School Improvement Plan

School Year: 2012 - 2013

School District: Blanche Kelso Bruce Academy

ISD/RESA: Wayne RESA

School Name: Blanche Kelso Bruce Academy - Cecil Site

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

Mr. Ryan Looney

Building Code: 00260

District Approval of Plan:

_____
Authorized Official Signature and Date

Board of Education Approval of Plan:

_____
Authorized Official Signature and Date

School Improvement Plan

Contents

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.

School Information

School:	**Blanche Kelso Bruce Academy - Cecil Site**
District:	**Blanche Kelso Bruce Academy**
Public/Non-Public:	**Public**
Grades:	**7,8,9,10,11,12**
School Code Number:	**00260**
City:	**Detroit**
State/Province:	**Michigan**
Country:	**United States**

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 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

Most Youth Outside of the Educational Mainstream (YOEM) are not youth with academic challenges/failure 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
MATHEMATICS (ACTIVE GOAL)	Complete	Open
READING AND ELA (ACTIVE GOAL)	Complete	Open
SCIENCE (ACTIVE GOAL)	Complete	Open
STRICT DISCIPLINE ACADEMY STUDENT NEEDS	Complete	Open

Goal 1: MATHEMATICS (ACTIVE GOAL)

Content Area: Math
Development Status: Complete

Student Goal Statement: By the end of the 2012-2013 school year, all students will show improvement in Mathematics through informal/formal assessments and project based learning through real life applications demonstrating one year's growth.

Gap Statement: Based upon a review of the 2011-2012 MEAP/MME tests, we see that a high percentage of BKBA students are not yet meeting or exceeding state standards on the MEAP/MME Math tests.

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 a revolving door transience due to court orders and placements. More importantly, the Michigan Department of Education does not accommodate BKBA students with 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 Scantron 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 Department of Education 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? 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 are Algebra I & II, Geometry I & II, Trigonometry and Pre-Calculus are taught to all eligible high school students.

Larry Ainsworth (Power Standards)-Retention of student learning is improved when we move from coverage to focus by identifying and organizing instruction around essential standards. Amy Colton and Georgea Langer (Collaborative Analysis of Student Work)-Student Achievement is increased when teachers are taught to collaboratively analyze student work and are supported in making analytical decisions about selection of most teaching strategies. University of Chicago Mathematics Project (Connected Math)-Students using Connected math consistently outperformed comparison students. The result held across all tests, all grade levels and all common core regardless of SES and racial identity. Studies show that Connected Mathematics program improves student performance in all areas of elementary mathematics, including basic and higher level skills.

Therefore, teachers will collaborate on the delivery of a common core-alligned curriculum. They will systematically assess student performance using valid measures, collaboratively interpret the data, share best practices, and use findings to adjust teaching for improved results and to identify students in need of supplementary instruction which will be targeted towards students with deficiencies based upon an extensive item analysis. Professional Development training for all teachers and teacher assistants who teach math are designed to increase the effectiveness of Odyssey, Scantron, and BrainHoney to raise student academic achievement in the targeted areas.

Contact Name: Jerome Townsend

List of Objectives:

Name	Objective
Math Literacy	Each student will grow at least one academic year in math skills for each year that she/he is enrolled with BKBA as measured by informal and formal assessments.

1.1. 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 she/he is enrolled with BKBA as measured by informal and formal assessments.

List of Strategies:

Name	Strategy
Math	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.

1.1.1. Strategy: Math

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

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
Mathematic Effectiveness	2012-09-04	2013-06-28	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.

1.1.1.1. Activity: Mathematic Effectiveness

Activity Type: Other

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: Bryant Bachelor

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-28

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 Resource	Title I Part D		

Goal 2: READING AND ELA (ACTIVE GOAL)

Content Area: English Language Arts
Development Status: Complete

Student Goal Statement: By the end of the 2012-2013 school year, all students will improve their reading, writing and public speaking skills across the curriculum with assessments demonstrating one year's growth.

Gap Statement: IBased upon a review of the 2011 - 2012 MEAP/MME scores and Benchmark Tests for reading, we see that significant numbers of students are not yet meeting or exceeding state standards in reading and or written responses to a variety of genre leveled texts and books that focus on expository, narrative, persuasive and informational texts.

Cause for Gap: Between 60-70% of students at all grade levels failed to demonstrate proficient performance on the MEAP/MME. This is due in part 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.

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 Running Records and 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

Brain Honey

Read 180

Course credit accrual rate

Odyssey competency accrual rate

Increased graduation rate

Decreased drop-out rate

Reduction in behavioral referrals

Contact Name: Jerome Townsend

List of Objectives:

Name	Objective
Reading, Writing and Communication Fluency	Each student will demonstrate competency in reading, writing and public speaking for each year that she/he is enrolled with BKBA as measured by informal and formal assessments.

2.1. Objective: Reading, Writing and Communication Fluency

Measurable Objective Statement to Support Goal: Each student will demonstrate competency in reading, writing and public speaking for each year that she/he is enrolled with BKBA as measured by informal and formal assessments.

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, and (4) frequent classroom assessments. 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, and (4) frequent classroom assessments. Odyssey and Scantron produces differentiated assignments for each student at their own level of performance.

Selected Target Areas

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
One-On-One Computer Availability	2012-09-04	2013-06-28	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.

2.1.1.1. Activity: One-On-One Computer Availability

Activity Type: Other

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: Tracey Bivens and Brittany Pauling

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-28

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 Resource	Title I Part D		

Goal 3: SCIENCE (ACTIVE GOAL)

Content Area: Science
Development Status: Complete

Student Goal Statement: By the end of the 2012-2013 school year, all students will show improvement in the life, phsical and earth Sciences across the curriculum.

Gap Statement: Based upon a review of the 2011-2012 MEAP/MME tests, we see that a high percentage of BKBA students are not yet meeting or exceeding state standards on the MEAP/MME Science tests.

Cause for Gap: Less than 60% of our students demonstrated at least, proficient level performances on the MEAP/MME test. This is 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 science through informal assessments along with 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? Robert Marzano's research shows that direct instruction on vocabulary related to content has a very significant and positive impact (.97 effect) on student achievement. Amy Colton and Georgea Langer (Collaborative Analysis of Student Work)-Student Achievement is increased when teachers are taught to collaboratively analyze student work and are supported in making analytical decisions about the selection of most effective teaching strategies.

Teachers will collaborate on the delivery of standards-alligned curriculum. They will systematically assess student performance using valid measures, collaboratively interpret the data, share best practices, and use findings to adjust teaching for improved results and to identify students in need of supplementary instruction which will be targeted towards students with deficiencies based upon an extensive item analysis. 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: Jerome Townsend

List of Objectives:

Name	Objective
Social Studies	Each student will progress at least one academic year in social studies for each year that she/he is enrolled in BKBA.

3.1. Objective: Social Studies

Measurable Objective Statement to Support Goal: Each student will progress at least one academic year in social studies for each year that she/he is enrolled in BKBA.

List of Strategies:

Name	Strategy
Science	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, and (4) frequent classroom assessments and lessons generated based upon Odyssey and Scantron data and lessons and teacher-generated lessons and assessments. Students may choose or be chosen to take lessons from an online platform.

3.1.1. Strategy: Science

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, and (4) frequent classroom assessments and lessons generated based upon Odyssey and Scantron data and lessons and teacher-generated lessons and assessments. Students may choose or be chosen to take lessons from an online platform.

Selected Target Areas

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
One-On-One Computer Availability	2012-09-04	2013-06-28	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.

3.1.1.1. Activity: One-On-One Computer Availability

Activity Type: Other

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 to support Science.

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: Marsielle Maxey and Max Mullins

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-28

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-Science and Social Studies	Title I Part D		

Goal 4: STRICT DISCIPLINE ACADEMY STUDENT NEEDS

Content Area: Other
Development Status: Complete

Student Goal Statement: All BKBA students will increase successful school engagement, behavioral compliance, academic skills, attendance, by reducing negative impulsivity, disciplinary referrals and while in school.

Gap Statement: Initial Youth JIFF Assessment (Juvenile Inventory For Functioning) indicates that the greatest need reported by SDA 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.
BKBA Students:
Consist of instructional groups of multi-age, multi-grade level, multi-special education categories.
Needs included Differentiated Instruction and peer to peer remediation.
Have varying lengths of enrollment periods in the academic program (from a few days to possibly several years).
Composition and number of students enrolled changes frequently.

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's 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: Jerome Townsend

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 act as student engagement indicators on the JIFF and other assessment tools.

4.1. 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 act as 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.

4.1.1. 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

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.
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? 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	2012-09-04	2013-06-28	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.
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 Programming.

4.1.1.1. Activity: One-On-One Computer Availability

Activity Type: Other

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: Mildred Remsey, Andrea Steward, Mary Scully, Jennifer Shailer, Patricia Peoples, Susan Matous

Planned Timeline: Begin Date - 2012-09-04, End Date - 2013-06-28

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-SDA Student Needs	Title I Part D		

4.1.1.2. Activity: Wrap-around Educational Programming

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, 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 wide.

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 Programming.

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

Resource Profile

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

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.

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 tat 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 of BKBA-Distance Learning. The process for reviewing and revising the curriculum in ongoing. BKBA-Distance Learning, 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.

   BKBA-Distance Learning'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 our reform model to meet the needs of all of our students. The teams consist of teachers, non-instructional staff, and administrators.

Staff 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. These 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.

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)

   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

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 or enhanced.

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 attending that school, 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.

Assurances

EdYES!

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

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: *Yes*
    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, but not 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: *No*
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:

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
Mr.	Jerome	Townsend	Administrative Leader	JTownsend@bkbacademy.org
Ms.	Tracey	Bivens	ELA Teacher	TBivens@evans-solutions.net
Mr.	Marsielle	Maxey	Science Teacher	MMaxey@evans-solutions.net
Mr.	Scott	Davis	Social Studies Teacher	SDavis@evans-solutions.net
Mr.	Bryant	Bachelor	Math Teacher	BBachelor@evans-solutions.net

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:	Walter Bernard
Address:	8045 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

No documentation was attached.