School Improvement Plan

Blanche Kelso Bruce Academy - St. Antoine

Blanche Kelso Bruce Academy

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Blanche Kelso Bruce Academy (BKBA) is housed within the Wayne County Juvenile Detention Facility (WCJDF), a high security placement facility.
The BKBA - WCJDF program and mission are designed to foster integrated, effective, strong interagency collaboration to ensure students achieve academic success in a safe and secure environment.

BKBA at the WCJDF provides educational services for students who are detained while awaiting court proceedings, or, in some cases, placement in a treatment facility. While the WCJDF can house up to 194 residents at a time, BKBA is capable of servicing between 100 - 165 students at a time. The average length of stay is less than 45 school days, although a few students are detained in the facility a bit longer due to the nature and complexity of their court proceedings.

Size:

Students: 100 - 165 students, male and female, 9 years - 21 years of age with nearly 2,000 students enrolled annually. Our students are primarily African American students, mostly living in Detroit.

Staff:

(1) Site Leader, (1) Instructional Leader, (2) Academic Counselors, (3) Administrative Assistants, (5) Discovery Assessment/ Life Planning and Transitioning (LPT Team members, (2) School Social Workers, (2) Special Education Consultants, (1) Life Skills Facilitator, (14) Full-Time Teachers and (3) Part-Time Building Substitute Teachers.

70% female / 30% male
85% African American / 15% Caucasian

Community:

BKBA - WCJDF is located in Detroit, the seat for Wayne County, on St. Antoine Street which is just steps away from major city attractions such as Comerica Park, the Detroit River and RiverWalk, Ford Field and Greektown. Wayne County is one of the most populated counties in the United States. It has a culturally diverse population reporting African American, Hispanic/Latino, Caucasian and Arab American and various religious and political affiliations.

Changes over the last 3 years:

1. Decrease in student enrollment possibly due to Wayne County's budget cut to the Warrant Enforcement Bureau (WEB) Unit. The WEB Unit is responsible for serving arrest warrants issued to juveniles in our county.
2. Some staff turnover due to a variety of reasons.

3. Some changes in site administration staff.

4. Increased investment in professional development on differentiated instruction strategies.

5. Hired a full-time Life Skills Facilitator.

6. Implemented our Sparks and Speakers Intervention program to expose our students to community leaders who represent a variety of careers and cover a wide-range of topics relevant to our students.

7. Implemented READ 180 / System 44 designed to allow our students to experience reading success quickly and build the confidence needed to become better readers.

Unique features:

1. Every student is enrolled in a 1 - 3 day Discovery assessment course where he or she completes a full and comprehensive battery of assessments that measure and reveal personality traits, preferred learning styles, interests and competences in mathematics, reading and writing. In addition to BKBA's assessment process, WCJDF provides extensive medical and mental health services to every resident.

2. BKBA and WCJDF works collaboratively to achieve academic and personal success. Classroom teachers have the support of a Juvenile Detention Specialists (JDS) in the classroom.

3. Staff participate in weekly QUAD Collaboration Articulation Meetings.

Challenges:

1.Implementing the best strategies and activities to engage short-term students in the learning process.

2. Juvenile recidivism.

3. Limited access to technology.

4. Limited access to parents and students once they leave the facility.

School's Purpose

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

Our Mission:

BKBA at the WCJDF is a public school, strict-discipline academy (SDA) in Detroit serving detained youth, grades 6 - 12 and their families. The mission of the Blanche Kelso Bruce Strict Discipline Academy 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.

Our philosophy is based on a commitment 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 strengths and needs and that effective learning results from the collaborate efforts of all engaged adult constituencies.

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 each of them.

At BKBA - WCJDF, teaching and learning is a strategic balance of academic skill development, social-emotional skill development and workforce readiness. Student achievement and success is always at the center of everything we do. We build success through a focused and integrated approach to improving math and reading skills, building positive and meaningful relationships, ensuring rigor, relevance and real life learning and giving students the tools they need to make a smooth and more successful transition from BKBA - WCJDF to home life, school and the community.

Our decisions are driven by data and quality information.

Notable Achievements and Areas of Improvement

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

BKBA - WCJDF has shifted toward a more strategic approach to meeting the needs of our students and staff. We look at data and quality information and make the best decisions to ensure student engagement, improvement and achievement.

As a school housed within a detention center, with all things considered, we believe providing interventions to promote each student's successful re-integration into the home, school, community and/or court designated placement should be our ultimate goal. And we attempt to achieve this goal through multiple means.

Achievements:

1. Reading is a foundational requirement for academic achievement and future opportunities for our students' personal growth. There has been incremental growth in student reading levels after implementing reading across the curriculum and reading in the content areas approaches. This is a continuous area of improvement for us.

2. BKBA - WCJDF has made significant strides in transitional programs that resulted in a coordinated, outcome-based set of aftercare services for youth affiliated with the juvenile justice system. Our academy is making concerted efforts to help our young people achieve social, employment and educational success once they leave the juvenile justice system.

3. Two students obtained the 12th grade level and made the graduation eligibility list for the June 2014 graduation. The first student was accepted into ten four-year universities. A second student is dually enrolled in a career vocationally program and a local community college.

4. Several students passed the GED exam prior to their residency with our academy and we subsequently assisted them with their community college and Federal Student Aid applications.

5. We hired a full-time Life Skills Facilitator to provide skills training in the areas of career planning and readiness, self care, social and work relationships, workforce readiness and money management.

Improvements:

1. Implementing Read 180 and System 44 programs which are designed for below grade level, low functioning readers and non-readers. The programs offer targeted interventions for our struggling readers and help build the confidence needed for them to become better readers.

2. Enhancing and improving the Discovery assessment process, a comprehensive battery of personal and academic assessments that provide information for individualized planning for each student. The process also helps the student discover skills and talents he or she possesses and may not be aware of.

3. Implementing a Life Planning and Transitioning (LPT) process to give each student an opportunity to discuss the following questions - Where I Am? Where I Want to Go? and How I Will Get There? After answering those questions, the student is encouraged to set goals and LPT members help identify his or her strengths, abilities and talents that will help him or her meet those goals.

4. Implementing bi-weekly Quad Collaboration and Articulation meetings to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student.

5. The staff administration implemented the systematic and continual monitoring of students enrolled in the educational program according to the 30/60/90 academic assessments program. The tracking and monitoring process assists in helping students achieve transition goals, outcomes and academic credit accrual.

6. Implementing the Sparks and Speakers Intervention Program to help spark interest in a variety of positive alternatives to being locked up and help students discover their passion and purpose.

Additional Information

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

1. We are exploring options for online educational programming to help students earn academic credit toward graduation or recover academic credit.

2. We are exploring options for Extending Learning Opportunities to better prepare students for a more successful transition from detention to home, school and the community. The extended learning opportunities will include after-school tutoring and other programming to meet the our students' social and behavioral needs.

3. We have hired a Transitional Counselor who will assist students in making a more successful transition from detention to home, school and the community. The Transitional Counselor will track and offer support to the student up to 6 months after his or her release.

4. We are being trained to implement Wayne RESA's new assessment tool, Illuminate Data and Assessment. We hope this new tool will give us better access to student information locally and site to site.

5. We are planning to create a BKBA - WCJDF data team to build data literacy and establish a system for collecting, analyzing and using data to drive decision making.

6. Select BKBA staff will participate in Wayne RESA's Formative Assessment Project beginning August, 2015 and ending April 2016.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Understanding the most effective programming brings all interested and affected parties into the decision making process, we have committed to identifying and including more stakeholders (internal and external partners). Our School Improvement Planning process is an ongoing and structured mechanism for stakeholders to get involved. Their involvement helps us understand and best serve their specific needs, build a mutual trust and commitment, develop a common understanding of all of our needs, goals and objectives and contributes to transparency around our school's practices and operations.

All instructional staff and most support staff participate in the School Improvement Planning Process. External stakeholders are invited to serve on the School Improvement Planning Team by the BKBA - WCJDF Site Leader and given an opportunity to accept the invitation. Once the membership selection process is complete, roles are given based on expertise and willingness to accept the role.

Currently, stakeholders at BKBA - WCJDF include the following: instructional staff, non-instructional staff, an executive from the WCJDF, a supervisor from the WCJDF, the WCJDF grandparents volunteer group, a Wayne RESA consultant, an external professional and student, when possible.
We are in the process of expanding the School Improvement Plan (SIP) Team to include more external partners by researching who our stakeholders are and their stake in our students' achievement and personal success as well as the essential role we all play in ensuring student achievement and success.

We have little to no direct student and parent participation in the School Improvement Planning Process. We are exploring ways to include students and parents in the process and ways to have them participate in reviewing and evaluating the School Improvement Plan. At this point, their participation is limited to student and parent survey input.

The SIP meetings begin in September and end in June of each school year. The meetings are monthly or as needed for assessment, inclusion and/or revision of the existing plan. The committee is organized in democratic manner with a chairperson, co- chairperson, secretary and remaining members. Minutes are taken during the meetings.

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

Currently, stakeholders at BKBA - WCJDF include the following: instructional staff, non-instructional staff, an executive from the WCJDF, a supervisor from the WCJDF, the WCJDF grandparents volunteer group, a Wayne RESA consultant, an external professional and student, when possible.

We are in the process of expanding the School Improvement Plan (SIP) Team to include more external partners by researching who our stakeholders are and their stake in our students' achievement and personal success. These external partners may include, but are not limited

to, court judges or referees, case management workers, law enforcement workers, business or community members.

While the BKBA - WCJDF Site Leader oversees the SIP team members and participates in all aspects of the process, all members review the plan for effectiveness or ineffectiveness and are responsible for deciding on adjustments and necessary action steps to improve, execute or discard strategies and activities included in the current plan.

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

The final improvement plan was communicated to stakeholders by final review and proofing and a hardcopy distribution to external and internal stakeholders.

The method to receive information on its progress is physical distribution and e-mail.

Our School Improvement Plan is a living document that is used to guide instruction and day to day operations. The School Improvement Plan is always available for review and monitoring for effectiveness based on information we receive from stakeholders.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

In looking at the three year trend in BKBA - WCJDF student enrollment, data shows a steady decline. Whereas student enrollment was at capacity consistently before year 2013, enrollment has been declining steadily since that time. Currently, we have less than 110 students enrolled and at the same time in 2012, we had nearly 165 students enrolled. Such a sharp decline in enrollment not only impacts BKBA, but impacts WCJDF staffing. A shortage in residents could lead to eventual WCJDF staff lay offs and a shortage in WCJDF staff directly impacts our service delivery.

Over the years, we have seen an increase in female students and at times an increase in male students ages 12- 14. We have also noticed a slight shift in resident cases - with more residents being admitted for domestic violence and more violent crimes.

Student Demographic Data

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

BKBA is housed within the Wayne County Juvenile Detention Facility - We do not have any attendance challenges. With the exception of court dates, medical appointments and behavioral lockdowns, our students are always in attendance every day, every hour.

Student Demographic Data

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

BKBA is housed within the Wayne County Juvenile Detention Facility. BKBA and WCJDF work collaboratively to reduce negative behavior and encourage positive behavior. Because we are housed in a high security placement facility which focuses on safety and security first, the WCJDF has proactive prevention methods for addressing behavior in the classroom and in the facility. BKBA benefits from their direct involvement and has few discipline issues. Suspensions or expulsions are not an option.

Student Demographic Data

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

Enrollment: We do not have any control over when, why and how students are admitted into the facility and we can not take any particular

action to address the low enrollment. Our student enrollment is directly tied to WCJDF's admissions and Wayne County's process for arresting and detaining juveniles.

Behavior: Through the SIP process, we are always exploring ways to encourage more positive behavior in the classroom. Students are WCJDF RESIDENTS FIRST and BKBA students second. We will continue to work collaboratively with WCJDF to support their methods for increasing positive reinforcement and decreasing negative behavior.

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

BKBA - WCJDF's Site Leader has over 30 years of classroom and administrative experience. The Site Leader's experience plays a key role in supporting teachers, supporting teaching and learning and ultimately improving student achievement.

The BKBA - WCJDF Site Leader has demonstrated passion, skill, ability and a clear understanding of what it takes to experience success in a fast-paced juvenile detention setting. The Site Leader's experience drives key decisions made relating to establishing a culture of excellence, professionalism, cooperation and support, exploring and implementing best practices, managing staff and day to day operations, providing useful professional development opportunities, cultivating teachers as leaders and keeping the school district's mission and vision front and center. When the Site Leader makes the right decision at the right time, it has a direct and positive impact on teacher retention, quality and engagement and ultimately student achievement.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

While all BKBA - WCJDF teachers are certified and meet the Highly Qualified Teacher criteria, our instructional staff has a unique mix of competencies and experiences. The average instructor is 45 - 65 years old - some with at least 3 - 5 years teaching experience and most with 10 years or more teaching experience. About 40% of our instructional staff are re-entering education after retirement or an absence from teaching or entering education as a second career. With the many changes and demands in education, we are finding some instructors are teaching while preparing to exit the field.

Impact on student achievement:

The changing dynamics of the BKBA - WCJDF classroom - mixed ability, mixed aged, mixed grade and length of stay - has led to increased reliance on technology, differentiation strategies and blended instruction practices to more effectively meet the needs of students. These

adaptations and modifications can be difficult for instructors with extensive pedagogical content knowledge and skills but limited technology skills and limited understanding of and experience working with delinquent and emotionally troubled youth.

We are living in a digital age and everything happens NOW! Teaching happens anytime and anywhere. Direct Instruction or "the Sage on the Stage" is a thing of the past and Teacher as Facilitator is more fitting today. While the students we serve are significantly below grade level in math, reading, writing and most subjects, they are tech savvy. There seems to be a clash between what they (students) bring to the mix and the experiences and ideas "old school" teachers bring to the table.

Teacher/School Leader(s) Demographic Data

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

The benefit of being housed within the WCJDF is it's a 24-hour operation and everything keeps moving, The structure of the school is directly tied to the structure of the facility. Therefore, when the site leader is absent due to professional learning and/or due to illness, there is little to no negative impact on student achievement. The operation kicks into a somewhat self-sustain mode where everyone does his or her part and is prepared to address any unexpected concerns or issues that may arise. Short of being completely incapacitated, the Site Leader remains available by phone, text or email.

Teacher/School Leader(s) Demographic Data

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

Excessive teacher absences due to professional learning and/or illness negatively impacts student achievement. If the teacher is not in the classroom, prepared to actively engage learners, students suffer.

Because we are in a detention setting, outside substitute teachers are not accessible to our school. Therefore, when a teacher is absent, other teachers have to cover the absent teacher's class. The teacher covering the class, most often, is forced to teach outside of his or her expertise and without prepared lessons. This causes inconsistency in learning for students and inconsistency in grading for students.

BKBA - WCJDF has had a long history of excessive teacher absences due to illness.

Teacher/School Leader(s) Demographic Data

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

Impact of Teacher Experience on student achievement:

Some "Old School" teachers struggle to teach "New Age" students. If traditional teaching methods and thinking are not reaching our students, we must find a way to teach them in the way they learn. Because technology has become such an integral part of the educational process, we want our teachers to have the skills to seamlessly integrate technology into their daily routines in the classroom and their preparation practices.

BKBA - WCJDF is always exploring best practices and new teaching methods to meet the needs of our students. We plan to expand our professional learning topics to include more training to help teachers meet the unique needs of our students as well as training on technology use and integration and blended instruction practices.

Excessive teacher absences due to professional learning and / or due to illness:

Teacher absences directly and negatively impact student achievement. BKBA - WCJDF always keep the best interest of the students front and center. At the local level, the Site Leader will do everything in her power to address any attendance issues as they arise. If issues do not improve after corrective action at the local level, the Site Leader will work with our Central Office to discuss what is needed to encourage regular attendance and discourage excessive absences.

Process Data

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

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

1. Learning Environment: The school culture is one of high academic expectations for all.

2. Reflection: Educators collaborate to review, reflect on, and refine their instructional practice.

3. A Vision for Learning: School leaders collaboratively create and communicate a shared vision for learning.

4. Guidance and Support for Teaching and Learning: School leaders monitor and provide feedback within the school, and the district, about the implementation of curriculum, assessment, and instructional practices.

5. Safe and Supportive Environment: School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.

6. Shared Leadership for Learning: School leaders support the development of collegial relationships and high performing teams.

7. Collaborative Teams: Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support student achievement.

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

1. Curriculum Alignment: The district is in the process of writing and revising curriculum maps that contain specific information regarding what is taught and when and where it is taught. Also, there are some concerns about how curriculum maps and pacing guides are most effectively used in a fast-paced, ever changing detention setting.

2. Instructional Design: Lesson plans include modifications for students based on their needs and interests but may not always be aligned to the district's written curriculum.

3. Effective Instructional Practices: Instruction may not always engage students in higher levels of cognitive thinking, leading to greater depth of knowledge.

4. Assessment System: Assessments are not always administered or aligned to curriculum and instruction.

5. Shared Understanding: Not all instructional staff can communicate the appropriate purposes and uses of assessment. Student data are not always communicated to students and parents in a manner that they can understand.

6. Data Analysis and Decision-Making: There is not an intentional, structured process to use academic and non-academic data to inform instructional decisions or to place students, monitor progress and drive timely interventions.

7. Student Involvement in the Assessment Process: Students do not always receive descriptive feedback based on their performance or are not always taught how to self-assess and plan for improvement.

8. Results-Focused: Data and research are not always used to drive decisions and measure progress toward school improvement goals.

9. Communication Systems: A variety of communication tools and approaches are not always used to inform, engage, and gather input from students, family and the community.

10. Resource Allocation: School leaders are not always privy to district level discussions about budget and resource allocation decisions.

11. School, Family, and Community Relations: The school does not always provide information related to curriculum, instruction and

assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.

12. Learning Opportunities: No programs for families and their students that are appropriate for their social, academic and developmental needs. Families, students and community members do not actively participate as integral members of the school improvement process.

13. Partnerships: The school does not always partner with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs..

12. How might these challenges impact student achievement?

Curriculum and Instruction Design and Practices:

Teachers do not have a guide that contains specific information regarding what is taught and when and where it is taught. Not having a set destination for teachers and students leads to inconsistency in teaching and learning and from class to class and site to site.

Assessment and Effective Data Use:

Teachers are not actively and continuously measuring a student's progress and not making the needed adjustments to instructional practices based on assessment and data. Decisions are based more on opinion, assumptions and/or intuition rather than quality information.

Students do not receive the feedback needed to adjust their thinking in learning and practices and are unable to set appropriate learning goals based on quality information.

Communication, Extended Learning Opportunities and Partnerships:

Parents, Community Partners and other stakeholders do not have immediate access to up-to-date information regarding student progress and achievement.

Students need support beyond the school day to put them on a path of academic, social and behavioral success.

Students and families are not able to receive all of the supports they need when we are not connected to community agencies and programs.

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

Action steps to be taken and incorporated to address challenges:

1. Establish a District-wide Curriculum Committee that focus on Curriculum Development and Alignment
2. Increase Stakeholder involvement and community partnerships
3. Increase parent outreach and create programming for parents
4. After-school programming
5. Establishing a Data Team
6. Increase opportunities for communicating with parents and stakeholders using technology

7. Transitional Counselor tracking and supporting families for six months after resident's release

8. Professional development focused on specific challenges

9. Continuing Life Skills, Speakers Bureau and Life Planning work

10. Developing Wayne County Formative Assessment Project facilitator and team members

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

We follow all special education mandates designed to meet the needs of students with disabilities and to ensure that those students have access to the full array of intervention programs available in a learning environment housed within a detention facility. Because students with disabilities are most often mainstreamed in the regular classrooms, Special Education Teacher Consultants are available for pull-out sessions, support in designing tailored learning activities based on assessment results and to offer the right tools and strategies to meet the needs of students with disabilities.

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

We are in the process of creating and submitting (for district approval) a list of Extended Learning programs for all students that will include after-school tutoring and other activities to engage, enrich and prepare students for a more successful transition from detention back to the home, school and community.

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

Because we are in a detention setting and juvenile specialist to resident staffing ratios come into play, all extended learning opportunities will be made available to all detained students. Any deviation from that ratio will place an increased financial burden on an already cash strapped Wayne County. While we may make an effort to notify parents of their student's participation in various programming, the Wayne County Juvenile Detention Facility acts as the "parent".

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

The district is in the process of writing and revising curriculum, curriculum maps and pacing guides that are aligned to state content standards and contain specific information regarding what is taught and when and where it is taught. In the interim, BKBA - WCJDF teachers implement instructional learning targets and learning activities that are partially and/or fully aligned with state content standards with low to medium fidelity. Evidence indicating the extent to which the standards are being implemented with fidelity include teacher grade books, student work, progress reports and report cards.

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

BKBA - WCJDF has not used the MIPHY, but plans on exploring how the online survey can help us make more data-driven decisions to ensure we provide students with the most valuable and appropriate programming to meet their needs.

Achievement/Outcome Data

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

19a. Reading- Strengths

As evidenced by Burns and Roe Informal Reading Inventory (IRI) results:

1. About 17% of our students read above expected grade level.
2. About 14% of our students read at expected grade level.

As evidenced by student performance and achievement gains, nearly 30% of our students are proficient at word recognition skills and comprehending what they read.

19b. Reading- Challenges

As evidenced by Burns and Roe Informal Reading Inventory (IRI) results:

1. About 25% of our students read 1 - 3 grades below expected grade level.
2. About 44% of our students read 4+ grades below expected grade level.

As evidenced by student performance, nearly 70% of our students experience some difficulty that either delay or impede reading development. Difficulties may include vocabulary usage, independent reading, lack of word attack skills, lack of pre-reading, during reading and/or after reading skills and an inability to comprehend what has been read.

19c. Reading- Trends

As evidenced by Academic Attitude Survey results:

When asked if students "love, like, tolerate or hate" reading:

1. About 20% reported they "love" reading

2. About 35% reported they "like" reading

3. About 30% reported they "tolerate" reading

4. About 15% reported they "hate" reading

5. 90% of the respondents said they read for pleasure and 10% read school books. Our students define "reading for pleasure" as reading magazines and websites.

6. Our students enjoy group reading and opportunities to read aloud.

7. Our students are most interested in reading about music, money, weapons and topics that are a part of their quality world.

8. There seems to be a trend moving toward students reading more material from the internet, texting or social media than reading a book.

9. Some detained youth tend to pick up a book for entertainment or a way to pass the time during their out of school hours. These books may include the Bible, chapter books or self-improvement and/or other life transforming books.

19d. Reading- Summary

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

Action steps to address reading challenges:

1. Continue the READ 180 and System 44 programming

2. Implement the Formative Assessment process across content areas

3. Data team research specific strategies to target student reading issues

4. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas

5. Professional Development focused on reading interventions

6. After-school tutoring

7. Differentiated Instruction practices

20a. Writing- Strengths

As evidenced by Informal Writing Assessment results:

1. Less than 5% of our students earned an Exemplary score
2. About 20% of our students earned a Proficient score

As evidenced by student performance and achievement gains, nearly 25% of our students are proficient at writing a well organized, understandable, attention grabbing, detailed paragraph or essay.

3. Students are able to draw on their prior knowledge and personal experiences and produce well organized, interesting and readable written documents on a variety of topics.

20b. Writing- Challenges

As evidenced by Informal Writing Assessment results:

1. About 44% of our students earned a Novice score
2. About 35% of our students earned a Not Yet Novice score

As evidenced by student performance, nearly 80% of our students experience some difficulty that either delay or impede writing development. Difficulties may include an inability to construct a 3 - 7 word sentence that is legible and understandable, producing unorganized and hard to follow paragraphs, weak and often missing punctuation and grammar and misspelled words.

3. The 44% of our students who earned a Novice score may be best characterized as basic writers who can not spell, punctuate or express their ideas clearly on paper.

4. The 35% of our students who earned a Not Yet Novice score may be best characterized as below basic writers who are unable to express their ideas on paper without support from the teacher or student dictation.

20c. Writing- Trends

As evidenced by Academic Attitude Survey results:

When asked if students "love, like, tolerate or hate" writing:

1. About 40% reported they "love" writing

2. About 30% reported they "like" writing

3. About 20% reported they "tolerate" writing

4. About 10% reported they "hate" writing

5. 65% of the respondents who either "love, like or tolerate" writing said they like writing letters, stories and poetry.

6. 35% of the respondents who either "love, like, tolerate or hate" writing said they like writing "about me" or "things that happened to me".

7. Over 70% of the respondents who said they like writing "about me" or "things that happened to me" reported that they either tolerated of hated reading.

8. Students often use the word "in" in place of "and".

9. Some students use text-speak in their formal writing - IDK, LOL, U, Gr8, L8r, plz, etc.

20d. Writing- Summary

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

Action steps to address writing challenges:

1. Continue the READ 180 and System 44 programming
2. Implement the Formative Assessment process across content areas
3. Data team research specific strategies to target student grammar and composition issues
4. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
5. Professional Development focused on writing interventions
6. After-school tutoring
7. Differentiated Instruction practices

21a. Math- Strengths

As evidenced by Brigance Math Assessment results:

1. 13% of our high school students enter our program able to solve basic operations involving adding, subtracting, multiplying and dividing

fractions, decimals and percentages.

2. The 13% of our students who are able to solve basic operations involving adding, subtracting, multiplying and dividing fractions, decimals and percentages have the building blocks necessary to experience some success in Algebra and more advanced Math courses.

3. Because most of our students bring real-life encounters that imitate basic math concepts, they are better prepared and ready to quickly connect those experiences to classroom learning.

21b. Math- Challenges

As evidenced by Brigance Math Assessment results:

1. 34% of our high school students enter our program with less than 3rd grade math skills - with skills limited to adding and subtracting whole numbers.

2.13% of our high school students enter our program with skills limited to adding, subtracting, multiplying and dividing whole numbers.

3. 40% of our high school students enter our program with skills limited to adding, subtracting, multiplying and dividing whole numbers and adding simple fractions.

4. When asked if you "love, like, tolerate or hate" math, 50% reported tolerating or hating math.

As evidenced by student performance, nearly 90% of our students experience some difficulty that either delay or impede the development of higher-order math skills. Difficulties may include not knowing the appropriate mathematical process needed to solve a specific math problem, difficulty recalling basic math facts and concepts and how to apply them in mathematical problem solving,
becoming easily frustrated when solving math problems, being reluctant to do math and lack motivation and confidence to successfully solve math problems.

21c. Math- Trends

1. Students do not have a strong foundation in mathematical processes and struggle to apply the correct process to solve a specific math problem.

2. Most students have not learned their multiplication facts.

3. There seems to be an over reliance on calculators and technology to solve math problems.

4. There seems to be a clash between the "old school" way of teaching math and the "new math" methods our students bring to the classroom.

21d. Math- Summary

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

Action steps to address math challenges:

1. Implement the Formative Assessment process across content areas
2. Data team research specific strategies to target student math issues
3. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on math interventions
5. After-school tutoring
6. Differentiated Instruction practices

22a. Science- Strengths

As evidenced by Academic Attitude Survey results:

When asked if you "love, like, tolerate, hate" science, 40% of students reported "loving or liking" science.

Most students reported they most enjoy science experiments.

Collecting data on student performance in science is an area of improvement for us. We plan to explore ways to get quality information in this content area.

22b. Science- Challenges

Collecting data on student performance in science is an area of improvement for us. We plan to explore ways to get quality information in this content area.

22c. Science- Trends

Collecting data on student performance in science is an area of improvement for us. We plan to explore ways to get quality information in this content area.

22d. Science- Summary

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

Collecting data on student performance in science is an area of improvement for us. We plan to explore ways to get quality information in this content area.

Action steps to address science challenges:

1. Explore ways to get quality information about student performance in science
2. Implement the Formative Assessment process across content areas
2. Data team research specific strategies to target student science issues
3. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on science interventions
5. After-school tutoring
6. Differentiated Instruction practices

23a. Social Studies- Strengths

Collecting data on student performance in social studies is an area of improvement for us. We plan to explore ways to get quality information in this content area.

23b. Social Studies- Challenges

Collecting data on student performance in social studies is an area of improvement for us. We plan to explore ways to get quality information

in this content area.

23c. Social Studies- Trends

Collecting data on student performance in social studies is an area of improvement for us. We plan to explore ways to get quality information in this content area.

23d. Social Studies- Summary

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

Collecting data on student performance in social studies is an area of improvement for us. We plan to explore ways to get quality information in this content area.

Action steps to address social studies challenges:

1. Explore ways to get quality information about student performance in social studies
2. Implement the Formative Assessment process across content areas
2. Data team research specific strategies to target student social studies issues
3. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas
4. Professional Development focused on social studies interventions
5. After-school tutoring
6. Differentiated Instruction practices

Perception Data

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

24a. Student Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey students throughout the school year to assess their overall highest level of satisfaction with our program.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, the resident's/student's length of stay plays a role in students having enough interaction or information to make a quality determination about the school's practices and processes.

During our 2014 - 2015 Summer Enrichment Program, we piloted a Student Survey Program. We plan to organize and analyze the data during our 2015 - 2016 Fall Professional Development training week to gain practice on using data to drive decisions about what our students need, like and least like.

24b. Student Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey students throughout the school year to assess their overall lowest level of satisfaction with our program.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, the resident's/student's length of stay plays a role in students having enough interaction or information to make a quality determination about the school's practices and processes.

During our 2014 - 2015 Summer Enrichment Program, we piloted a Student Survey Program. We plan to organize and analyze the data during our 2015 - 2016 Fall Professional Development training week to gain practice on using data to drive decisions about what our students need, like and least like.

24c. Student Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey students throughout the

school year to assess their overall highest and lowest levels of satisfaction with our program as well as assess their thoughts about the efficiency and effectiveness of our practices and processes. We will analyze the data collected and use it to better understand what our students need, like and least like in an effort to respond, improve and provide the best services.

25a. Parent/Guardian Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey parents throughout the school year to assess their overall highest level of satisfaction with our program.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, certain policies govern the frequency of our contact with parents as compared to regular school settings. The resident's/student's length of stay also plays a role in parents having enough interaction or information to make a quality determination about the school's practices and processes.

25b. Parent/Guardian Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey parents throughout the school year to assess their overall lowest level of satisfaction with our program.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, certain policies govern the frequency of our contact with parents as compared to regular school settings. The resident's/student's length of stay also plays a role in parents having enough interaction or information to make a quality determination about the school's practices and processes.

25c. Parent/Guardian Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey parents throughout the school year to assess their overall highest and lowest levels of satisfaction with our program as well as assess their thoughts about the efficiency and effectiveness of our practices and processes. We will analyze the data collected and use it to better understand what our parents need, like and least like in an effort to respond, improve and provide the best services.

Because BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility, a high security placement facility, certain policies govern the frequency of our contact with parents as compared to regular school settings. The resident's/student's length of stay also plays a role in parents having enough interaction or information to make a quality determination about the school's practices and processes.

26a. Teacher/Staff Perception Data

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

Our teachers report the highest level of satisfaction in the following areas:

1. Opportunities for collaborative work among teachers and staff.

2. Teacher-student ratio (10-1)

3. Wayne County Juvenile Detention Specialist (JDS) support in the classroom.

26b. Teacher/Staff Perception Data

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

Our teachers report the lowest level of satisfaction in the following areas:

1. Salaries - no raises.

2. Lack of technology.

3. ELA department would like a full set of novels available to the students.

4. Communication disconnect between some Juvenile Detention Specialist (JDS) and classroom teachers.

5. Frequent teacher absences causing other teachers to cover classes and teach outside of their content areas.

26c. Teacher/Staff Perception Data

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

Action steps to be taken to improve teacher/staff satisfaction in the lowest areas:

1. At the local level, Site Leader will continue and expand non-monetary extrinsic rewards
2. Ongoing teacher/staff surveys to gauge satisfaction and dissatisfaction and attempt to address concerns immediately
3. Site Leader meet with District Administrators to discuss incentives and pay increases
4. Explore possibilities of expanding access to technology
5. Explore ways to increase ELA media resources
6. Site Leader meet with Wayne County Juvenile Detention Facility Administrators to discuss and addressing any communication concerns and issues between school and county staff
7. Work with Central Office Administration to discuss what is needed to encourage regular attendance and discourage excessive absences

27a. Stakeholder/Community Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey Community Stakeholders throughout the school year to assess their overall highest level of satisfaction with our program.

27b. Stakeholder/Community Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey Community Stakeholders throughout the school year to assess their overall lowest level of satisfaction with our program.

27c. Stakeholder/Community Perception Data

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

This is an area of improvement for BKBA - WCJDF. Beginning September 2015, we plan to consistently survey Community Stakeholders throughout the school year to assess their overall highest and lowest levels of satisfaction with our program as well as assess their thoughts about the efficiency and effectiveness of our practices and processes. We will analyze the data collected and use it to better understand what our stakeholders need, like and least like in an effort to respond, improve and provide the best services.

Summary

28a. Summary

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

Demographic:

Strengths:

1. We have no student attendance concerns

2. We work collaboratively with WCJDF to reduce negative behavior and increase positive behavior

3. All teachers are certified and meet the Highly Qualified Teacher criteria and most have extensive pedagogical content knowledge

4. We have a Site Leader with over 30 years of classroom and administrative experience

5. WCJDF is a structured facility and the school's structure is directly tied to the structure of the facility

Challenges:

1. Steady decline in enrollment - the school has no control of when, why and how students are admitted

2. Lack strategies to motivate and engage some students in the learning process

3. Excessive teacher absences due to illness

Process:

Strengths:

1. Most staff have high expectations for students and it's exemplified in classroom practices

2. We have a safe and supportive learning community

3. Strong collaboration

Challenges:

1. Curriculum Development, Alignment and Implementation

2. Ineffective Assessment processes and Data Use in the learning community

3. Limited communication with parents, community and stakeholders

4. No extended learning opportunities for students or parents

Achievement/Outcomes:

Strengths:

1. We have a captive audience for learning

2. Small Class sizes

3. Read 180 and System 44 programming

4. Implementing Differentiated Instruction practices

5. Most students are amenable to teaching and activities

Challenges:

1. No set direction or curriculum to follow.

2. No formal way to collect data on student performance in science and social studies

Perception:

Collecting data to measure opinions and views of all stakeholders is an area of improvement for us. Our teachers report satisfaction with opportunities for collaborative work, teacher-student ratio and classroom support from WCJDF.
Our teachers are most dissatisfied with lack of salary increases, technology, some resources and excessive teacher absences

28b. Summary

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

Challenges identified in any of the areas negatively impact student achievement in the following ways:

1. Low morale - low motivation to teach

2. Teacher quality - teachers with substandard qualities

3. High teacher turn over

4. Low student motivation and engagement

5. Inconsistency in teaching and learning

6. Limited access to community resources and programming

7. Recidivism

28c. Summary

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

Action steps to address challenges:

1. Research and implement specific strategies and activities to address each of the challenges

2. Implement the Formative Assessment process across content areas

3. Data team research specific strategies to target student issues

4. Reinstate the Learning Orientation, Reciprocal Teaching and Tooling programming across content areas

4. Professional Development focused on strategies and interventions

5. After-school tutoring

6. Differentiated Instruction practices

7. Researching specific strategies and activities to address each of the challenges

8. Meet with Central Office to address teacher absences and salary increases

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	BKBA - WCJDF does not serve grades 1 - 5.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	www.bkbacademy.org	AER Cover Letter

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	BKBA - WCJDF is housed within the Wayne County Juvenile Detention Facility. Because of facility processes and restrictions and the student's length of stay, we sometimes have limited to no contact with parents. If the student is a district transfer and an 8th grade EDP was completed at the previous BKBA site, the student would have a parent approved EDP on file.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Our Discovery Assessment Program assesses each student's academic, social and personal strengths and challenges. The Life Planning and Transitioning (LPT) is an ongoing process where Discovery Assessment data is used to identify academic, social, court-related, career and personal goals. Each student, working with the LPT facilitator under the supervision of the Site Leader, is given the opportunity to map out a plan of action to achieve specified goals. The Life Plan, our version of the EDP, is reviewed and revised as often as necessary.	

School Improvement Plan
Blanche Kelso Bruce Academy - St. Antoine

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Walter Bernard, Attorney, Evans Solutions 8045 Second Detroit, MI 48202 313.656.2600 Sharion Brown, CEO, Evans Solutions, 8045 Second, Detroit,MI 48202 313. 656.2600	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attached.	BKBA-WCJDF Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	District Office	

2015 - 2016 School Improvement Plan Goals and Objectives

Overview

Plan Name

2015 - 2016 School Improvement Plan Goals and Objectives

Plan Description

BKBA - WCJDF School Improvement Plan 2015 - 2016 School Year

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at BKBA - WCJDF will become grade - level proficient or better in reading.	Objectives: 1 Strategies: 3 Activities: 8	Academic	$1500
2	All students at BKBA - WCJDF will become grade - level proficient or better in Mathematics.	Objectives: 1 Strategies: 5 Activities: 9	Academic	$1500
3	All students at BKBA - WCJDF will become grade - level proficient or better in writing.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
4	All students at BKBA - WCJDF will increase behavior compliance and decrease destructive behaviors.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
5	All students at BKBA - WCJDF will show growth in science literacy and knowledge.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$0
6	All students at BKBA - WCJDF will show growth in social studies literacy and knowledge.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$1500

Goal 1: All students at BKBA - WCJDF will become grade - level proficient or better in reading.

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in reading comprehension and vocabulary in English Language Arts by 06/30/2016 as measured by the Scholastic Reading Inventory and/or Informal Reading Inventory scores, teacher observations, credit accrual, progress reports and report cards..

Strategy 1:

READ 180 and System 44 - READ 180 - Teaching strategies and methods for the most fragile readers include direct instruction, small-group cooperative learning, adaptive software, and

modeled/independent reading of leveled texts through the READ 180 Next Generation program. Direct instruction and guided practice develop a student's ability to construct meaning from nonfiction and fiction texts (Duke & Pearson, 2002; Fielding & Pearson, 1994). Whole-group instruction, small-group re-teaching, modeled or independent reading, and instructional software comprise each day's lesson.

Comprehension strategies include reading for details; sequencing events; identifying the main idea and supporting details; summarizing; identifying cause and effect; comparing and contrasting; identifying problems and solutions; making inferences; and drawing conclusions. The reading interventionist will introduce, review, and reteach

comprehension strategies to reinforce and to guide students until they are able to apply comprehension strategies independently. Instructional practices to improve comprehension include building students' background knowledge, using graphic organizers to establish relationships between key concepts and ideas in text (Bexendell, 2003), and regular practice of comprehension skills and strategies.

Student understanding is monitored through classroom formative assessments to identify skills and concepts in need of review and re-teaching. Thirty-day assessments measure student growth in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Research Cited: Research Cited:

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Fielding, L., & Pearson, P. (1994). Reading comprehension: What works." Educational Leadership, 51(5), 62-68.

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National Council on Disabilities. (2003). Addressing the needs of youth with disabilities in the juvenile justice system: The current status of evidence-based research. Washington, DC: National Council on Disabilities.

National Institute of Child Health and Human Development. (2000). National Reading Panel: Teaching children to read. Washington, DC: U.S. Department of Health and Human Services. Public Health Service. National Institutes of Health. National Institute of Child Health and Human Development. NIH Pub. No. 00-4769.

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Tier:

Activity - READ 180 Teacher Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READ 180 and System 44 teachers will meet with READ 180 specialists and colleagues in the district to collaborate on best practices, analyze data and ensure the program is implemented with fidelity.	Teacher Collaboration			09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - READ 180 and System 44 Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BKBA - WCJDF READ 180 teachers will facilitate workshops to explain the READ 180 and System 44 programs, what Lexile score means and how specific data can be used to to drive instructional practices.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Literacy-Related Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily.	Professional Learning			09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 2:

Best Practices and Aligned Curriculum - All teachers will unwrap the State and Common Core standards to determine learning targets, essential questions, and learning processes that will lead students to a deeper understanding of the skills necessary for academic and personal success during school and in life after graduation. Staff will critically analyze learning activities prior to implementing them to ensure that they are aligned to State and Common Core standards as well as the MDE Career and College Ready requirements. Teachers will focus on learning and teaching methods that will engage higher order thinking skills. Teachers will integrate available technology and web-based activities into their lesson design. Teachers will utilize best practices to meet the needs of each student when delivering instruction.

Research Cited: Research Cited:

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Tier:

Activity - Using Best Practices in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Monitor	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 3:

Assessment Practices - Teachers will meet by content area to develop common formative and summative assessments to frequently monitor each student's progress toward reaching learning targets and provide immediate feedback and interventions, if necessary. Teachers will use formative assessment processes to zero in on each student's needs.

Research Cited: Research Cited:

Stiggins, (2005). Assessment for Learning Defined.

Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First Days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results - The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Ventura, (2003). Leadership Secrets of Santa Claus.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Tier:

Activity - Wayne County Formative Assessment Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$1500	General Fund	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets created through the process of unwrapping and aligning State and Common Core Standards to give students feedback and get them involved in setting learning targets and using appropriate learning processes to help them reach their targets. Teachers will be trained to tie activities and assessments to the student's learning targets. Teachers will formatively assess students daily, provide feedback to students about their learning and re-adjust teaching when necessary.	Academic Support Program, Direct Instruction, Professional Learning		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Goal 2: All students at BKBA - WCJDF will become grade - level proficient or better in Mathematics.

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in mathematical computation and application and understand math terms and how to apply them to math principles in Mathematics by 06/30/2016 as measured by Brigance Math and/or Scantron scores, student portfolios, teacher observations, credit accrual, progress reports and report cards..

Strategy 1:

Math for All Students - All assignments in Math are generated based upon student performance data gleaned from the (1) Brigance Math assessment; (2) student-teacher interactions; and (3) 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.

Research Cited: Daniels, H., & Bizar, M. (1998). Methods that Matter: Six Structures

for Best Practice

Doabler, C.T., & Fien, H. (2013). Explicit mathematics instruction: What teachers can do for teaching students with mathematics difficulties. Intervention in School and Clinic, 48(5), 276-285.

Friedman, T., (2005). The World Is Flat. New York: Farrar, Straus and Giroux.

Hodara, M. (2013). Improving students' college math readiness: A review of the evidence on postsecondary interventions and reforms. New York, NY: Center for Analysis of Postsecondary Education and Employment.

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.

Schachter, R. (2013). Solving our algebra problem: Getting all students through Algebra I to improve graduation rates. District Administration, 49(5), 43-46.

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

Zemelman, S., Daniels, H., & Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools 2nd Edition. Portsmouth, NH: Heinemann.

Tier:

Activity - Individualized Math Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

After the establishment of a general math grade level from the Brigance Math, all students will take the Brigance 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.	Academic Support Program		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA-WCJDF Site Leader

Activity - Literacy-Related Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily to build understanding of math terms.	Professional Learning			09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF

Strategy 2:

After School Tutor - An after school tutor will provide direct instruction to students who are performing 1 or more levels below expected grade level.

Research Cited: Daniels, H., & Bizar, M. (1998), Methods that Matter: Six Structures for est Practice Classrooms. York, ME: Stenouse.

Silberman, M. (1996). Active Learning: 101 Strategies to teach any Subject: New Standards for Teaching and Learning.

Tier:

Tier: Tier 2

Activity - After School Tutor - Mathematics Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small group and individual remediation sessions to master foundational skills, accrue or recover academic credit in mathematics. mathematics.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2016	$0	Other	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 3:

Mathematics Professional Learning - Teachers and professional staff will participate in workshops to increase their skills in providing instruction in mathematics.

Research Cited: Carol Ann Tomlinson, Integrating Differentiated Instruction by Design, Association for Supervision and Curriculum Design, 2006.

Schools without Failure, Harper Collins, New York, 1975

Tomlinson, C. , Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Alexander, VA. ASCD

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

Tier:

Activity - Enhancing Mathematic Skills to provide instruction to underachieving students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics teachers will participate in in services to increase their skills in teaching students who are underachieving in mathematics as evidenced by student progress, teacher observations, school assessments, progress reports and report cards.	Professional Learning	Tier 2		09/08/2015	06/30/2016	$0	Other	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 4:

Best Practices and Aligned Curriculum - All teachers will unwrap the State and Common Core standards to determine learning targets, essential questions, and learning processes that will lead students to a deeper understanding of the skills necessary for academic and personal success during school and in life after graduation. Staff will critically analyze learning activities prior to implementing them to ensure that they are aligned to State and Common Core standards as well as the MDE Career and College Ready requirements. Teachers will focus on learning and teaching methods that will engage higher order thinking skills. Teachers will integrate available technology and web-based activities into their lesson design. Teachers will utilize best practices to meet the needs of each student when delivering instruction.

Research Cited: Research Cited:

Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap

Marzano, (2007). The Art & Science of Teaching

Marzano, (2004). Classroom Instruction that Works

Tomlinson (1999). The Differentiated Classroom

Blankstein (2008). Failure is Not an Option

Wong, (1991). The First Days of School

DuFour, (1998). Professional Learning Communities at Work

Payne, (1998). Framework for Understanding Poverty

Schmoker, (1999). Results -The Key to Continuous School Improvement

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work"

Tier:

Activity - Using Best Practices in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning			09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 5:

Assessment Practices - Teachers will meet by content area to develop common formative and summative assessments to frequently monitor each student's progress toward reaching learning targets and provide immediate feedback and interventions, if necessary. Teachers will use formative assessment processes to zero in on each student's needs.

Research Cited: Research Cited:

Stiggins, (2005). Assessment for Learning Defined.

Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First Days of School.

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Schmoker, (1999). Results - The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

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Ventura, (2003). Leadership Secrets of Santa Claus.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

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DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Tier:

Activity - Wayne County Formative Assessment Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning			09/08/2015	06/30/2016	$1500	General Fund	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Direct Instruction, Professional Learning		Implement	09/08/2015	06/30/2016	$0		No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Goal 3: All students at BKBA - WCJDF will become grade - level proficient or better in writing.

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in written expression in English Language Arts by 06/30/2016 as measured by ongoing writing assessment, progress monitoring, student portfolios, teacher observations, progress reports and report cards..

Strategy 1:

6 + 1 Writing - This strategy is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what

"good" writing looks like. Teachers and students can use the 6 + 1 Writing Trait model to pinpoint areas of strength and weakness as they continue to focus on

improved writing.

Ideas: the main message

Organization: the internal structure of the piece

Voice: the personal tone and flavor of the author's message

Word Choice: the vocabulary a writer chooses to convey meaning

Sentence Fluency: the rhythm and flow of the language

Conventions: the mechanical correctness; and

Presentation: how the writing actually looks on the page.

Research Cited: Bullard, S.B., & Anderson, N. (2014). "I'll take commas for $200": An instructional intervention using games to help students master grammar skills.

Journalism and Mass Communication Educator, 69(1), 5-16.

Daniels, H., & Bizar, M. (1998). Methods that Matter: Six Structures for Best Practice Classrooms. York, ME: Stenhouse.

Dean, D. (2006). Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom. Urbana, IL: NCTE

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.

Myhill, D., & Watson, A. (2014). The role of grammar in the writing curriculum: A review of the literature. Child Language Teaching and Therapy, 30(1), 41-62.

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.

Santa, C. Havens, L., & Valdes, B. (2004). Project CRISS: Creating Independence through Student-owned Strategies. Dubuque, IA: Kendall Hunt.

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.

Tier:

Activity - Grammar and Composition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA-WCJDF Site Leader

Strategy 2:

Clear Learning Targets - In their collaborative teams, teachers will create clear learning targets to make intended learning clear to the students as well as use rubrics to guide student performance.

Research Cited: Moss and Brookhart, Learning Targets

Tier: Tier 1

Activity - Understanding Goals and Objectives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will learn about unwrapping common core standards and clear learning targets are, how to develop them and how to monitor them.	Professional Learning	Tier 1		09/08/2015	06/30/2016	$0		Other	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Goal 4: All students at BKBA - WCJDF will increase behavior compliance and decrease destructive behaviors.

Measurable Objective 1:

collaborate to increase behavior compliance and decrease destructive behaviors in school and in the community by 06/30/2016 as measured by a decrease in disruptive and negative student behavior that interferes with learning as measured by a decrease in the number of teacher-generated Unusual Incident Reports regarding student behavior and an increase in positive behaviors promoting learning..

Strategy 1:

Positive Reinforcement and Recognition - 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.

Research Cited: 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.

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Simonsen, B., & Sugai, G. (2013). PBIS in alternative education settings: Positive support for youth with high-risk behavior. Education and Treatment of Children, 36(3), 3-14.

Tomlinson, C. (2003). Differentiation in Practice: A Resource Guide for Differentiating Curriculum. Alexandria, VA: ASCD.

U.S. Department of Education. (2014). Guiding principles: A resource guide for improving school climate and discipline. Washington, D.C: U.S. Department of Education.

Zemelman, S., Daniels, H., & Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools. 2nd Edition. Portsmouth, NH: Heinemann.

Tier:

Activity - Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA-WCJDF Site Leader

Activity - Life Skills Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in regular small group discussions and life skills building activities with the Life Skills facilitator using best practices and tools to address social, emotional and behavioral issues that affect performance in school and in the community.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/30/2016	$0	Other	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 2:

Intervention and Exposure - Discovery and Life Planning Team members, along with the Transition Counselor will review data and assist students in creating a Life Plan and connecting them with supports that will help them achieve academic and personal success in school and beyond. Students will be exposed to various careers by way of guest speakers visiting the facility.

Research Cited: Research cited:

Peters, Thomas, and Robert H. Waterman, Jr. (1982). In Search of Excellence: Lessons from America's Best Run Companies.

Kozol, Jonathan. (1991). Savage Inequalities: Children in America's Schools.

Kohl, Herbert R. (1998). The Discipline of Hope: Learning from a Lifetime of Teaching.

Tier:

Activity - Sparks and Speakers Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Using Discovery, other assessment data and conversation, we identify social and academic factors that impede a student's motivation and ability to achieve academic and personal success. Our Sparks and Speakers Intervention Program helps spark interest in a variety of positive alternatives to being locked up and helps students discover their passion and purpose. Understanding we are in a lock-up facility, we take every opportunity to expose our students and their families to real-life options and opportunities by inviting speakers, participating in engaging activities and discussions and exploring and introducing programming that's important and valuable to them. Our speakers represent a number of careers and our activities and discussions cover a wide-range of topics relevant to our students. Data gleaned from Discovery and one-to-one conversations with students drive our speaker, activity and topic selections.	Academic Support Program, Behavioral Support Program		Monitor	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Goal 5: All students at BKBA - WCJDF will show growth in science literacy and knowledge.

Measurable Objective 1:

A 25% increase of All Students will demonstrate a proficiency in their ability to comprehend and apply science-related vocabulary and concepts. in Science by 06/30/2016 as measured by student portfolios, teacher observations, credit accrual, progress reports and report cards.

Strategy 1:

Comprehension and Vocabulary Instruction - Teachers will use research based strategies to building science-related vocabulary understanding, comprehension and usage.

Research Cited: Sedita, J. (2005). Effective Vocabulary Instruction.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002) Bringing words to life: Robust vocabulary instruction.

Juel, C. & Deffes, R. (2004). Making words stick.

Tier:

Activity - Literacy-Related Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily.	Professional Learning			09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 2:

Best Practices and Aligned Curriculum - All teachers will unwrap the State and Common Core standards to determine learning targets, essential questions, and learning processes that will lead students to a deeper understanding of the skills necessary for academic and personal success during school and in life after graduation. Staff will critically analyze learning activities prior to implementing them to ensure that they are aligned to State and Common Core standards as well as the MDE Career and College Ready requirements. Teachers will focus on learning and teaching methods that will engage higher order thinking skills. Teachers will integrate available technology and web-based activities into their lesson design. Teachers will utilize best practices to meet the needs of each student when delivering instruction.

Research Cited: Research Cited:

Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap

Marzano, (2007). The Art & Science of Teaching

Marzano, (2004). Classroom Instruction that Works

Tomlinson (1999). The Differentiated Classroom

Blankstein (2008). Failure is Not an Option

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DuFour, (1998). Professional Learning Communities at Work

Payne, (1998). Framework for Understanding Poverty

Schmoker, (1999). Results -The Key to Continuous School Improvement

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work"

Tier:

Activity - Using Best Practices in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis. | Teacher Collaboration | | Implement | 09/08/2015 | 06/30/2016 | $0 | No Funding Required | Nadolyn Hoskins, BKBA - WCJDF Site Leader |

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Monitor	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 3:

Assessment Practices - Teachers will meet by content area to develop common formative and summative assessments to frequently monitor each student's progress toward reaching learning targets and provide immediate feedback and interventions, if necessary. Teachers will use formative assessment processes to zero in on each student's needs.

Research Cited: Research Cited:

Stiggins, (2005). Assessment for Learning Defined.

Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

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Schmoker, (1999). Results - The Key to Continuous School Improvement.

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DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Tier:

Activity - Wayne County Formative Assessment Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets created through the process of unwrapping and aligning State and Common Core Standards to give students feedback and get them involved in setting learning targets and using appropriate learning processes to help them reach their targets. Teachers will be trained to tie activities and assessments to the student's learning targets. Teachers will formatively assess students daily, provide feedback to students about their learning and re-adjust teaching when necessary.	Academic Support Program, Direct Instruction, Professional Learning			09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Goal 6: All students at BKBA - WCJDF will show growth in social studies literacy and knowledge.

Measurable Objective 1:

A 25% increase of All Students will increase student growth in progress in Science by 06/30/2016 as measured by in progress.

Strategy 1:

Social Studies-Related Vocabulary Instruction - Teachers will use research based strategies to building science-related vocabulary understanding, comprehension and usage.

Research Cited: Sedita, J. (2005). Effective Vocabulary Instruction.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002) Bringing words to life: Robust vocabulary instruction.

Juel, C. & Deffes, R. (2004). Making words stick.

Tier: Tier 1

Activity - Literacy-Related Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	Other	Nadolyn Hoskins, BKBA - WCJDF

Strategy 2:

Best Practices and Aligned Curriculum - All teachers will unwrap the State and Common Core standards to determine learning targets, essential questions, and learning processes that will lead students to a deeper understanding of the skills necessary for academic and personal success during school and in life after graduation. Staff will critically analyze learning activities prior to implementing them to ensure that they are aligned to State and Common Core standards as well as the MDE Career and College Ready requirements. Teachers will focus on learning and teaching methods that will engage higher order thinking skills. Teachers will integrate available technology and web-based activities into their lesson design. Teachers will utilize best practices to meet the needs of each student when delivering instruction.

Research Cited: Research Cited:

Wiggins & McTighe, (2011). The Understanding by Design Guide to Creating High-Quality Units, 2nd Edition

Wiggins & McTighe, (2005). Understanding by Design, Expanded 2nd Edition

Sanchez,(2008). A Brain-Based Approach to Closing the Achievement Gap

Marzano, (2007). The Art & Science of Teaching

Marzano, (2004). Classroom Instruction that Works

Tomlinson (1999). The Differentiated Classroom

Blankstein (2008). Failure is Not an Option

Wong, (1991). The First Days of School

DuFour, (1998). Professional Learning Communities at Work

Payne, (1998). Framework for Understanding Poverty

Schmoker, (1999). Results -The Key to Continuous School Improvement

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Buffum, Mattos, Weber, (2009). Pyramid Response to Intervention.

Wahlstrom, (2002). Assess for success: Designing and using highquality paper-and-pencil tests (Successline SMART strategies series).

Daggett, (2004). "America's Most Successful High Schools: What Makes them Work"

Tier:

Activity - Using Best Practices in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Monitor	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Strategy 3:

Assessment Practices - Teachers will meet by content area to develop common formative and summative assessments to frequently monitor each student's progress toward reaching learning targets and provide immediate feedback and interventions, if necessary. Teachers will use formative assessment processes to zero in on each student's needs.

Research Cited: Research Cited:

Stiggins, (2005). Assessment for Learning Defined.

Sanchez, (2008). A Brain-Based Approach to Closing the Achievement Gap.

Marzano, (2007). The Art & Science of Teaching.

Marzano, (2004). Classroom Instruction that Works.

Tomlinson (1999). The Differentiated Classroom.

Blankstein (2008). Failure is Not an Option.

Wong, (1991). The First Days of School.

DuFour, (1998). Professional Learning Communities at Work.

Payne, (1998). Framework for Understanding Poverty.

Schmoker, (1999). Results - The Key to Continuous School Improvement.

Collins, (2001). Good to Great.

DuFour, (2002). Getting Started.

Ventura, (2003). Leadership Secrets of Santa Claus.

Marzano, (2003). What Works in Schools.

DuFour, (2004). Whatever It Takes.

DuFour, (2005). On Common Ground.

DuFour, (2006). Learning by Doing.

Schmoker, (2006). Results Now.

Reeves, (2006). The Learning Leader.

Reeves, (2007). Ahead of the Curve.

DuFour, (2008). Revisiting Professional Learning Communities at Work.

Tier:

Activity - Wayne County Formative Assessment Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$1500	General Fund	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity - Learning Targets	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets created through the process of unwrapping and aligning State and Common Core Standards to give students feedback and get them involved in setting learning targets and using appropriate learning processes to help them reach their targets. Teachers will be trained to tie activities and assessments to the student's learning targets. Teachers will formatively assess students daily, provide feedback to students about their learning and re-adjust teaching when necessary.	Academic Support Program, Direct Instruction, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	No Funding Required	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Life Skills Sessions	Students will engage in regular small group discussions and life skills building activities with the Life Skills facilitator using best practices and tools to address social, emotional and behavioral issues that affect performance in school and in the community.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
After School Tutor - Mathematics Skills	Students will participate in small group and individual remediation sessions to master foundational skills, accrue or recover academic credit in mathematics. mathematics.	Academic Support Program	Tier 2	Getting Ready	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Understanding Goals and Objectives	Teachers will learn about unwrapping common core standards and clear learning targets are, how to develop them and how to monitor them.	Professional Learning	Tier 1		09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Literacy-Related Instructional Strategies	All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF
Enhancing Mathematic Skills to provide instruction to underachieving students	Mathematics teachers will participate in in services to increase their skills in teaching students who are underachieving in mathematics as evidenced by student progress, teacher observations, school assessments, progress reports and report cards.	Professional Learning	Tier 2		09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

School Improvement Plan

Blanche Kelso Bruce Academy - St. Antoine

Wayne County Formative Assessment Project	Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$1500	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Wayne County Formative Assessment Project	Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$1500	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Wayne County Formative Assessment Project	Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning			09/08/2015	06/30/2016	$1500	Nadolyn Hoskins, BKBA - WCJDF Site Leader

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible

Using Best Practices in the Classroom	Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Wayne County Formative Assessment Project	Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Differentiated Instruction	Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Monitor	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Differentiated Instruction	Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
READ 180 Teacher Collaboration	READ 180 and System 44 teachers will meet with READ 180 specialists and colleagues in the district to collaborate on best practices, analyze data and ensure the program is implemented with fidelity.	Teacher Collaboration			09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Learning Targets	Teachers will use learning targets created through the process of unwrapping and aligning State and Common Core Standards to give students feedback and get them involved in setting learning targets and using appropriate learning processes to help them reach their targets. Teachers will be trained to tie activities and assessments to the student's learning targets. Teachers will formatively assess students daily, provide feedback to students about their learning and re-adjust teaching when necessary.	Academic Support Program, Direct Instruction, Professional Learning		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Literacy-Related Instructional Strategies	All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily.	Professional Learning			09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Technology Integration	Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning			09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Differentiated Instruction	Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Monitor	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
READ 180 and System 44 Workshops	BKBA - WCJDF READ 180 teachers will facilitate workshops to explain the READ 180 and System 44 programs, what Lexile score means and how specific data can be used to to drive instructional practices.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Technology Integration	Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Differentiated Instruction	Teachers will be trained and will use differentiated instruction daily to assist students who are struggling to master learning targets. Staff will use available technology to differentiate instruction for all learners. Teachers will use technology and data provided by the BKBA - WCJDF Data Team to differentiate instruction for each student.	Professional Learning		Monitor	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Technology Integration	Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Individualized Math Assignments	After the establishment of a general math grade level from the Brigance Math, all students will take the Brigance 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.	Academic Support Program		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA-WCJDF Site Leader
Classroom Management	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.	Professional Learning		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA-WCJDF Site Leader
Using Best Practices in the Classroom	Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Learning Targets	Teachers will use learning targets created through the process of unwrapping and aligning State and Common Core Standards to give students feedback and get them involved in setting learning targets and using appropriate learning processes to help them reach their targets. Teachers will be trained to tie activities and assessments to the student's learning targets. Teachers will formatively assess students daily, provide feedback to students about their learning and re-adjust teaching when necessary.	Academic Support Program, Direct Instruction, Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Technology Integration	Teachers will receive training and information to get them excited about using technology in the classroom and give them simple tools for integrating technology in their lesson design.	Professional Learning		Getting Ready	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Learning Targets	Select BKBA - WCJDF team members will attend a training session to acquire a sound basis in the formative assessment process to include clear learning target, elements of feedback and questioning, and strategies to aid students in becoming self and peer assessors. Two members of the BKBA School District will serve as Formative Assessment Facilitators. Based on the MDE model this sustained PD series will introduce facilitators and learning teams to the Formative Assessment Process. The assessment team will hold regular meetings with the instructional staff to share strategies for successfully implementing formative assessment in the learning environment.	Academic Support Program, Direct Instruction, Professional Learning		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Using Best Practices in the Classroom	Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Sparks and Speakers Intervention Program	Using Discovery, other assessment data and conversation, we identify social and academic factors that impede a student's motivation and ability to achieve academic and personal success. Our Sparks and Speakers Intervention Program helps spark interest in a variety of positive alternatives to being locked up and helps students discover their passion and purpose. Understanding we are in a lock-up facility, we take every opportunity to expose our students and their families to real-life options and opportunities by inviting speakers, participating in engaging activities and discussions and exploring and introducing programming that's important and valuable to them. Our speakers represent a number of careers and our activities and discussions cover a wide-range of topics relevant to our students. Data gleaned from Discovery and one-to-one conversations with students drive our speaker, activity and topic selections.	Academic Support Program, Behavioral Support Program		Monitor	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Literacy-Related Instructional Strategies	All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily.	Professional Learning			09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader

Using Best Practices in the Classroom	Teachers will meet bi-weekly for Quad Collaboration to hone in on student strengths and discuss effective strategies and activities to best meet the needs of each student. Teachers will explore and use best practice strategies in their classrooms on a daily basis.	Teacher Collaboration		Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Literacy-Related Instructional Strategies	All teachers will be trained on using reciprocal teaching and a variety of reading and vocabulary building strategies. Students will be exposed to a wide range of content-related text where they will be able to use reciprocal teaching and other reading and vocabulary building strategies daily. Teachers will utilize reciprocal teaching and a variety of reading and vocabulary instruction strategies daily to build understanding of math terms.	Professional Learning			09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF
Learning Targets	Teachers will use learning targets created through the process of unwrapping and aligning State and Common Core Standards to give students feedback and get them involved in setting learning targets and using appropriate learning processes to help them reach their targets. Teachers will be trained to tie activities and assessments to the student's learning targets. Teachers will formatively assess students daily, provide feedback to students about their learning and re-adjust teaching when necessary.	Academic Support Program, Direct Instruction, Professional Learning			09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA - WCJDF Site Leader
Grammar and Composition	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.	Academic Support Program	Tier 2	Implement	09/08/2015	06/30/2016	$0	Nadolyn Hoskins, BKBA-WCJDF Site Leader