

# **School Improvement Plan**

## **TITLE I - SCHOOLWIDE**

**SCHOOL YEAR: 2012-2013**

**SCHOOL NAME: BKBA/JUVENILE DETENTION  
FACILITY**

**DISTRICT NAME: BKB**

**CITY: DETROIT, MI**

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## Instructions

THIS TEMPLATE IS DESIGNED FOR COMPLETING THE SCHOOL IMPROVEMENT PLAN (SIP) IN PREPARATION FOR SUBMITTING THE SIP ONLINE. THE FOLLOWING ARE STEP-BY-STEP INSTRUCTIONS FOR COMPLETING THE SIP.

1. COMPLETE THE VISION, MISSION, AND BELIEF STATEMENTS FOR YOUR INSTITUTION.
2. REVIEW AND UPDATE YOUR INSTITUTION'S GOALS. YOU MAY ADD OR REMOVE GOALS, OBJECTIVES, STRATEGIES, ACTIVITIES, AND RESOURCES AS NEEDED.
3. COMPLETE THE ADDITIONAL REQUIREMENTS SECTION.
4. COMPLETE THE ASSURANCES SECTION.
5. COMPLETE THE STAKEHOLDERS SECTION.
6. COMPLETE THE STATEMENT OF NON-DISCRIMINATION SECTION.
7. GATHER SUPPORTING DOCUMENTATION.

IT IS CRITICAL THAT SCHOOLS REFER TO THE SIP RUBRIC REFERENCED BELOW FOR ADDITIONAL INFORMATION IN ORDER TO ENSURE THAT EACH OF THE FEDERALLY REQUIRED COMPONENTS OF THE SIP EITHER “MEETS REQUIREMENTS” OR RECEIVES AN “EXCEPTIONAL” RATING. TO ACHIEVE AN EXCEPTIONAL RATING ALL INDICATORS UNDER THE “MEETS” AND “EXCEPTIONAL” COLUMNS MUST BE MET.

THE FOLLOWING IS THE LINK FOR THE SIP RUBRIC:

[HTTP://WWW.MICHIGAN.GOV/DOCUMENTS/MDE/SCHOOLWIDERUBRIC\\_222200\\_7.DOC](http://www.michigan.gov/documents/mde/schoolwiderubric_222200_7.doc)

## 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.

## 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 ADULTS.

Mission Statement

**BKBA AT THE JUVENILE DETENTION FACILITY IS A PUBLIC SCHOOL, STRICT-DISCIPLINE ACADEMY IN DETROIT SERVING DETAINED YOUTH, GRADES 6-12, AND THEIR FAMILIES. THE MISSION OF THE BLANCHE KELSO BRUCE STRICT DISCIPLINE ACADEMY (SDA) 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

**BKBA-JDF BELIEVES THAT:**

- **MOST YOUTH OUTSIDE OF THE EDUCATIONAL MAINSTREAM ARE NOT YOUTH WITH ACADEMIC CHALLENGES/FAILURES CAUSED BY BEHAVIOR PROBLEMS, BUT RATHER STUDENTS WITH BEHAVIOR PROBLEMS CAUSED BY FAILURE IN SCHOOL;**
- **SCHOOL MUST PLAY A MORE CENTRAL ROLE IN THE LIVES OF STUDENTS BY PROVIDING TARGETED, HEALING EXPERIENCES THAT CREATE A COGNITIVE AND AFFECTIVE TRANSFORMATION IN THEM.**

Goals

**GOAL 1**

**GOAL NAME: READING**

**THIS INCLUDES ORAL AND SILENT READING, AS WELL AS COMPREHENSION AND MAKING MEANING.**

**NAME OF PERSON RESPONSIBLE FOR THIS GOAL:**

FIRST

REGINALD

LAST

BRADFORD

**CONTENT AREA: (SELECT ONE)**

- ARTS
- CAREER AND EMPLOYABILITY SKILLS
- COORDINATED SCHOOL HEALTH
- ENGLISH LANGUAGE ARTS
- MATH

- NUTRITION
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- OTHER (PLEASE SPECIFY) ADVANCED STUDY SKILLS

**STUDENT GOAL STATEMENT:**

ALL BKBA-JDF STUDENTS WILL READ EFFECTIVELY AT OR ABOVE GRADE LEVEL.

**GAP STATEMENT:**

THE 2011/2012 SCANTRON AND DISCOVERY ASSESSMENT (*INFORMAL READING INVENTORY - IRI*) READING SCORES INDICATE THAT 70% OF BKBA-JDF STUDENTS WERE TWO OR MORE LEVELS BELOW GRADE EXPECTATIONS.

**CAUSE FOR GAP:**

BECAUSE OF DISRUPTIONS DUE TO PLACEMENT THROUGH THE JUDICIAL SYSTEM, TRANSIENT LIVING CONDITIONS, DRUG USE, ABUSIVE AND NEGLECTFUL HOME CONDITIONS, AND SCHOOL TRUANCY, MANY OF OUR STUDENTS LACK THE PREREQUISITE SKILLS AND KNOWLEDGE REQUIRED TO MEET THE MICHIGAN CONTENT EXPECTATIONS.

**MEASURES/SOURCES OF DATA USED TO IDENTIFY THIS GAP IN STUDENT ACHIEVEMENT:**

INFORMAL READING INVENTORY (IRI) READING AND SCANTRON READING ASSESSMENTS ADMINISTERED DURING THE DISCOVERY PROCESS (*THE FIRST 3 DAYS OF SCHOOL*), ONGOING ASSESSMENT AND PROGRESS MONITORING, CLASSROOM GRADES, QUIZZES, AND TESTS WERE USED TO IDENTIFY THE GAP IN STUDENT ACHIEVEMENT.

**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-JDF STUDENTS STUDY READING IN WAYS THAT ARE CONGRUENT WITH THEIR INDIVIDUAL LEARNING STYLES, MULTIPLE INTELLIGENCES, AND TRUE COLORS. LESSONS ARE DIFFERENTIATED AND ALIGNED WITH THE MI GLCES AND HSCES. THE 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, READING ACCELERATION, AND EDUCATIONAL TOOLING ENHANCE AND ACCELERATE READING GRADE LEVELS SYSTEMATICALLY. PROFESSIONAL DEVELOPMENT TRAINING FOR ALL TEACHERS WHO TEACH READING IS DESIGNED TO INCREASE THE EFFECTIVENESS OF THE READING PROGRAM TO RAISE STUDENT ACHIEVEMENT TO THE TARGETED GOALS.

**OTHER DATA THAT WILL DEMONSTRATE SUCCESS IN READING INCLUDE:**

- PERIODIC ELA AND READING TESTING IN SCANTRON TO MEASURE GAINS
- 45-DAY REASSESSMENT USING THE INFORMAL READING INVENTORY (IRI)

- COURSE CREDIT ACCRUAL RATE FOR LONG-TERM STUDENTS
- FORMATIVE ASSESSMENTS
- READ 180

**OBJECTIVE NAME: READING FLUENCY**

**MEASURABLE OBJECTIVE STATEMENT TO SUPPORT GOAL:**

EACH STUDENT WILL PROGRESS AT LEAST TWO ACADEMIC YEARS IN READING SKILLS FOR EACH YEAR THAT S/HE IS ENROLLED WITH US AS EVIDENCED BY SCANTRON TESTING AND/OR IRI TESTING. HOWEVER, NEARLY 50% OF OUR STUDENTS LEAVE WITHIN TWO WEEKS. STUDENTS ENROLLED IN OUR BKBA-JDF PROGRAM AT LEAST 14 DAYS WILL KNOW THEIR LEARNING STYLES AND PREFERENCES, UNDERSTAND WHY THEY HAVE STRUGGLED IN READING, AND WHAT THEY WILL NEED TO DO TO IMPROVE READING WHEN THEY RETURN TO SCHOOL OUTSIDE OF DETENTION. USING THE INFORMAL READING INVENTORY AS A MEASURE, STUDENTS WITH US 45 DAYS OR MORE BUT LESS THAN A YEAR WILL PROGRESS AT LEAST ONE YEAR IN READING SKILLS.

**STRATEGY**

**STRATEGY NAME:**

READING FOR ALL

**STRATEGY STATEMENT:**

ALL ASSIGNMENTS ARE BASED UPON STUDENT PERFORMANCE DATA GLEANED FROM (1) THE INFORMAL READING INVENTORY; (2) SCANTRON TESTING; (3) FORMATIVE ASSESSMENTS; AND (4) FREQUENT CLASSROOM ASSIGNMENTS.

FOLLOWING DISCOVERY, STUDENTS ENTER PHASE ONE - LEARNING ORIENTATION PROGRAM: *A SPECIALIZED APPROACH TO TEACHING STUDENTS HOW TO LEARN INDEPENDENTLY AND THE ACCELERATED LEARNING OF GATEWAY SKILLS*. AT THE END OF THIS 45 - DAY PROCESS, STUDENTS WILL BE REASSESSED ON THE IRI ASSESSMENT TO MEASURE THE INCREASE OR DECREASE IN READING SKILL LEVEL.

**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](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.
- *WHOLE 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](http://www.search-institute.org/developmental-assets)

**TARGET AREAS:**

**LIST OF THE KEY CHARACTERISTICS IDENTIFIED AS CHALLENGE AREAS (GETTING STARTED, PARTIALLY IMPLEMENTED) IN THE SPR(90) OR SPR(40).**

**I.2.A.1 CONTENT APPROPRIATENESS**

THE CONTENT OF THE CURRICULUM IS DIRECTLY ALIGNED AND CONSISTENT WITH THE DISTRICT'S CURRICULUM FRAMEWORK. PROCESSES USED TO DEVELOP COHESIVE AND ESSENTIAL CONTENT REQUIRE ARTICULATION WITHIN AND ACROSS GRADE LEVELS AND CONTENT AREAS.

**I.2.B.1 DELIVERED CURRICULUM**

THE SCHOOL OR PROGRAM ENSURES THAT STUDENTS HAVE THE SUPPORTS THEY NEED TO MEET THE REQUIRED STANDARDS. TEACHERS PROVIDE OPPORTUNITIES FOR STUDENTS TO USE MANY AND VARIED APPROACHES TO DEMONSTRATE COMPETENCY. THE SCHOOL OR PROGRAM CONTINUOUSLY ADAPTS CURRICULUM, INSTRUCTION, AND ASSESSMENTS TO MEET ITS STUDENTS' DIVERSE AND CHANGING NEEDS.

**I.2.B.3 STUDENT ENGAGEMENT**

OUR TEACHERS BELIEVE THAT ACTIVE STUDENT ENGAGEMENT IS A KEY FEATURE OF STUDENT SUCCESS AND THERE IS AN EXPECTATION THAT ALL TEACHERS WILL DESIGN LESSONS AND ASSESSMENTS THAT ENGAGE THEIR STUDENTS.

**I.3.A.3 MULTIPLE MEASURES**

STUDENT ASSESSMENT IS VIEWED AS AN ESSENTIAL COMPONENT IN THE MONITORING OF STUDENT ACHIEVEMENT. ALIGNED STANDARDIZED ASSESSMENTS, PERIODIC BENCHMARK ASSESSMENTS AS WELL AS A VARIETY OF CULMINATING ASSESSMENTS ARE INCORPORATED INTO DAILY PRACTICE. IN ADDITION, TEACHERS USE FREQUENT FORMATIVE ASSESSMENT ACTIVITIES TO INFORM INSTRUCTION

**ACTIVITY**

**ACTIVITY NAME:**

READING ACCELERATION, RECIPROCAL TEACHING, EDUCATIONAL TOOLING

**ACTIVITY TYPE:**

- PROFESSIONAL DEVELOPMENT

PLANNED BEGIN DATE

09/01/12

PLANNED END DATE

06/30/13

**ACTIVITY DESCRIPTION:**

AFTER THE ESTABLISHMENT OF A GENERAL READING GRADE LEVEL, ALL STUDENTS TAKE THE SCANTRON READING TEST TO CREATE A SCORE AS A BASELINE FOR COMPARISON. DAILY READING ACCELERATION (TIMED READING) SCORES ARE TRACKED TO DETERMINE PROGRESS. RECIPROCAL TEACHING AND EDUCATIONAL TOOLING ARE DELIVERED DAILY TO ENHANCE READING FLUENCY AND COMPREHENSION SKILLS.

**PLANNED STAFF RESPONSIBLE FOR IMPLEMENTING ACTIVITY:**

THE SITE LEADER (REGINALD BRADFORD) IS RESPONSIBLE FOR ALL MONITORING, SUPERVISING AND EVALUATING. TEACHERS ARE RESPONSIBLE FOR UTILIZING SCANTRON AND ALL RELATED ASSESSMENT DATA EFFECTIVELY AND PROVIDING EFFECTIVE EDUCATIONAL SERVICES.

**RESOURCES**

**RESOURCE NAME:**

SCANTRON PERFORMANCE SERIES LICENSES AND PD – TITLE I PART D

- FUNDING SOURCE (SELECT ONE)**
- EARLY READING
  - EVEN START
  - GENERAL FUNDS
  - GREAT START READINESS PROGRAM (GSRP)
  - NO FUNDS REQUIRED
  - SECTION 31 A
  - SECTION 32E
  - SECTION 41
  - SPECIAL EDUCATION
  - TITLE I PART A
  - TITLE I PART C
  - TITLE I PART D
  - TITLE I SCHOOL IMPROVEMENT
  - TITLE II PART A
  - TITLE II PART D
  - TITLE III
  - TITLE IV PART A
  - TITLE V PART C
  - USAC – TECHNOLOGY
  - OTHER

**PLANNED AMOUNT**

**GOAL 2**

**GOAL NAME: MATHEMATICS FOR LIFE**

**NAME OF PERSON RESPONSIBLE FOR THIS GOAL:**

**FIRST**

**LAST**

**CONTENT AREA: (SELECT ONE)**

- ARTS
- CAREER AND EMPLOYABILITY SKILLS
- COORDINATED SCHOOL HEALTH

- ENGLISH LANGUAGE ARTS
- MATH
- NUTRITION
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- OTHER (PLEASE SPECIFY)

**STUDENT GOAL STATEMENT:**

ALL BKBA-JDF STUDENTS WILL DEMONSTRATE GRADE LEVEL PROFICIENCY IN THE MDE MATHEMATICS GLCES AND HSCES IN THE COURSES IN WHICH THEY ARE ENROLLED AND FOR WHICH THEY RECEIVE CREDIT.

**GAP STATEMENT:**

THE 2011/2012 SCANTRON AND DISCOVERY ASSESSMENT (*BRIGANCE*) MATH SCORES INDICATE APPROXIMATELY 60% OF BKBA-JDF STUDENTS WERE TWO OR MORE LEVELS BELOW GRADE EXPECTATIONS.

**CAUSE FOR GAP:**

BECAUSE OF DISRUPTIONS DUE TO PLACEMENT THROUGH THE JUDICIAL SYSTEM, TRANSIENT LIVING CONDITIONS, DRUG USE, ABUSIVE AND NEGLECTFUL HOME CONDITIONS, AND SCHOOL TRUANCY, MANY OF OUR STUDENTS LACK THE PREREQUISITE SKILLS AND KNOWLEDGE REQUIRED TO MEET THE MICHIGAN CONTENT EXPECTATIONS.

**MULTIPLE MEASURES/SOURCES OF DATA USED TO IDENTIFY THIS GAP IN STUDENT ACHIEVEMENT:**

BRIGANCE AND SCANTRON MATH ASSESSMENTS ADMINISTERED DURING OUR DISCOVERY PHASE (*THE FIRST 3 DAYS OF SCHOOL*), ONGOING ASSESSMENT AND PROGRESS MONITORING, CLASSROOM GRADES, QUIZZES AND TESTS WERE USED TO IDENTIFY THE GAP IN STUDENT ACHIEVEMENT. THE SCANTRON ASSESSMENT ALSO PROVIDES INFORMATION REGARDING THE STUDENT'S INDIVIDUAL MATH SKILLS IN RELATIONSHIP TO THE MI CONTENT EXPECTATIONS. THIS CREATES A MATHEMATICS GRADE LEVEL SCORE AS A BASELINE.

**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?**

AT THE END OF LEARNING ORIENTATION (*PHASE I – 45 DAYS INTO THE PROGRAM*), STUDENTS WILL BE REASSESSED ON THE BRIGANCE MATH ASSESSMENT. THE REASSESSMENT SCORE WILL BE COMPARED WITH THE INITIAL SCORE TO MEASURE THE

INCREASE OR DECREASE IN GRADE LEVEL MATHEMATICS PERFORMANCE. FOR STUDENTS NEW TO BKBA-JDF, THE DAILY PRACTICE OF MATHEMATICS DRILLS AND ASSESSMENT 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 WHO TEACH MATHEMATICS INCREASES THE EFFECTIVENESS OF THESE PROGRAMS AND RAISES STUDENT ACADEMIC ACHIEVEMENT IN MATHEMATICS TO THE STUDENTS' TARGETED GOALS. BASIC MATH, ALGEBRA I & II, GEOMETRY I & II, TRIGONOMETRY AND PRE-CALCULUS ARE TAUGHT TO ELIGIBLE HIGH SCHOOL STUDENTS.

**OBJECTIVE**

**OBJECTIVE NAME:**

MATH LITERACY

**MEASURABLE OBJECTIVE STATEMENT TO SUPPORT GOAL:**

EACH STUDENT WILL PROGRESS AT LEAST TWO ACADEMIC YEARS IN MATH FOR EACH YEAR THAT S/HE IS ENROLLED WITH AS EVIDENCED BY SCANTRON AND BRIGANCE MATH TESTING. NEARLY 50% OF OUR STUDENTS LEAVE WITHIN TWO WEEKS. STUDENTS ENROLLED IN OUR BKBA-JDF PROGRAM AT LEAST 14 DAYS WILL KNOW THEIR LEARNING STYLES AND PREFERENCES, AND UNDERSTAND WHAT MATH SKILLS THEY WILL NEED TO LEARN WHEN THEY RETURN TO SCHOOL OUTSIDE OF DETENTION. USING THE BRIGANCE MATH ASSESSMENT AS A MEASURE, STUDENTS WHO ARE WITH US 45 DAYS OR MORE BUT LESS THAN A YEAR WILL PROGRESS AT LEAST ONE YEAR IN MATH COMPUTATION AND APPLICATION SKILLS.

**STRATEGY NAME:**

MATH FOR ALL

**STRATEGY STATEMENT:**

ALL ASSIGNMENTS IN MATH ARE GENERATED BASED UPON STUDENT PERFORMANCE DATA GLEANED FROM THE (1) BRIGANCE MATH ASSESSMENT; (2) SCANTRON TESTING; (3) STUDENT-TEACHER INTERACTIONS; AND (4) FREQUENT CLASSROOM ASSESSMENTS. FOLLOWING DISCOVERY, THE STUDENTS ENTER PHASE ONE - LEARNING ORIENTATION PROGRAM, A *SPECIALIZED APPROACH TO TEACHING STUDENTS HOW TO LEARN INDEPENDENTLY AND ACCELERATED LEARNING OF GATEWAY SKILLS*. AT THE END OF THIS 45-DAY PROCESS, STUDENTS WILL BE REASSESSED ON THE BRIGANCE MATH ASSESSMENT TO MEASURE THE INCREASE OR DECREASE IN MATH COMPUTATION AND APPLICATION SKILLS.

**WHAT RESEARCH DID YOU REVIEW TO SUPPORT THE USE OF THIS STRATEGY AND ACTION PLAN?**

- 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](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.
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- *KEEPING A HEAD IN SCHOOL: A STUDENT'S BOOK ABOUT LEARNING ABILITIES AND LEARNING DISORDERS*. CAMBRIDGE, MA, EDUCATORS PUBLISHING SERVICE, 1990.
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- ***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.***
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- ***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](http://www.search-institute.org/developmental-assets)**

**TARGET AREAS:**

**LIST OF THE KEY CHARACTERISTICS IDENTIFIED AS CHALLENGE AREAS (GETTING STARTED, PARTIALLY IMPLEMENTED) IN THE SPR(90) OR SPR(40).**

**I.2.A.1 CONTENT APPROPRIATENESS**

THE CONTENT OF THE CURRICULUM IS DIRECTLY ALIGNED AND CONSISTENT WITH THE DISTRICT'S CURRICULUM FRAMEWORK. PROCESSES USED TO DEVELOP COHESIVE AND ESSENTIAL CONTENT REQUIRE ARTICULATION WITHIN AND ACROSS GRADE LEVELS AND CONTENT AREAS.

**I.2.B.1 DELIVERED CURRICULUM**

THE SCHOOL OR PROGRAM ENSURES THAT STUDENTS HAVE THE SUPPORTS THEY NEED TO MEET THE REQUIRED STANDARDS. TEACHERS PROVIDE OPPORTUNITIES FOR STUDENTS TO USE MANY AND VARIED APPROACHES TO DEMONSTRATE COMPETENCY. THE SCHOOL OR PROGRAM CONTINUOUSLY ADAPTS CURRICULUM, INSTRUCTION, AND ASSESSMENTS TO MEET ITS STUDENTS' DIVERSE AND CHANGING NEEDS.

**I.2.B.3 STUDENT ENGAGEMENT**

OUR TEACHERS BELIEVE THAT ACTIVE STUDENT ENGAGEMENT IS A KEY FEATURE OF STUDENT SUCCESS AND THERE IS AN EXPECTATION THAT ALL TEACHERS WILL DESIGN LESSONS AND ASSESSMENTS THAT ENGAGE THEIR STUDENTS.

**I.3.A.3 MULTIPLE MEASURES**

STUDENT ASSESSMENT IS VIEWED AS AN ESSENTIAL COMPONENT IN THE MONITORING OF STUDENT ACHIEVEMENT. ALIGNED STANDARDIZED ASSESSMENTS, PERIODIC BENCHMARK ASSESSMENTS AS WELL AS A VARIETY OF CULMINATING ASSESSMENTS ARE INCORPORATED INTO DAILY PRACTICE. IN ADDITION, TEACHERS USE FREQUENT FORMATIVE ASSESSMENT ACTIVITIES TO INFORM INSTRUCTION

**ACTIVITY**

**ACTIVITY NAME:**

INDIVIDUALIZED MATH ASSIGNMENTS

**ACTIVITY TYPE:**

- PROFESSIONAL DEVELOPMENT

PLANNED BEGIN DATE

PLANNED END DATE

**ACTIVITY DESCRIPTION:**

AFTER THE ESTABLISHMENT OF A GENERAL MATH GRADE LEVEL FROM THE BRIGANCE MATH, ALL STUDENTS TAKE A SCANTRON MATH TEST TO CREATE A MATH SCORE AS A BASELINE FOR COMPARISON. DURING PHASE ONE LEARNING ORIENTATION (*DURING THE FIRST 45 DAYS*), STUDENTS WILL WORK TO MASTER



AREAS OF WEAKNESS AS INDICATED FROM THE ASSESSMENTS. BKBA-JDF CLASSROOM TEACHERS USE SUMMATIVE AND FORMATIVE ASSESSMENT RESULTS TO DRIVE SHORT AND LONG-TERM CLASSROOM ASSIGNMENTS.

**PLANNED STAFF RESPONSIBLE FOR IMPLEMENTING ACTIVITY:**

THE SITE LEADER (REGINALD BRADFORD) IS RESPONSIBLE FOR ALL MONITORING, SUPERVISING AND EVALUATING. TEACHERS ARE RESPONSIBLE FOR UTILIZING SCANTRON AND ALL RELATED ASSESSMENT DATA EFFECTIVELY AND PROVIDING EFFECTIVE EDUCATIONAL SERVICES.

**RESOURCES**

RESOURCE NAME:

SCANTRON PERFORMANCE SERIES LICENSES AND PD – TITLE I PART D

FUNDING SOURCE  
(SELECT ONE)

- EARLY READING
- EVEN START
- GENERAL FUNDS
- GREAT START READINESS PROGRAM (GSRP)
- NO FUNDS REQUIRED
- SECTION 31 A
- SECTION 32E
- SECTION 41
- SPECIAL EDUCATION
- TITLE I PART A
- TITLE I PART C
- TITLE I PART D
- TITLE I SCHOOL IMPROVEMENT
- TITLE II PART A
- TITLE II PART D
- TITLE III
- TITLE IV PART A
- TITLE V PART C
- USAC – TECHNOLOGY
- OTHER

PLANNED AMOUNT

**GOAL 3**

**GOAL NAME: WRITING FOR SUCCESS**

WRITING FOR SUCCESS

**NAME OF PERSON RESPONSIBLE FOR THIS GOAL:**

FIRST REGINALD

LAST BRADFORD

**CONTENT AREA: (SELECT ONE)**

- ARTS
- CAREER AND EMPLOYABILITY SKILLS
- COORDINATED SCHOOL HEALTH
- ENGLISH LANGUAGE ARTS
- MATH
- NUTRITION
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- OTHER (PLEASE SPECIFY)

**STUDENT GOAL STATEMENT:**

ALL BKB-JDF STUDENTS WILL WRITE PARAGRAPHS AND/OR COMPOSITIONS FOR A VARIETY OF PURPOSES (*LETTERS, COMPOSITIONS THAT NARRATE, COMPARE, CLASSIFY, DEFINE, PERSUADE, ETC.*) THAT DEVELOP A POSITION, ORGANIZE IDEAS EFFECTIVELY AND ADHERE TO THE STANDARD CONVENTIONS OF USAGE AND PUNCTUATION.

**GAP STATEMENT:**

THE 2011/2012 INFORMAL WRITING ASSESSMENT SCORES INDICATE APPROXIMATELY 70% OF BKB-JDF STUDENTS STRUGGLE WITH FLUENT WRITING AND LACK THE FOUNDATIONAL WRITING SKILLS NECESSARY TO MEET BASIC ACADEMIC WRITING TASKS AND SPECIFIC CONTENT DEMANDS.

**CAUSE FOR GAP:**

BECAUSE OF DISRUPTIONS DUE TO PLACEMENT THROUGH THE JUDICIAL SYSTEM, TRANSIENT LIVING CONDITIONS, DRUG USE, ABUSIVE AND NEGLECTFUL HOME CONDITIONS, AND SCHOOL TRUANCY, MANY OF OUR STUDENTS LACK THE PREREQUISITE SKILLS AND KNOWLEDGE REQUIRED TO MEET THE MICHIGAN CONTENT EXPECTATIONS.

**MULTIPLE MEASURES/SOURCES OF DATA USED TO IDENTIFY THIS GAP IN STUDENT ACHIEVEMENT:**

THE INFORMAL WRITING ASSESSMENT ADMINISTERED DURING THE DISCOVERY ASSESSMENT PROCESS (*THE FIRST 3 DAYS OF SCHOOL*), ONGOING ASSESSMENT AND PROGRESS MONITORING, WRITING PRACTICE SETS AND ACTIVITIES AND CLASSROOM GRADES WERE USED TO IDENTIFY THE GAP IN STUDENT WRITING SKILLS. *THE INFORMAL WRITING ASSESSMENT ADMINISTERED DURING THE DISCOVERY ASSESSMENT PROCESS ASKS THE STUDENT TO WRITE A PARAGRAPH THAT INCLUDES A TOPIC SENTENCE, SUPPORTING DETAILS AND A CONCLUDING SENTENCE. THIS ASSESSMENT MEASURES THE STUDENT'S ABILITY TO WRITE A UNIFIED AND COHERENT PARAGRAPH ON DEMAND AND IN ACCORDANCE WITH THE ENGLISH LANGUAGE ARTS STANDARDS AS SET FORTH BY THE MICHIGAN CURRICULUM FRAMEWORK.*

**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?**

AT THE END OF LEARNING ORIENTATION (*PHASE 1-45 DAYS INTO THE PROGRAM*), STUDENTS WILL BE REASSESSED ON THE INFORMAL WRITING ASSESSMENT. THE REASSESSMENT SCORE WILL BE COMPARED WITH THE INITIAL SCORE TO MEASURE THE INCREASE OR DECREASE IN WRITING SKILLS. THE MAIN GOAL IS TO ACCELERATE THE STUDENT'S ABILITY TO EXPRESS HIS/HER THOUGHTS AND IDEAS IN WRITING AND USING CONVENTIONAL ENGLISH.

**OBJECTIVE**

**OBJECTIVE NAME:**

WRITTEN EXPRESSION

**MEASURABLE OBJECTIVE STATEMENT TO SUPPORT GOAL:**

STUDENTS WILL BE ABLE TO WRITE LETTERS, PARAGRAPHS, AND/OR COMPOSITIONS THAT EXPRESS THEIR THOUGHTS AND FEELINGS EFFECTIVELY FOR SPECIFIC PURPOSES IN ACCORDANCE WITH STANDARD ENGLISH RULES AND CONVENTIONS.

**STRATEGY**

**STRATEGY NAME:**

EXPRESS YOURSELF

**STRATEGY STATEMENT:**

ASSIGNMENTS ARE BASED UPON THE STUDENT'S AREAS OF WEAKNESS AS GLEANED FROM THE INFORMAL WRITING ASSESSMENT GIVEN DURING DISCOVERY. THE STUDENT'S WRITING IS EVALUATED IN THE AREAS OF PUNCTUATION, SPELLING, CAPITALIZATION, AND GRAMMAR. CLASSROOM ASSIGNMENTS AND EXERCISES ARE BASED UPON THE STUDENT'S STRENGTHS AND WEAKNESSES IN THESE AREAS. AT

THE END OF THIS 45-DAY PERIOD THE STUDENT IS REASSESSED IN WRITING.

**WHAT RESEARCH DID YOU REVIEW TO SUPPORT THE USE OF THIS STRATEGY AND ACTION PLAN?**

- 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.
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- 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.
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**OTHER RESEARCH AND RESOURCES:**

- *CHOICE THEORY: A NEW PSYCHOLOGY OF PERSONAL FREEDOM*, HARPERCOLLINS, NEW YORK, 1999.
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**ACTIVITY**

**ACTIVITY NAME:**

ENGLISH VOCABULARY, USAGE, AND GRAMMAR IN THE CONTEXT OF LETTERS, PARAGRAPHS, AND COMPOSITIONS.

**ACTIVITY TYPE:**

- PROFESSIONAL DEVELOPMENT

PLANNED BEGIN DATE

PLANNED END DATE

**ACTIVITY DESCRIPTION:**

STUDENTS WILL WRITE DIFFERENT TYPES OF LETTERS (E.G., LETTER OF INTRODUCTION, LETTER OF INQUIRY, THANK YOU LETTER, ETC.), PARAGRAPHS, AND COMPOSITIONS. EACH TYPE OF WRITING WILL HAVE A DIFFERENT GRAMMAR, PUNCTUATION, OR SPELLING FOCUS. BKBA-JDF CLASSROOM TEACHERS WILL USE SUMMATIVE AND FORMATIVE ASSESSMENT RESULTS TO DRIVE CLASSROOM

ASSIGNMENTS.

**PLANNED STAFF RESPONSIBLE FOR IMPLEMENTING ACTIVITY:**

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**RESOURCES**

**RESOURCE NAME:**

SCANTRON PERFORMANCE SERIES LICENSES AND PD – TITLE I PART D

FUNDING  
SOURCE

(SELECT ONE)

- EARLY READING
- EVEN START
- GENERAL FUNDS
- GREAT START READINESS PROGRAM (GSRP)
- NO FUNDS REQUIRED
- SECTION 31 A
- SECTION 32E
- SECTION 41
- SPECIAL EDUCATION
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- TITLE I PART C
- TITLE I PART D
- TITLE I SCHOOL IMPROVEMENT
- TITLE II PART A
- TITLE II PART D
- TITLE III
- TITLE IV PART A
- TITLE V PART C
- USAC – TECHNOLOGY
- OTHER

PLANNED  
AMOUNT

**GOAL 4:**

**NAME: BEHAVIORAL COMPLIANCE AT SCHOOL**

STRICT DISCIPLINE ACADEMY

**NAME OF PERSON RESPONSIBLE FOR THIS GOAL:**

FIRST REGINALD

LAST BRADFORD

**CONTENT AREA: (SELECT ONE)**

- ARTS
- CAREER AND EMPLOYABILITY SKILLS
- COORDINATED SCHOOL HEALTH
- ENGLISH LANGUAGE ARTS
- MATH
- NUTRITION
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- X OTHER (PLEASE SPECIFY)

STRICT DISCIPLINE ACADEMY STUDENT NEEDS

**STRATEGY:**

(1) AWARENESS OF INDIVIDUAL STUDENT NEEDS (ACADEMIC, PHYSICAL, SOCIAL, EMOTIONAL, ETC.) (2) CLEAR AND CONCISE CLASSROOM RULES, (3) CONSISTENT REINFORCEMENT OF THE RULES, (4) APPROPRIATE UTILIZATION OF ADMINISTRATORS AND SUPPORT STAFF AND (5) CLEAR DOCUMENTATION OF CLASSROOM CONCERNS.

**OBJECTIVE**

**INTERVENTION STRATEGY:**

POSITIVE REINFORCEMENT, RECOGNITION

**STUDENT GOAL STRATEGY:**

ALL BKBA-JDF STUDENTS WILL INCREASE SUCCESSFUL SCHOOL ENGAGEMENT, BEHAVIORAL COMPLIANCE AT SCHOOL, IMPROVE ACADEMIC SKILLS, IMPROVE SCHOOL GRADES, IMPROVE THEIR ATTENTIVENESS, AND THE EXPRESSION OF THEIR FEELINGS AT SCHOOL WHILE REDUCING IMPULSIVITY.

**MEASURABLE OBJECTIVE STATEMENT TO SUPPORT INTERVENTION STRATEGY:**

THERE WILL BE A DECREASE IN DISRUPTIVE AND NEGATIVE STUDENT BEHAVIOR THAT INTERFERES WITH LEARNING AS MEASURED BY A DECREASE IN THE NUMBER OF TEACHER-GENERATED UI'S REGARDING STUDENT BEHAVIOR.



**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.
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**OTHER RESEARCH AND RESOURCES:**

- CHOICE THEORY A NEW PSYCHOLOGY OF PERSONAL FREEDOM, HARPERCOLLINS, NEW YORK, 1999.
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- **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](http://www.search-institute.org/developmental-assets)**

**ACTIVITY**

**ACTIVITY NAME:**

STRICT DISCIPLINE ACADEMY

**ACTIVITY TYPE:**

- PROFESSIONAL DEVELOPMENT

PLANNED BEGIN DATE

09/01/2012

PLANNED END DATE

06/30/2013

**ACTIVITY DESCRIPTION:**

USE OF CLASSROOM MANAGEMENT, BEHAVIOR MANAGEMENT, FREQUENT MONITORING, SOCIAL PRAISE, TIME OUT (ON THE POD), VERBAL REDIRECTION, AND POSITIVE REINFORCEMENT, AND PARENTAL/GUARDIAN, COUNSELOR, SOCIAL WORKER INVOLVEMENT TO DECREASE DISRUPTIVE AND NEGATIVE BEHAVIOR.

**PLANNED STAFF RESPONSIBLE FOR IMPLEMENTING ACTIVITY:**

THE SITE LEADER (REGINALD BRADFORD) IS ULTIMATELY RESPONSIBLE TO ENSURE THAT THE ACTIVITIES ARE UNDERSTOOD AND IMPLEMENTED.

**ACTUAL STAFF RESPONSIBLE FOR IMPLEMENTING ACTIVITIES:**

TEACHERS, TEACHER CONSULTANTS AND SUPPORT STAFF.

**RESOURCES**

**RESOURCE NAME:**

TITLE I, PART D

FUNDING SOURCE

(SELECT ONE)

- EARLY READING
- EVEN START
- GENERAL FUNDS
- GREAT START READINESS PROGRAM (GSRP)
- NO FUNDS REQUIRED
- SECTION 31 A
- SECTION 32E
- SECTION 41
- SPECIAL EDUCATION

- TITLE I PART A
- TITLE I PART C
- TITLE I PART D
- TITLE I SCHOOL IMPROVEMENT
- TITLE II PART A
- TITLE II PART D
- TITLE III
- TITLE IV PART A
- TITLE V PART C
- USAC – TECHNOLOGY
- OTHER

PLANNED  
AMOUNT

**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 A SCHOOLWIDE REFORM MODEL, 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 GATHERING DATA AND THEN LOOKING AT THE LOSSES AND GAINS OF THE DATA. FROM THERE, WE FOUND DOCUMENTATION TO SUPPORT THE REASONS

2. SUMMARIZE THE RESULTS OBTAINED FROM THE COMPREHENSIVE NEEDS ASSESSMENT AND GENERAL CONCLUSIONS DRAWN FROM THOSE RESULTS. INCLUDE INFORMATION FROM ALL FOUR MEASURES OF DATA: STUDENT ACHIEVEMENT, SCHOOL PROGRAMS/PROCESS, PERCEPTION AND DEMOGRAPHIC. MORE SPECIFIC INFORMATION WILL BE INCLUDED IN YOUR GOALS/OBJECTIVES/STRATEGIES AND ACTIVITIES.

SCANTRON AND DISCOVERY ASSESSMENT RESULTS INDICATE THAT OUR STUDENTS LACK THE FOUNDATIONAL SKILLS NECESSARY TO MEET ACADEMIC DEMANDS IN READING, MATH AND WRITING.

1. 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 TO ALL TEACHERS TO ENSURE THAT GRADE LEVEL PERFORMANCE ABILITIES, LEARNING STYLES AND PREFERENCES, AND STUDENT INTERESTS ARE INCORPORATED INTO INSTRUCTIONAL PLANNING.

2. 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.

(MAXIMUM: 8000 CHARACTERS)

(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).

(MAXIMUM: 8000 CHARACTERS)

(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.
2. DESCRIBE HOW DECISIONS ABOUT CURRICULUM, INSTRUCTION AND ASSESSMENT ARE MADE AT THIS SCHOOL, AND HOW ALL STAKEHOLDERS ARE INVOLVED IN THE PROCESS.

BKBA-WCJDF'S 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 THE REFORM MODEL TO MEET THE NEEDS 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 STATE OF MICHIGAN 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 CONFERENCES FOUR TIMES A YEAR TO COMMUNICATE STUDENT PROGRESS TO PARENTS AND ENSURE PARENTAL INVOLVEMENT.
- SOLICIT TWO PARENTS TO BECOME A PART OF THE SCHOOL IMPROVEMENT TEAM
- BKBA -JDF SPONSORS PARENT WORKSHOPS ON EFFECTIVE PARENT-CHILD COMMUNICATION, CONFLICT RESOLUTION, SPECIAL EDUCATION, MENTAL ILLNESS, AND LIFE MASTERY.

**2. DESCRIBE THE ROLE OF PARENTS IN THE FOLLOWING TARGETED SCHOOL PLAN/PROGRAM AREAS:**

**A. DESIGN**

**PARENTS OF STUDENTS AT BKBA-JDF HAVE VERY LITTLE INVOLVEMENT IN THE OVERALL SCHOOL PROGRAM BECAUSE OF THE FACT THAT OUR SCHOOL IS LOCATED IN A SECURE DETENTION FACILITY. HOWEVER, WE WELCOME AND ENCOURAGE INPUT FROM PARENTS REGARDING STUDENT NEEDS, PRIOR SCHOOL EXPERIENCES, STRENGTHS, WEAKNESSES.**

**B. IMPLEMENTATION**

**PARENTAL INFORMATION AND INPUT IS WELCOMED AND ASSISTS US IN INSTRUCTIONAL PLANNING.**

**C. EVALUATION**

**AN INTEREST/NEEDS SURVEY OF POSSIBLE PARENT GROUP TOPICS IS CONDUCTED AT PARENT-TEACHER CONFERENCES AND DURING VISITATION HOURS AT THE WAYNE COUNTY JUVENILE DETENTION FACILITY. PARENT GROUPS ARE DEVELOPED IN ACCORDANCE WITH SURVEY RESULTS. ADDITIONALLY, PRE AND POST TESTING IS DONE FOR EACH GROUP.**

**3. DESCRIBE HOW THE SCHOOL PROVIDES INDIVIDUAL STUDENT ACADEMIC ASSESSMENTS RESULTS, INCLUDING INTERPRETATION OF THOSE RESULTS, IN A LANGUAGE THE PARENTS CAN UNDERSTAND.**

**PROGRESS REPORTS, TRANSCRIPTS, 45-DAY REPORTS, CREDIT MAPS, IEP CONFERENCES AND PARENT TEACHER CONFERENCES.**

**4. DESCRIBE THE ROLE OF PARENTS IN THE DEVELOPMENT OF THE SCHOOL-PARENT COMPACT. PROVIDE AN ASSURANCE STATEMENT THAT THE COMPACT IS USED AT LEAST ANNUALLY AT ELEMENTARY-LEVEL PARENT-TEACHER CONFERENCES. 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”.**

**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 FORMS, SURVEYS, AND PRE AND POST TESTS.**



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 AND THE SCHOOL-PARENT COMPACT.

**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”.

NOT APPLICABLE DUE TO GRADE LEVELS SERVED.

**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 MACGINITE 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)**

- **READ 180**

**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**

**PRESCHOOL TRANSITION STRATEGIES**

- 2. DESCRIBE PRESCHOOL TRANSITION STRATEGIES (MORE THAN ONCE A YEAR VISITATION) AND THE TRAINING THAT IS PROVIDED TO PRESCHOOL PARENTS AND/OR TEACHERS RELATED TO KINDERGARTEN READINESS SKILLS. DESCRIBE OTHER SCHOOL LEVEL TRANSITIONS THAT OCCUR, IF APPROPRIATE. 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”.**

**NOT APPLICABLE.**

**TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS**

- 1. DESCRIBE HOW TEACHERS PARTICIPATE IN MAKING ASSESSMENT DECISIONS (EX. SELECTION, DEVELOPMENT, FREQUENCY).**

**(MAXIMUM: 8000 CHARACTERS)**

**(THIS SECTION MAPS TO QUESTION #1 OF THE SAME SECTION FROM LAST YEAR’S TITLE I SCHOOLWIDE COMPONENTS)**

2. DESCRIBE HOW TEACHERS ARE INVOLVED IN STUDENT ACHIEVEMENT DATA ANALYSIS TO IMPROVE THE ACADEMIC ACHIEVEMENT OF ALL STUDENTS.

(MAXIMUM: 8000 CHARACTERS)

(THIS SECTION MAPS TO QUESTION #2 OF THE SAME SECTION FROM LAST YEAR'S TITLE I SCHOOLWIDE COMPONENTS)

**ALTERNATIVE MEASURES OF ASSESSMENT**

2. DESCRIBE THE PROCESS FOR DEVELOPING, OR THE ALTERNATIVE MEASURES OF ASSESSMENT USED, THAT WILL PROVIDE AUTHENTIC ASSESSMENT OF PUPILS' ACHIEVEMENTS, SKILLS, AND COMPETENCIES.

- STANDARDIZED ASSESSMENTS IN READING AND MATHEMATICS – GATES MACGINITE 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),

**TIMELY AND ADDITIONAL ASSISTANCE**

1. PROVIDE A SUMMARY OF THE EFFECTIVE, TIMELY, ADDITIONAL ASSISTANCE ACTIVITIES PROVIDED TO STUDENTS THAT ARE NOT MASTERING THE STATE'S ACADEMIC ACHIEVEMENT STANDARDS. THESE MUST ALSO BE INCLUDED IN GREATER SPECIFICITY AS ACTIVITIES UNDER THE GOALS SECTION. TIMELY, ADDITIONAL ASSISTANCE SHOULD INCLUDE DIFFERENTIATION OF INSTRUCTION TO MEET STUDENTS' INDIVIDUAL NEEDS WITHIN THE CLASSROOM.

(MAXIMUM: 8000 CHARACTERS)

(THIS SECTION MAPS TO QUESTION #2 OF THE SAME SECTION FROM LAST YEAR'S TITLE I SCHOOLWIDE COMPONENTS)

2. DESCRIBE THE IDENTIFICATION PROCESS FOR STUDENTS THAT ARE NOT MASTERING THE STATE'S ACADEMIC ACHIEVEMENT STANDARDS.

(MAXIMUM: 8000 CHARACTERS)

(THIS SECTION MAPS TO QUESTION #1 OF THE SAME SECTION FROM LAST YEAR'S TITLE I SCHOOLWIDE COMPONENTS)

1. DESCRIBE HOW THE SCHOOL WILL USE RESOURCES UNDER TITLE I, PART A AND FROM OTHER SOURCES TO IMPLEMENT THE REQUIRED TEN SCHOOLWIDE COMPONENTS.

(MAXIMUM: 8000 CHARACTERS)

(THIS SECTION MAPS TO QUESTION #2 OF THE SAME SECTION FROM LAST YEAR'S TITLE I SCHOOLWIDE COMPONENTS)

2. 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.

(MAXIMUM: 8000 CHARACTERS)

(THIS SECTION MAPS TO QUESTION #3 OF THE SAME SECTION FROM LAST YEAR'S TITLE I SCHOOLWIDE COMPONENTS)

### **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.

(MAXIMUM: 8000 CHARACTERS)

(THIS SECTION MAPS TO QUESTION #3 OF THE CONCLUSION SECTION FROM LAST YEAR'S SIP)

### **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 OR ENHANCED.

2. DESCRIBE HOW SCHOOL AND STUDENT INFORMATION AND PROGRESS WILL BE SHARED WITH ALL STAKEHOLDERS IN A LANGUAGE THAT THEY CAN UNDERSTAND.

STUDENT INFORMATION AND PROGRESS IS SHARED WITH APPROPRIATE STAKEHOLDERS IN 30-DAY REPORTS, PROGRESS REPORTS, TRANSCRIPTS, CREDIT MAPS, PARENT TEACHER CONFERENCES AND IEP CONFERENCES AND IN THE WAYNE COUNTY WELLNESS REPORT.

#### **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.

BOARD MEMBERS, TEACHERS, STUDENTS, VOLUNTEER GRANDPARENTS, JUVENILE DETENTION FACILITY STAFF ARE ALL INVOLVED IN PROBLEM-SOLVING AND DECISION MAKING THAT IMPACT THE SCHOOL IMPROVEMENT COMMITTEE.

#### **ASSURANCES**

##### **EDYES! (PENDING STATUTORY APPROVAL TO BE CHANGED TO MI-SAAS)**

1. LITERACY AND MATH ARE TESTED ANNUALLY IN GRADES 1-5 (MCL 380.1280B, [HTTP://LEGISLATURE.MI.GOV/DOC.ASPX?MCL-380-1280B](http://legislature.mi.gov/doc.aspx?mcl-380-1280b)).

- YES
- NO
- N/A (OUR SCHOOL DOES NOT HAVE GRADES 1-5)

2. OUR SCHOOL PUBLISHED A FULLY COMPLIANT ANNUAL REPORT. (THE ANNUAL EDUCATION REPORT (AER) SATISFIES THIS).

YES

PROVIDE LINK IF AVAILABLE:

NO

**EDUCATIONAL DEVELOPMENT PLAN**

1. OUR SCHOOL HAS THE 8TH GRADE PARENT APPROVED EDUCATIONAL DEVELOPMENT PLANS (EDPs) ON FILE.

YES

NO

N/A (OUR SCHOOL DOES NOT HAVE GRADE 8)

2. OUR SCHOOL REVIEWS AND ANNUALLY UPDATES THE EDPs TO ENSURE ACADEMIC COURSE WORK ALIGNMENT.

YES

NO

**HEALTH AND SAFETY**

THE FOLLOWING ASSURANCES COME DIRECTLY FROM THE HEALTHY SCHOOL ACTION TOOL (HSAT) ASSESSMENT ([HTTP://WWW.MIHEALTHTOOLS.ORG/HSAT](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.**
- NO WRITTEN POLICY
  - WRITTEN POLICY, BUT NOT FULLY IMPLEMENTED
  - WRITTEN POLICY, FULLY IMPLEMENTED
- 2. ALL TEACHERS IN OUR SCHOOL HAVE RECEIVED PROFESSIONAL DEVELOPMENT IN MANAGEMENT TECHNIQUES TO CREATE CALM, ORDERLY CLASSROOMS.**
- YES
  - NO
- 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.**
- YES
  - NO
- 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.**
- YES
  - NO
- 5. OUR SCHOOL HAS TAKEN ACTION ON THE MICHIGAN STATE BOARD OF EDUCATION POLICY ON COMPREHENSIVE SCHOOL HEALTH EDUCATION.**
- NO ACTION TAKEN
  - REVIEWED POLICY, BUT NOT YET ADOPTED
  - ADOPTED POLICY, BUT NOT FULLY IMPLEMENTED
  - ADOPTED POLICY, FULLY IMPLEMENTED

6. ALL TEACHERS WHO PROVIDE HEALTH EDUCATION INSTRUCTION RECEIVED ANNUAL PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION SPECIFICALLY RELATED TO HEALTH EDUCATION.

YES

NO

7. THE HEALTH EDUCATION CURRICULUM USED IN OUR SCHOOL IS THE MICHIGAN MODEL FOR HEALTH® CURRICULUM.

YES

NO, BUT USE A HEALTH EDUCATION CURRICULUM

NO, DO NOT USE A HEALTH EDUCATION CURRICULUM

8. THE HEALTH EDUCATION CURRICULUM USED IN OUR SCHOOL INVOLVES STUDENT INTERACTION WITH THEIR FAMILIES AND THEIR COMMUNITY.

YES

NO

9. OUR SCHOOL HAS TAKEN ACTION ON THE MICHIGAN STATE BOARD OF EDUCATION POLICY ON QUALITY PHYSICAL EDUCATION.

NO ACTION TAKEN

REVIEWED POLICY, BUT NOT YET ADOPTED

ADOPTED POLICY, BUT NOT FULLY IMPLEMENTED

ADOPTED POLICY, FULLY IMPLEMENTED

10. AT OUR SCHOOL, PHYSICAL EDUCATION TEACHERS ANNUALLY PARTICIPATE IN PROFESSIONAL DEVELOPMENT SPECIFIC TO PHYSICAL EDUCATION.

YES

NO

11. THE PHYSICAL EDUCATION CURRICULUM USED IN OUR SCHOOL IS:

EXEMPLARY PHYSICAL EDUCATION CURRICULUM (EPEC)

OTHER CURRICULUM

NO CURRICULUM



12. AT LEAST THREE TIMES DURING THE PAST 12 MONTHS, OUR SCHOOL OFFERED PROGRAMS, ACTIVITIES OR EVENTS FOR FAMILIES ABOUT PHYSICAL ACTIVITY.

YES

NO

13. OUR SCHOOL OFFERS THE FOLLOWING AMOUNT OF TOTAL WEEKLY MINUTES OF PHYSICAL EDUCATION THROUGHOUT THE YEAR.

150 MINUTES OR MORE AT ELEMENTARY LEVEL, 225 MINUTES OR MORE AT MIDDLE/HIGH LEVEL

91-149 MINUTES AT ELEMENTARY LEVEL, 136-224 MINUTES AT MIDDLE/HIGH LEVEL

60-90 MINUTES AT ELEMENTARY LEVEL, 106-135 MINUTES AT MIDDLE/HIGH LEVEL

59 MINUTES OR LESS AT ELEMENTARY LEVEL, 105 MINUTES OR LESS AT MIDDLE/HIGH LEVEL

14. OUR SCHOOL HAS TAKEN ACTION ON THE MICHIGAN STATE BOARD OF EDUCATION POLICY ON NUTRITION STANDARDS.

NO ACTION TAKEN

REVIEWED POLICY, BUT NOT YET ADOPTED

ADOPTED POLICY, BUT NOT FULLY IMPLEMENTED

ADOPTED POLICY, FULLY IMPLEMENTED

15. THE FOOD SERVICE DIRECTOR/MANAGER PARTICIPATED PROFESSIONAL DEVELOPMENT RELATED TO FOOD OR NUTRITION DURING THE PAST 12 MONTHS.

YES

NO

16. THE FOOD SERVICE DIRECTOR/MANAGER SUPPORTS/REINFORCES IN THE CAFETERIA WHAT IS TAUGHT IN HEALTH EDUCATION.

YES

NO

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.

YES

NO

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.

YES

NO

19. OUR SCHOOL HAS A HEALTH SERVICES PROVIDER OR SCHOOL NURSE ACCESSIBLE TO STUDENTS.

YES, WE HAVE A HEALTH SERVICES PROVIDER OR SCHOOL NURSE FOR EVERY 650 STUDENTS

YES, BUT WE DO NOT HAVE A HEALTH SERVICES PROVIDER OR SCHOOL NURSE FOR EVERY 650 STUDENTS

NO

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.

NO WRITTEN POLICY

WRITTEN POLICY, BUT NOT FULLY IMPLEMENTED

WRITTEN POLICY, FULLY IMPLEMENTED

21. OUR SCHOOL HAS A SYSTEM IN PLACE FOR COLLECTING RELEVANT STUDENT MEDICAL INFORMATION.

YES

NO

22. OUR SCHOOL HAS TAKEN ACTION ON THE MICHIGAN STATE BOARD OF EDUCATION POSITIVE BEHAVIOR SUPPORT POLICY.

NO ACTION TAKEN

REVIEWED POLICY, BUT NOT YET

ADOPTED

- ADOPTED POLICY, BUT NOT FULLY IMPLEMENTED
- ADOPTED POLICY, FULLY IMPLEMENTED

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.

- YES
- NO

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.

- YES
- NO

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.

- YES
- NO

26. DURING THE PAST 12 MONTHS, THE SCHOOL COUNSELING STAFF IDENTIFIED STUDENTS WHO ARE AT RISK OF BEING VICTIMS OR PERPETRATORS OF VIOLENCE.

- YES
- NO

27. OUR SCHOOL'S MISSION STATEMENT INCLUDES THE SUPPORT OF EMPLOYEE HEALTH AND SAFETY.

- YES
- NO

**28. DURING THE PAST YEAR, OUR SCHOOL SUPPORTED STAFF PARTICIPATION IN HEALTH PROMOTION PROGRAMS BY HAVING A BUDGET FOR STAFF HEALTH PROMOTION.**

YES

NO

**29. DURING THE PAST YEAR, OUR SCHOOL SUPPORTED STAFF IN HEALTHY EATING BY PROVIDING HEALTHY FOOD CHOICES AT STAFF MEETINGS.**

YES

NO

**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.**

NO WRITTEN POLICY

WRITTEN POLICY, BUT NOT FULLY IMPLEMENTED

WRITTEN POLICY, FULLY IMPLEMENTED

**31. OUR SCHOOL HAS A PARENT EDUCATION PROGRAM.**

YES

NO

**32. DURING THE PAST 12 MONTHS, OUR SCHOOL COLLECTED INFORMATION FROM PARENTS TO HELP EVALUATE/IMPROVE SCHOOL HEALTH EDUCATION IN OUR SCHOOL.**

YES

NO

**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).**

ACCESS TO ALL INDOOR FACILITIES

ACCESS TO SOME INDOOR FACILITIES

ACCESS TO NO INDOOR FACILITIES

**STAKEHOLDERS**

LIST THE 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 (SALUTATION)	FIRST NAME	LAST NAME	POSITION	E-MAIL
MR.	REGINALD	BRADFORD	SITE ADM.	RBRADFORD@BKBACADEMY.ORG
MS.	DRUCILLA	WILSON	WCJDF SCHOOL LIAISON	DWILSON@CO.WAYNE.MI.US
DR.	SULEIMAN	HAMDAN	WAYNE RESA REPRESENTATIVE	HAMDANS@RESA.NET
MR.	KYLE	KENNEDY	SCHOOL SOCIAL WORKER	KKENNEDY@BKBACADEMY.ORG
MS.	SANDRA	COOPER	ELA TEACHER	SCOOPER@BKBACADEMY.ORG
MR.	THOMAS	DRAKE	MATH TEACHER	TDRAKE@BKBACADEMY.ORG
MR.	CLIFFORD	CARBARY	SPECIAL EDUCATION TEACHER CONSULTANT	CCARBARY@BKBACADEMY.ORG
MS.	INGRID	HOLLIS	DISCOVERY/LPT COORDINATOR	IHOLLIS@BKBACADEMY.ORG
MS.	SALLY	SYKES	WCJDF GRANDPARENT	

			<b>VOLUNTEER PROGRAM</b>	
<b>Ms.</b>	<b>OPHILENA</b>	<b>MANN</b>	<b>WCJDF GRANDPARENT VOLUNTEER PROGRAM</b>	
<b>Ms.</b>	<b>CHARITY</b>	<b>DORGAN</b>	<b>READING TEACHER</b>	<b>CDORGAN@BKBACADEMY.ORG</b>

N

**STATEMENT OF NON-DISCRIMINATION**

THE INSTITUTION COMPLIES WITH ALL FEDERAL LAWS AND REGULATIONS PROHIBITING DISCRIMINATION AND WITH ALL REQUIREMENTS AND REGULATIONS OF THE U.S. DEPARTMENT OF EDUCATION. IT IS THE POLICY OF THIS INSTITUTION THAT NO PERSON ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN OR ANCESTRY, AGE, GENDER, HEIGHT, WEIGHT, MARITAL STATUS OR DISABILITY SHALL BE SUBJECTED TO DISCRIMINATION IN ANY PROGRAM, SERVICE OR ACTIVITY FOR WHICH THE INSTITUTION IS RESPONSIBLE, OR FOR WHICH IT RECEIVES FINANCIAL ASSISTANCE FROM THE U.S. DEPARTMENT OF EDUCATION.

**CONTACT INFORMATION**

INSTITUTIONS ARE REQUIRED TO DESIGNATE AN EMPLOYEE TO COORDINATE EFFORTS TO COMPLY WITH AND CARRY OUT NON-DISCRIMINATION RESPONSIBILITIES.

**CONTACT NAME**

**POSITION**

**ADDRESS**

**PHONE**

NUMBER

**REFERENCES**

- TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
- SECTION 504 OF THE REHABILITATION ACT OF 1973
- THE AGE DISCRIMINATION ACT OF 1975
- THE AMERICANS WITH DISABILITIES ACT OF 1990
- ELLIOTT-LARSEN PROHIBITS DISCRIMINATION AGAINST RELIGION

**SUPPORTING DOCUMENTATION**

ATTACH ANY ADDITIONAL INFORMATION NECESSARY TO SUPPORT YOUR SCHOOL IMPROVEMENT PLAN (OPTIONAL). ALL INFORMATION SHOULD BE LABELED CLEARLY.