or Pre-Calculus. The basic knowledge and skills required for these courses are taught as students learn the concepts unique to each course.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery. The math teacher and their teacher consultants are responsible in the classroom for utilizing Odyssey, Scantron or other curriculum tools.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Individualized Math Assignments	Title I Part D		

### 3.1.1.3. Activity: One-On-One Computing Effectiveness

**Activity Type:** Professional Development

**Activity Description:** All students will be provided with staff support to help focus computer use and interaction with online, web-based curriculum delivery systems like: Odyssey, Scantron, BrainHoney, and others. Staff will be supported through continuing Professional Development concerning computer

assisted learning.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
One-On-One Computing Effectiveness Resources	Title I Part D		

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**3.1.1.4. Activity: Placed-based Education for Math**

**Activity Type:** Professional Development

**Activity Description:** All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC.

- o Local- building Tiny Homes, creating an Intentional Community
- o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy
- o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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## Goal 4: SDA SPECIALIZED STAFF RESPONSIBILITIES

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** All BKBA students will have specialized staff support to improve instruction by implementing the following:

- ? Build and retain a pool of cross-discipline, highly qualified staff trained in specialized techniques for a SDA.
- ? Hire teachers for resource mapping/attribution.
- ? Create academic resource and design time.
- ? Hire coordinators for personalized programming, transitional planning and Discovery data management.
- ? Hire resource specialists to monitor gaps between the profile needs of the student population and the academic and social/emotional development resources available.

**Gap Statement:** Entrance tests indicate that the average Strict Discipline Academy student is two or more grade levels behind their contemporaries, making them at-risk of academic failure.

**Cause for Gap:** Due to prior disengagement with school and transient living conditions and disruptions due to placement through the actions of the judicial system, many of our students lack the pre-requisite skills and knowledge required to learn the MI Grade Level Content Expectations at their appropriate grade level. This severe academic need is often compounded by equally severe affective needs requiring specialized instructional methods, support services, and supplemental resources beyond the demands of a normal school setting.

**Multiple measures/sources of data you used to identify this gap in student achievement:** : Initial Youth JIFF Assessment (Juvenile Inventory For Functioning) indicates that the greatest need reported by students (33% of students tested) concerns successful school engagement, including: behavioral compliance at school (53% need improvement), academic needs (49% need improvement), improved grades (42% need improvement), better attendance, appropriate expression of feelings, and improved attention and reduction of impulsivity. Also, grade level skill testing in all four-core subjects through Odyssey, Scantron, BrainHoney, Gates MacGinite, Brigance Math, M3, and other assessments indicate that on average, a SDA student is at least two grade levels behind in all subjects.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** All students are assessed for their individual affective needs by the Juvenile Inventory For Functioning at enrollment. Students are tested again at periodic rates to determine growth in these areas. Students are also given a battery of assessments and surveys during Discovery to help establish a baseline of affective factors impacting school success and their neurodevelopmental needs. Daily Advisory class teaches Glasser Quality School (Choice Theory) affective content that help focus student academic work. The Life Planning Team compiles all pertinent data from all sources to create a comprehensive summary of indicators that demonstrate successful growth in both academic and affective domains to create a transition plan for each student.

**Contact Name:** Nathaniel King

**List of Objectives:**

Name	Objective
Strict Discipline Academy Unique Responsibilities	All Strict Discipline Academy students will receive specialized, unique services from instructional and support staff to meet the enhanced needs of students while providing supports and resources necessary to help students reengage with learning evidenced by increases in JIFF and academic grade level performance scores. Some of these unique responsibilities include: ? Collaborate with all parties about student academic and affective growth. Comply with all regulations of partners. ? Specialized staff training to create successful student transitions, maximum credit accrual, personalized programs, and resources.

## 4.1. Objective: Strict Discipline Academy Unique Responsibilities

**Measurable Objective Statement to Support Goal:** All Strict Discipline Academy students will receive specialized, unique services from instructional and support staff to meet the enhanced needs of students while providing supports and resources necessary to help students reengage with learning evidenced by increases in JIFF and academic grade level performance scores. Some of these unique responsibilities include:  
 ? Collaborate with all parties about student academic and affective growth. Comply with all regulations of partners.  
 ? Specialized staff training to create successful student transitions, maximum credit accrual, personalized programs, and resources.

**List of Strategies:**

Name	Strategy
Staff Support for SDA Students	The following unique responsibilities and instructional supports will enhance BKBA's ability to deliver specialized, differentiated instruction to SDA students: ? Continually train staff in specific tools, techniques and methods of effective and efficient collaboration with the diversity of internal and external people and agencies providing services to the students and their families. ? Teacher computers, tables and lecterns, including iPads. ? Pay stipends to staff for achieving specialized training and skill levels needed for this setting (Title I Part D helps jump start the process, continuation also supported by judicial system once performance levels are achieved and maintained). Nominal 20 students per class, 1 year growth, 80% competence = 16 = nominal pay. ? Pay stipends for additional job duties unique to delinquency settings. ? Create time for independent analysis of student work to assess credit awards. ? Hire Student Advocates. ? Purchase and utilize VPN and protection for Internet based clients.

### 4.1.1. Strategy: Staff Support for SDA Students

**Strategy Statement:** The following unique responsibilities and instructional supports will enhance

BKBA's ability to deliver specialized, differentiated instruction to SDA students:

- ? Continually train staff in specific tools, techniques and methods of effective and efficient collaboration with the diversity of internal and external people and agencies providing services to the students and their families.
- ? Teacher computers, tables and lecterns, including iPads.
- ? Pay stipends to staff for achieving specialized training and skill levels needed for this setting (Title I Part D helps jump start the process, continuation also supported by judicial system once performance levels are achieved and maintained). Nominal 20 students per class, 1 year growth, 80% competence = 16 = nominal pay.
- ? Pay stipends for additional job duties unique to delinquency settings.
- ? Create time for independent analysis of student work to assess credit awards.
- ? Hire Student Advocates.
- ? Purchase and utilize VPN and protection for Internet based clients.

### Selected Target Areas

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### What research did you review to support the use of this strategy and action plan?

Research:

- ? Daniels, H., & Bizar, M. (1998). *Methods that Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse.
- ? Friedman, T., (2005). *The World Is Flat*. New York: Farrar, Straus and Giroux.
- ? Jacobs, H. editor, (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD.
- ? Public Schools of North Carolina (2003). *The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level*. <http://ncpublicschools.org/curriculum>.
- ? Silberman, M. (1996). *Active Learning: 101 Strategies to teach any Subject*. Des Moines, IA: Prentice-Hall.
- ? Tomlinson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum*. Alexandria, VA: ASCD.
- ? Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools 2nd Edition*. Portsmouth, NH: Heinemann.

Other Research and Resources:

- ? *Choice Theory A New Psychology of Personal Freedom*, HarperCollins, New York, 1999.
- ? *Schools Without Failure*. HarperCollins, New York, 1975.
- ? *Control Theory -- A New Explanation of How We Control Our Lives*. Harper and Row, New York, 1984.
- ? *Control Theory in the Classroom*. Harper and Row, New York, 1986.
- ? *The Quality School -- Managing Students Without Coercion*. Harper and Row, New York, 1991.
- ? *The Quality School Teacher*. New View Publications, Chapel Hill, NC, 1992.
- ? *The Control Theory Manager : Combining the Control Theory of William Glasser With the Wisdom of W. Edwards Deming*. Harperbusiness, NY, 1995.
- ? *Choice Theory: A New Psychology of Personal Freedom*. HarperCollins, New York, 1998.
- ? *All Kinds of Minds: A young student's book about learning abilities and learning disorders*. Cambridge, MA, Educators Publishing Service, 1993.
- ? *Keeping a head in school: A student's book about learning abilities and learning disorders*. Cambridge,

MA, Educators Publishing Service, 1990.

? A Mind at a Time. New York, Simon & Schuster, 2002.

? The Myth of Laziness. New York, Simon & Schuster, 2004.

? Ready or Not, Here Life Comes. New York, NY, Simon & Schuster, 2006.

? Universal Design for Learning. Council For Exceptional Children, 2005.

? Who Moved My Cheese: An Amazing Way to Deal With Change in Your Work and in Your Life. Spencer Johnson and Kenneth Blanchard, N.Y., 1998.

? The Fifth Discipline: The Art and Practice of the Learning Organization. Peter Senge, Doubleday, 1990.

? Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. Peter Senge, Doubleday, N.Y., 2000.

? Whale Done: The Power of Positive Relationships. Kenneth Blanchard, The Free Press, N.Y., 2002.

? The Systems Thinking Playbook. Dennis Meadows and Linda Booth Sweeney, 2002.

? When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories. Linda Booth Sweeney, Booksurge, 2001.

? Creating: A Practical Guide to the Creative Process. Robert Fritz, Ballantine Books, N.Y., 1991.

? The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It. Michael Gerber, HarperCollins, N.Y., 2001.

? Inviting School Success ? A Self-Concept Approach to Teaching, Learning, and Democratic Practice. William Watson Purkey and John M. Novak, Wadsworth Publishing Company, 1996.

? Integrating Differentiated Instruction Understanding by Design. Carol Ann Tomlinson and Jay McTighe, Association for Supervision and Curriculum Design, 2006.

? Designing Personalized Learning For Every Student. Dianne L. Ferguson, et al, Association for Supervision and Curriculum Design, 2001.

? Teaching Every Student in the Digital Age Universal Design for Learning. David H. Rose and Anne Meyer, Association for Supervision and Curriculum Design, 2002.

? Project-based Learning Using Information Technology. David Moursund, International Society for Technology in Education Publications, 2003.

? The Search Institute, found at <http://www.search-institute.org/developmental-assets>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
One-On-One Computing Effectiveness	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.
Placed-based Education for SDA Students	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of

		administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.
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#### 4.1.1.1. Activity: One-On-One Computing Effectiveness

**Activity Type:** Professional Development

**Activity Description:** All students will be provided with staff support to help focus computer use and interaction with online, web-based curriculum delivery systems like: Odyssey, Scantron, BrainHoney, and others. Staff will be supported through continuing Professional Development concerning computer assisted learning.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Unique Needs	Title I Part D		

#### 4.1.1.2. Activity: Placed-based Education for SDA Students

**Activity Type:** Professional Development

**Activity Description:** All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC.

- o Local- building Tiny Homes, creating an Intentional Community
- o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy
- o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint



**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Placed-based Education for SDA Students	Title I Part D		

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## Goal 5: STRICT DISCIPLINE ACADEMY STUDENT NEEDS

**Content Area:** Other

**Development Status:** Complete

**Student Goal Statement:** All BKBA SDA students will increase successful school engagement, behavioral compliance at school, improve academic skills, improve school grades, increase school attendance, and improve their attention and the expression of their feelings at school while reducing impulsivity.

**Gap Statement:** Initial Youth JIFF Assessment (Juvenile Inventory For Functioning) indicates that the greatest need reported by students (33% of students tested) concerns successful school engagement, including: behavioral compliance at school (53% need improvement), academic needs (49% need improvement), improved grades (42% need improvement), better attendance, appropriate expression of feelings, and improved attention and reduction of impulsivity.

**Cause for Gap:** Due to prior disengagement with school and transient living conditions and disruptions due to placement through the actions of the judicial system, many of our students lack the pre-requisite skills and knowledge required to learn the MI Grade Level Content Expectations at the appropriate grade level.

**Multiple measures/sources of data you used to identify this gap in student achievement:** All students are assessed for their individual affective needs by the Juvenile Inventory For Functioning at enrollment. Students are tested again at periodic rates to determine growth in these categories. Students are also given a battery of assessments and surveys during Discovery to help establish a baseline of affective factors impacting school success and their neurodevelopmental needs. Daily Advisory class also teaches Glasser Quality School (Choice Theory) affective issues that help students focus on academic work.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** ? Odyssey, Scantron, BrainHoney, the Discovery Summary information and the full report from the Life Planning Team creates an aggregation of all information that informs the justice

system and future school settings of the capabilities and performance of the student and offers techniques that prove successful with the student to make informed decisions and manage transitions. These criteria for success also:

- ? Create more individualized time on task for all students to enhance credit recovery.
- ? Coordinate all facets of service delivery around the student?s IAP/IEP.
- ? Enable rapid assessment and design of personalized broad-spectrum development plans that address affective and academic needs.
- ? Create ongoing formative and summative assessments that drive instruction.

**Contact Name:** Nathaniel King

**List of Objectives:**

Name	Objective
Individualized SDA Student Objectives	Utilize software and services to coordinate multiple parties coordinating planning, service delivery, assessment results and reporting to stakeholders for holistic student services with extended school day and year. These objectives will increase student engagement indicators on the JIFF and other assessment tools.

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## 5.1. Objective: Individualized SDA Student Objectives

**Measurable Objective Statement to Support Goal:** Utilize software and services to coordinate multiple parties coordinating planning, service delivery, assessment results and reporting to stakeholders for holistic student services with extended school day and year. These objectives will increase student engagement indicators on the JIFF and other assessment tools.

**List of Strategies:**

Name	Strategy
Success for all SDA Students	All students will participate in a comprehensive wrap-around program that is differentiated for each student?s learning style, academic profile, background information and interests, and instructional preference delivered over an extended year with summer school and supplemental tutoring.

---

### 5.1.1. Strategy: Success for all SDA Students

**Strategy Statement:** All students will participate in a comprehensive wrap-around program that is differentiated for each student?s learning style, academic profile, background information and interests, and instructional preference delivered over an extended year with summer school and supplemental tutoring.

**Selected Target Areas**

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**What research did you review to support the use of this strategy and action plan?**

Research:

- ? Daniels, H., & Bizar, M. (1998). *Methods that Matter: Six Structures for Best Practice ? Classrooms*. York, ME: Stenhouse.
- ? Friedman, T., (2005). *The World Is Flat*. New York: Farrar, Straus and Giroux.
- ? Jacobs, H. editor, (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD.
- ? Public Schools of North Carolina (2003). *The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level*. <http://ncpublicschools.org/curriculum>.
- ? Silberman, M. (1996). *Active Learning: 101 Strategies to teach any Subject*. Des Moines, IA: Prentice-Hall.
- ? Tomlinson, C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating ? Curriculum*. Alexandria, VA: ASCD.
- ? Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools 2nd Edition*. Portsmouth, NH: Heinemann.

Other Research and Resources:

- ? *Choice Theory A New Psychology of Personal Freedom*, HarperCollins, New York, 1999.
- ? *Schools Without Failure*. HarperCollins, New York, 1975.
- ? *Control Theory -- A New Explanation of How We Control Our Lives*. Harper and Row, New York, 1984.
- ? *Control Theory in the Classroom*. Harper and Row, New York, 1986.
- ? *The Quality School -- Managing Students Without Coercion*. Harper and Row, New York, 1991.
- ? *The Quality School Teacher*. New View Publications, Chapel Hill, NC, 1992.
- ? *The Control Theory Manager : Combining the Control Theory of William Glasser With the Wisdom of W. Edwards Deming*. Harperbusiness, NY, 1995.
- ? *Choice Theory: A New Psychology of Personal Freedom*. HarperCollins, New York, 1998.
- ? *All Kinds of Minds: A young student?s book about learning abilities and learning disorders*. Cambridge, MA, Educators Publishing Service, 1993.
- ? *Keeping a head in school: A student?s book about learning abilities and learning disorders*. Cambridge, MA, Educators Publishing Service, 1990.
- ? *A Mind at a Time*. New York, Simon & Schuster, 2002. *The Myth of Laziness*. New York, Simon & Schuster, 2004.
- ? *Ready or Not, Here Life Comes*. New York, NY, Simon & Schuster, 2006.
- ? *Universal Design for Learning*. Council For Exceptional Children, 2005.
- ? *Who Moved My Cheese: An Amazing Way to Deal With Change in Your Work and in Your Life*. Spencer Johnson and Kenneth Blanchard, N.Y., 1998.
- ? *The Fifth Discipline: The Art and Practice of the Learning Organization*. Peter Senge, Doubleday, 1990.
- ? *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. Peter Senge, Doubleday, N.Y., 2000.
- ? *Whale Done: The Power of Positive Relationships*. Kenneth Blanchard, The Free Press, N.Y., 2002.
- ? *The Systems Thinking Playbook*. Dennis Meadows and Linda Booth Sweeney, 2002.
- ? *When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories*. Linda Booth Sweeney, Booksurge, 2001.
- ? *Creating: A Practical Guide to the Creative Process*. Robert Fritz, Ballantine Books, N.Y., 1991.

- ? The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It. Michael Gerber, HarperCollins, N.Y., 2001.
- ? Inviting School Success ? A Self-Concept Approach to Teaching, Learning, and Democratic Practice. William Watson Purkey and John M. Novak, Wadsworth Publishing Company, 1996.
- ? Integrating Differentiated Instruction Understanding by Design. Carol Ann Tomlinson and Jay McTighe, Association for Supervision and Curriculum Design, 2006.
- ? Designing Personalized Learning For Every Student. Dianne L. Ferguson, et al, Association for Supervision and Curriculum Design, 2001.
- ? Teaching Every Student in the Digital Age Universal Design for Learning. David H. Rose and Anne Meyer, Association for Supervision and Curriculum Design, 2002.
- ? Project-based Learning Using Information Technology. David Moursund, International Society for Technology in Education Publications, 2003.
- ? The Search Institute, found at <http://www.search-institute.org/developmental-assets>

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
One-On-One Computer Availability	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs. All instructional staff, with the help of administrators, IT personnel, and central office staff work together to make sure that one-on-one computer availability is operative and successful.
Placed-Based Education Success	2011-09-05	2012-06-30	Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.
Positive Behavior Support	2011-09-05	2012-06-30	Ultimately the site leader and lead teacher are responsible for all instructional delivery. Programming is decided collaboratively with the site's cabinet and the ESP. The classroom teacher and the teacher consultant are responsible in the classroom for utilizing available resources
Wrap-around Educational Programming	2011-09-05	2012-06-30	Ultimately the site leader and lead teacher are responsible for all instructional delivery. Programming is decided collaboratively with the site's cabinet and the ESP. The classroom teacher and the teacher consultant are responsible in the classroom for utilizing available resources and participate in the delivery of the Wrap-around Educational

**5.1.1.1. Activity: One-On-One Computer Availability**

**Activity Type:** Professional Development

**Activity Description:** All students will be provided with computers that can deliver online, web-based curriculum support systems such as: Odyssey, Scantron, BrainHoney, or others.

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully utilizing Odyssey, Scantron and other computer systems that support SDA student needs. All instructional staff, with the help of administrators, IT personnel, and central office staff work together to make sure that one-on-one computer availability is operative and successful.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Samaritan Resources	Title I Part D		

**5.1.1.2. Activity: Placed-Based Education Success**

**Activity Type:** Professional Development

**Activity Description:** All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC.

- o Local- building Tiny Homes, creating an Intentional Community
- o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy
- o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successfully supporting Odyssey, Scantron and other computer systems that support SDA student needs. Professional Development for all staff will be provided to support these tasks. All instructional staff and support staff, with the help of administrators, IT personnel, and central office staff work together to make sure that there is one-on-one computing effectiveness.

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Placed-Based Education Success	Title I Part D		

**5.1.1.3. Activity: Positive Behavior Support**

**Activity Description:** The mission of the positive behavior support system is to develop individuals, schools, families, and communities by teaching and reinforcing positive actions for a lifetime of health, happiness, and success.

The goal of Positive Behavior Support is to help each student develop self-regulation, to be able to make good choices. Teachers and students must work together to maintain a safe learning environment. Together the home, school, and community share the responsibility for developing good students. At Blanch Kelso Bruce Academy (BKBA) we will utilize positive behavior supports (PBS) to recognize and increase positive contributions of our students.

Positive behavior supports (PBS) is an evidence-based, school-wide approach for promoting socially appropriate behavior among students and creating safe, effective learning environments. Schools implementing PBS create uniform behavior expectations for all classrooms and building locations, develop systematic procedures for teaching and reinforcing expectations for students and staff. Our goal is to reduce the number of behavior incident reports, decreased need for therapeutic interventions and improved positive school climate.

PBS uses a three-tier model to illustrate an integrated school-wide approach for providing academic and behavioral interventions. Tier one interventions are universal, provided to all students to prevent academic and behavior problems. Tier one behavior interventions establish and provide methods to teach all students, and acknowledge students for exhibiting the expected behaviors. PBS expects that 80-90 percent of students will respond to tier one intervention (Sugai, 2006). Our goal therefore is to help the majority of our students become tier one participants.

Tier two interventions are specially designed group interventions that target students at-risk of displaying challenging academic and behavior problems. These interventions are designed to be quickly accessed, highly efficient, flexible, and to bring about rapid improvement (Hawken & Homer, 2003). PBS estimates that 10-15 percent of students will need tier two level interventions to be successful in school. Tier two behavior interventions include specially designed small group counseling interventions provided by school social workers, school counselors, and other behavioral specialists (Crone, Homer, Hawken, 2004).

Tier three interventions are provided to students with intensive academic and/or behavioral needs. Interventions at this level are individualized and tailored to meet the unique academic and/or behavior needs of the student. Tier three behavior interventions include wraparound planning. Wraparound is a planning process based on student strengths and needs across home, school, and community. Individualized intervention plans are developed and tailored to meet the unique needs of students who exhibit chronic behaviors (Scott & Eber 2003).

Positive Behavioral Supports (PBS) when applied at the school-wide level are called SWPBS. SWPBS refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject. Each teacher will participate in team building for this change by following the School Reset chart at the end of this section. Following the chart will promote the uniform development of a PBS plan that features teaching students about behavioral expectations. At BKBA we will focus on five behavioral expectations that are positively stated and easy to remember, rather than telling students what not to do, we will focus on the preferred behaviors:

- Be Here
- Be Safe
- Be Honest
- Respect yourself, Respect others and Respect property
- Let Go and Move on

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teacher are responsible for all instructional delivery. Programming is decided collaboratively with the site's cabinet and the ESP. The classroom teacher and the teacher consultant are responsible in the classroom for utilizing available resources

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support Resources	Title I Part D		

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### 5.1.1.4. Activity: Wrap-around Educational Programming

**Activity Type:** Professional Development

**Activity Description:** Extend the school day and year:

- ? Create Afterschool and Saturday programming.
- ? Incorporation/delivery of unique instructional and support programs adapted to meet individual needs (Such as, READ 180, Reading Acceleration, Reciprocal Teaching, Tooling, and Advisory, and individual and group therapeutic intervention).
- ? Engage parents as active members of transitional teams starting from the earliest point possible.
- ? Create out-of-school time support programming.
- ? Buy and utilize student computers and tables.
- ? Buy and utilize software and technology for ongoing aggregation of digital portfolios for all students in each subject area, to be used as a demonstration of credit awarded and of skills for employability with both Scantron and BrainHoney.
- ? Buy and utilize software for service coordination and delivery: BrainHoney for individualized

curriculum and instruction, Compass Learning/Odyssey for curriculum support, Elluminate, Stella and zScaler for student support, and SaaS for synchronous support for students district

**Planned staff responsible for implementing activity:** Ultimately the site leader and lead teacher are responsible for all instructional delivery. Programming is decided collaboratively with the site's cabinet and the ESP. The classroom teacher and the teacher consultant are responsible in the classroom for utilizing available resources and participate in the delivery of the Wrap-around Educational

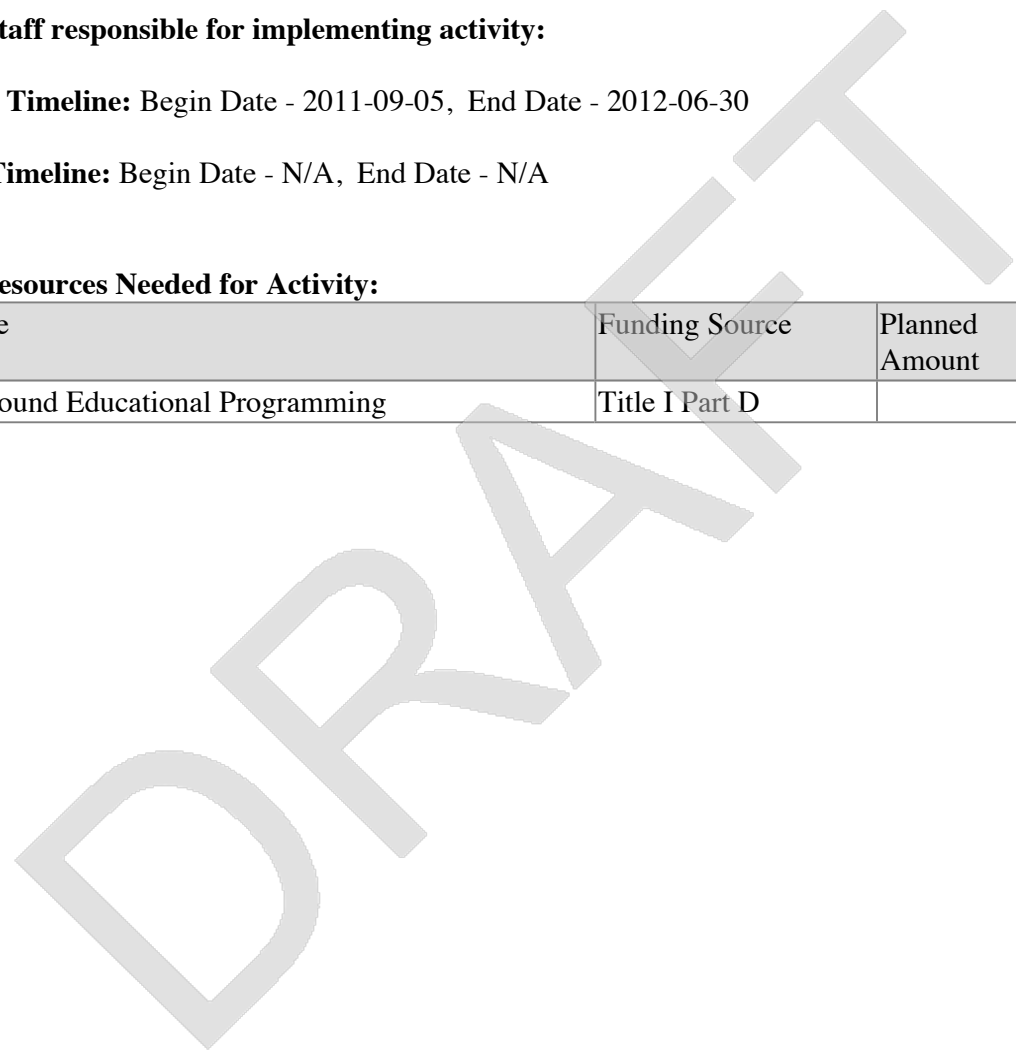
**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-30

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Wrap-around Educational Programming	Title I Part D		





## Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I Part D	\$0.00	\$0.00

DRAFT

# Additional Requirements

## Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

*The comprehensive needs assessment was conducted by first gathering data and then looking at the losses and gains from the data; from that point we found documentation to support the reasons behind the gains and losses.*

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

*Based on Scantron, MEAP, and MME/ACT tests, our students have demonstrated below grade-level proficiency in reading, math, social studies and science.*

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

*BKBA has selected and will continue to develop appropriate assessment tools that create, in the first three days of Discovery, a comprehensive picture of the overall strengths and weaknesses of each student. This information must be analyzed and made available as a "profile" in an Individualized Academic Plan that informs all teachers about the grade level performance abilities of each student. Individual learning styles, preference for specific multiple intelligence use and a neurodevelopment profile will also be summarized in the Individualized Academic Plan.*

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

*Not applicable.*

## Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

### **Incorporated into Existing School Program Planning**

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

*(this section maps to question #1 of the same section from last year's Title I Targeted Assistance Components)*

### **Instructional Strategies**

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

### **Title I and Regular Education Coordination**

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

*(this section maps to question #1 of the same section from last year's Title I Targeted Assistance Components)*

### **Curriculum Alignment that Corresponds to the Goals**

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

*The curriculum that we use is based on the MCF, MME, and the MI, GLCEs and HSCEs and other supplemental materials that are brought into support our curriculum are aligned with the state standards. Our teachers and the Director of Curriculum and Instructions to ensure both coverage and mastery track these standards. This alignment is an essential element to meeting academic goals. The process for reviewing and revising the curriculum is ongoing. At BKBA-Samaritan, we are continually looking to see if the needs of our students are being met by our current curriculum and program. This process and dialogue transpires throughout the school year. The majority of our curriculum overhauls take place over the summer, however slight adjustments are made during the school year, if imperative.*

2. Describe how decisions about curriculum, instruction and assessment are made at this school, and how all stakeholders are involved in the process.

*The entire staff are data-driven and data-focused. During our School Improvement Team meetings, all stakeholders were present and were a part of looking at the data and discussing the best ways to address the achievement gap illustrated by the data. These discussions lead to the selection of Differentiated Instruction as our reform model to meet the needs of all of our students. The teams consist of teachers, non-instructional staff, and administrators.*

### **Instruction by Highly Qualified Professional Staff**

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

*100% of our staff is highly qualified and have maintained current state certification.*

### **High-Quality and Ongoing Professional Development**

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

### **Strategies to Increase Parental Involvement**

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

- PTA Conference four times a year to communicate student progress
- Solicit two parents to become a part of the School Improvement Team
- BKBA will sponsor parent workshops on effective study habits, conflict resolution, and parent effective training.

2. Describe the role of parents in the following targeted school plan/program areas:

#### 2a. Design

*Teach their children how to be safe, happy, and wise. Keep their children in school and ready to learn, and become educated about adverse environmental factors.*

2b. Implementation

*Experiential Learning, and LPT.*

2c. Evaluation

*Parent attendance at school functions and events is tracked by sign-in logs, written surveys bi-annually that indicate 50% participation by parents. Parents will complete bi-annual surveys that indicate academic and social needs of the school. The surveys also used to include the parents as vital stakeholders in the decision-making process.*

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

*Portfolios, Progress Reports, transcripts, Credit Maps, LPT meetings, and Parent Teacher Conferences.*

4. All Title I schools must have a School-Parent Compact. Describe the role of parents in the development of the School-Parent Compact, including the most recent review and revision of content. Elementary schools must also provide an assurance statement that the compact is discussed at least annually at parent-teacher conferences.

*Not applicable due to grade levels served.*

5. Describe how the parent involvement components of the targeted plan will be evaluated.

*We continually evaluate the effectiveness of parent programs through feedback from sign-in logs, surveys, and from Parent Teacher Conferences.*

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

*Continuously improving and evaluating the process.*

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

**Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not

applicable due to grade levels served".

N/A

### Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

*Some of the following assessment tools will be used to develop this Individualized Academic Plan:*

- Standardized assessments in reading and mathematics - Gates MacGinitie Standardized Tests, Comprehensive Inventory of Basic Skills (Curriculum Associates), Scantron.com & Odyssey.com,
- Standards Based assessment in mathematics - Michigan math3, Brigance Mathematics Assessment Level I & II,
- Criterion-referenced assessment in mathematics, sentence grammar, and writing - Balanced math Assessment, Sentence and Paragraph Basics, Informal Writing Assessment, Basic Sentence Assessment Level II,
- Learning Styles Inventories - Learning Styles Inventory (Renzulli & Smith),
- Interest Inventories - Interest-a-Lyzer (Renzulli), Motivation Inventory,
- Personality Screens - My True Colors, Multiple Intelligences Survey (McKenzie),
- Self-Profiles - Student Self Profile,
- Informal Reading Inventories - Informal Reading Inventory (Burns & Roe),
- Portfolio Assessment - International Performance Assessment System (IPAS)

*The use of authentic assessment embedded in the project based learning lessons of IPAS, Scantron.com & Odyssey in Phase III provide our students with many chances for developing:*

- Analytical skills connected to real world issues,
- Creative written and oral expressions,
- Collaborative working relationships,
- Science experiments,
- Written stories and reports,
- Skills to read and interpret literature,
- Math equations that have real-world applications,
- Social science research,
- Lesson displays and demonstrations,
- Portfolio assessment, and
- Integrated cross-curricular activities

### Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

*(this section maps to question #1 of the same section from last year's Title I Targeted Assistance*

Components)

### Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

*LPT, Discovery, JAIS, IEP, Teacher Assessments, Progress Reports, and Achenbach.*

2. Describe how data will be utilized to inform instruction.

*Determine reading and math grade level, lesson plans, and differentiated assignments.*

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

*Data will be aligned to software used to differentiate assignments.*

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

*Staff development focuses upon training instructional staff in methods that most effectively progress students along the MCF and Michigan Merit Curriculum in relationship to our curriculum and its phases. Each staff member ideally receives initial training when hired and continuous training once a month in our BKBA staff development workshops. Specific enhancement of the skills necessary to deliver our English language arts program begins the planned training sessions that are mandatory for all educational staff members. Further training in the specific area of certification endorsement follows this initial training; math teachers attend breakout sessions in math, English teachers attend English sessions.*

*Everyone receives training in behavioral intervention strategies and general education themes. Each staff member has an individually planned professional development sequence designed for them (IDP). Similarly, administrative staff is trained to support instructional efforts and to ensure that ancillary and support structure are additive, rather than deleterious to these efforts.*

*Staff members are also surveyed to identify areas of need that they see would help them deliver effective instruction. Well-qualified instructors facilitate these professional development workshops.*

*BKBA also provides further professional training during the February mid-Winter break and half-day workshops throughout the school year.*

### Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

Each student at BKB academy has access to computers in every class and ideally is in a one-to-one computer configuration. Students are given technology instruction in:

- Microsoft Word
- Creation of Power Point presentations
- Research techniques on the internet
- Keyboarding skill enhancement
- World Wide Web etiquette and use
- Graphic design and fine arts instruction
- Use of Scantron.com, Odyssey.com, BrainHoney.com, Hippocampus.com, Classzone.com, e-books, and other online systems.
- Other general computer skill development

### **Evaluation of the School Improvement Plan**

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

*The evaluation processes of the Blanche Kelso Bruce Academy will measure students' academic progress against the Michigan Merit Curriculum, MCF, and the MI GLCEs & HSCEs. This evaluation will occur during the students' engagement with the Academy, and will be significantly supported by information technology. Additionally, follow-up processes will be integrated into the Academy's transition component. The specific tests administered throughout the Phases of our program are reviewed on a periodic basis to establish their effectiveness to drive the program.*

*These student academic achievement standards may change over time to enhance their ability to inform the School Improvement Plans. We add other assessment tools from our toolkit (Scantron.com, Odyssey.com, BrainHoney.com, Hippocampus.com, Classzone.com, e-books, etc.) as we see that certain students may need further clarification to determine what might enhance effective instruction for that particular. In that way, we make sure that all students are positively impacted by our instructional program. We review the outcomes of these assessments continuously to determine if the School Improvement Plan need to be changed*

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

*Portfolios, Progress Reports, transcripts, Credit Maps, LPT meetings, and Parent Teacher Conferences.*

### **Building Level Decision-Making**

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.



*All stakeholders (board members, parents, teachers and students) are involved in problem-solving/ decision-making by collaboration and participation with the school improvement committee. This committee develops goals based on the needs of the school from multiple data sources (Surveys, MEAP, Scantron, and MME/ACT). The Director of Curriculum and Instruction and the School Leader coordinate the implementation of the plan.*

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## Assurances

### EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *www.bkbacademy.org/aer*

### Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *Yes*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

### Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments:

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments:

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments:

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *91-149 minutes at elementary level, 136-224 minutes at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Adopted policy, fully implemented*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *Yes*

Comments:

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *Yes*

Comments:

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *Yes*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments:

19. Our school has a health services provider or school nurse accessible to students.

Response: *Yes, we have a health services provider or school nurse for every 650 students*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments:

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *Yes*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students

(presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *Yes*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *Yes*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *Yes*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *Yes*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to some indoor facilities*

Comments:

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## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
	Nathaniel	King	Administrative Leader	nking@bkbacademy.org
	Padraic	Mullin	English Lead Teacher	pmullins@bkbacademy.org
	Winifred	Nwankwo	Math Lead Teacher	wnwankwo@bkbacademy.org
	Manguell	Bennett	Social Studies Lead Teach	mbennett@bkbacademy.org
	Janise	Dybalski	Science Teacher	jdybalski@bkbacademy.org
	Quennitta	Pearson	Support Staff	qpearson@bkbacademy.org
	Evelyn	Carter	Therapeutic Staff	ecarter@bkbacademy.org



# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

### Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Name/Position:	Sharion Brown
Address:	4085 Second Ave. Detroit Mi 48202
Telephone Number:	313.656.2600

### References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

## Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan (*NOTE: This attachment was invalid and could not be included.*)
- School-Parent Compact (*NOTE: This attachment was invalid and could not be included.*)

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