



School Improvement Plan

Blanche Kelso Bruce Academy - Connor

Blanche Kelso Bruce Academy

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DETROIT, MI 48213-3448**

TABLE OF CONTENTS

| | |
|-------------------|---|
| Introduction..... | 1 |
|-------------------|---|

Executive Summary

| | |
|-------------------|---|
| Introduction..... | 3 |
|-------------------|---|

| | |
|--------------------------------|---|
| Description of the School..... | 4 |
|--------------------------------|---|

| | |
|-----------------------|---|
| School's Purpose..... | 5 |
|-----------------------|---|

| | |
|--|---|
| Notable Achievements and Areas of Improvement..... | 6 |
|--|---|

| | |
|-----------------------------|---|
| Additional Information..... | 7 |
|-----------------------------|---|

Improvement Plan Stakeholder Involvement

| | |
|-------------------|---|
| Introduction..... | 9 |
|-------------------|---|

| | |
|-----------------------------------|----|
| Improvement Planning Process..... | 10 |
|-----------------------------------|----|

School Data Analysis

| | |
|-------------------|----|
| Introduction..... | 13 |
|-------------------|----|

| | |
|-----------------------|----|
| Demographic Data..... | 14 |
|-----------------------|----|

| | |
|-------------------|----|
| Process Data..... | 16 |
|-------------------|----|

| | |
|-------------------------------|----|
| Achievement/Outcome Data..... | 18 |
|-------------------------------|----|

| | |
|----------------------|----|
| Perception Data..... | 22 |
|----------------------|----|

| | |
|--------------|----|
| Summary..... | 25 |
|--------------|----|

School Additional Requirements Diagnostic

Introduction..... 27

School Additional Requirements Diagnostic..... 28

2015-2016 School Improvement Plan- Conner

Overview..... 31

Goals Summary..... 32

 Goal 1: All BKBA-Conner students will become proficient in Social Studies..... 33

 Goal 2: All BKBA-Conner students will become proficient in mathematics..... 37

 Goal 3: All BKBA-Conner students will become proficient in English/Language Arts..... 41

 Goal 4: All BKBA-Conner students will become proficient in science..... 45

 Goal 5: All BKBA High School students will have a 96% attendance record..... 48

Activity Summary by Funding Source..... 51

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?

The Academy is located on the east side of Detroit in the Samaritan Hospital and Community Center. In addition to housing our school, SHCC is home to several of our partners deemed critical to the immediate and long term success of our students' growth and development into contributing members of community and society. We serve children who are adjudicated and in residential programs, as well as community based programs. Our students are in Grades 9-12. Our class size is usually under eighteen students. During the 2012-13 school year, we implemented the education model, "Big Picture Learning" which allows students to develop skills in their personal career choices. It's a model of interest-based inquiry. This is accomplished by offering students opportunities in internships up to two days per week and attend advisory sessions in the academic choices up to five days per week. At the end of each ten week session, students are required to perform an exhibition that represents all of their course work and relevant out of class experiences during the ten week period.

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.

The Blanche Kelso Bruce Strict Discipline Academy (BKB), Michigan's first multi-sited strict discipline academy, provides comprehensive, treatment-oriented educational services to students referred to as Youth Outside of the Educational Mainstream (YOEM). Students are eligible to enroll if they are expelled, referred by the court or by a school IEPC.

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

We believe that everyone is important and deserves to be treated with kindness and consideration; we believe in a commitment to equal and equitable success for all students.

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.

We are increasing the number of students graduating from high school each year.

More of our students are receiving employment and employment skills through internships and shadows.

Fewer of our students return to adjudicated or incarcerated programs.

Students are receiving more credit accrual towards graduation.

Standardized reading assessment scores are increasing.

We are striving to provide more students with more therapeutic components as it relates to increased attendance and academic achievement.

BKBA staff will maintain a health climate that encourages education by offering students a rigorous and relevant curriculum, with support to assist in overcoming emotional and behavioral difficulties that interfere with learning.

Additional Information

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

This is our third year of implementation of the "Big Picture Learning" education model. Many of our students have successfully completed internships and shadows that have lead to employment or continued professional, academic-based relationships beyond the school day and year.

In addition, many of our students have completed quarterly exhibitions which have shown the progression of their academic achievement and employment skills throughout the school year.

BKBA East has increased focus on a more traditional delivery of academics; however, students are still given interest-based learning opportunities.

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.

We use a variety of activities to engage stakeholders which include:

Informal, daily meetings with several partners e.g., MLA, CMOs from several agencies, third party social workers, student advocates, mentors.

Annual Title I Meeting: Held in Sept. or Oct. to share and get feedback from parents on plan design and implementation.

School Improvement Plan Meetings: Meeting held monthly before, after and during school hours to review plans and what is working and what needs to be revised.

Parent-Teachers conferences: Held quarterly to discuss student progress and additional interventions if needed. Monthly parent meetings to discuss student needs and how parents can help their children at home.

Summer and fall open houses.

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

The following stakeholders have been involved in the SIP process:

Teacher/advisors

Support staff: Counselors, social workers, dean of students

Big Picture Coordinators

Parents

Administrative staff: Site Leader, Discovery Coordinator

Students

WRESA administrator

Mentors

Samaritan staff

CMO workers

District administrator

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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 school improvement plan was communicated to all stakeholders by:

Monthly Board meetings

Monthly meetings with parents

SIP posted electronically on district and school website

Shared at curriculum night and parent orientation

Quarterly newsletter

Letters

Emails

Texts

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?

Poor student attendance as it relates to academic achievement is a major challenges. Also we have a steady flow of new students , most of which are markedly behind in credits, throughout the school year.

Student Demographic Data

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

Many of our students have poor attendance due, in part, to poor, unreliable personal and public transportation.

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?

Many of our students require and intense therapeutic component to their school experience prior to and during their academic instruction. The three year trend has shown a decrease in discipline referrals in both numbers and severity.

Student Demographic Data

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

Continue working with families, in house social workers and third party social workers to ensure the non-academic needs are being met so that students can continue academic achievement.

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?

BKB East enjoys a very diverse staff in terms of amounts of and types teaching experience. This allows for all students to experience healthy, meaningful connections with at least one staff, thus creating an environment of increased 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?

BKB East enjoys a very diverse staff in terms of amounts of and types teaching experience. This allows for all students to experience healthy, meaningful connections with at least one staff, thus creating an environment of increased student achievement.

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 limited amount of time that school leader was not in building during school day was unremarkable i.e., had little, if any, impact on student achievement.

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?

Teacher absence for the prior school year was between 02-05%; this had little, if any, impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

No challenges have been identified.

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?

STRAND III professional learning culture

STANDARD 8- professional learning systems

INDICATOR V- impact of professional learning (full implementation)

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?

STRAND II- leadership for learning

STANDARD 6- organizational management

INDICATOR R- resource allocation (beginning implementation)

12. How might these challenges impact student achievement?

Spending of our finite resource spending needs to be data driven as it relates to optimal student achievement.

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.

The school improvement team needs to have a clear understanding of the school's budget and have input into what and where it is spent on.

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 have several layers of compliance mechanisms and several staff ensuring compliance through practice and procedure. All of which is in continuous review and evaluation.

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

Summer school credit recovery and academic enrichment

After school/weekend opportunities for shadows/internships

Fab Lab experience

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

Permaculture training in our site- based hoop house

Field trips

Guest speakers

YMCA break out trainings e.g., business, fitness, photography

Young Adult Seminars with Dr. Jesse Jackson III

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

All students are provided with ELO. Parents and partners are called, visited and hard-copied.

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?

We have content area specialists and core content lead teachers at both the district and site levels to coordinate both horizontal and vertical alignment. We are working to standardize the curriculum to ensure continued fidelity.

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.

n/a

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

Students have improved reading comprehension of grade level narrative fiction as evidenced by improved Scantron and READ 180 scores.

19b. Reading- Challenges

Students struggle with reading comprehension of non-fiction and scores remain below state averages.

19c. Reading- Trends

Reading Lexile scores and Scantron scores are increasing.

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.

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

Most, if not all students will be enrolled in READ 180 this fall. An attendance team is going to be put in place as well.

20a. Writing- Strengths

Students are writing in all of their core classes.

20b. Writing- Challenges

Students still struggle with writing using proper grammar and sentence syntax. Concise responses beyond a paragraph in length remain a challenge.

20c. Writing- Trends

Students are required more narrative and research writing.

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.

READ 180 has a writing component that will be utilized this fall.

21a. Math- Strengths

Small gains in Scantron have been made. Students are enrolled in Edgenuity on-line math classes. Fab Lab and Incite Focus experiences

and mentors.

21b. Math- Challenges

Students come to our school typically two or more grade levels behind.

21c. Math- Trends

We recently hired a site based math specialist to work with students and anticipate continued improvement.

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.

More staff training in SCANTRON and optimal use of math specialist will improve scores. Continued Fab Lab and Incite Focus exposure.

22a. Science- Strengths

Scantron now measures science and generates lessons. Continued Fab Lab and Incite Focus exposure.

22b. Science- Challenges

Students continue to come to us with little, if any science credit.

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

22c. Science- Trends

We continue to struggle helping students accrue credits.

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.

Science Projects, PBL, field trips, science-centered student exhibitions and more hands on opportunities. Continued Fab Lab and Incite Focus exposure.

23a. Social Studies- Strengths

Students continue to earn credit. Community service and citizenship experiences.

23b. Social Studies- Challenges

Lack of exposure and opportunities for students to see Social Studies in action

23c. Social Studies- Trends

Students earn credit and are getting seminars on citizenship and experiences in community services.

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.

Field trips, seminars and community service.

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?

Safe school environment and healthy relationships with staff.

24b. Student Perception Data

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

Lack of competitive sports and after traditional after school programs.

24c. Student Perception Data

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

Creating an after school programs.

25a. Parent/Guardian Perception Data

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

Safe environment.

25b. Parent/Guardian Perception Data

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

Communication and student attendance.

25c. Parent/Guardian Perception Data

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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

Increased, documented staff-p/g communication.

26a. Teacher/Staff Perception Data

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

Commitment to professional development.

26b. Teacher/Staff Perception Data

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

Compensation.

26c. Teacher/Staff Perception Data

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

Continued communication with central office.

27a. Stakeholder/Community Perception Data

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

Safe environment and professionalism.

27b. Stakeholder/Community Perception Data

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

Limited communication.

27c. Stakeholder/Community Perception Data

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

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

More formal and informal meetings and communications.

Summary

28a. Summary

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

Overall the building has made great strides. We have increased in all areas. We need to ensure that we are communicating with all vested stakeholders and provide fidelity in instruction delivery daily.

The students have all experienced abuse, neglect, and trauma. They vary in age, grade, and ability. Most are special needs students. They usually require an accelerated curriculum (to make up for lost schooling) for low-level learners.

28b. Summary

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

Students who have experienced abuse and neglect often have emotional issues that impact their learning.

These challenges can only be remedied once identified. Once remedied, more focus can be devoted to student achievement.

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?

Rigorous and creative lesson planning, increased programming, greater accountability and feedback; monthly meetings with parents.

An additional school social worker has been hired to assist students in overcoming emotional and behavioral issues that interfere with their learning.

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 |
|-------|--|----------|----------------------------|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | No | We are a secondary school. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|------------------------|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | AER is on our website. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | NA | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | Yes | Yes. The individual learning plans are updated quarterly with advisor and student. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 5. | 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 | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 6. | 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 | District level is attorney Walter Bernard and HR Davinia Brown. Marion Blocker 8045 Second Ave Detroit, MI 48202 313.656.2600 | |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 7. | 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 | We are currently developing one at our site level following the WRESA rubrics.. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | We are currently developing one modeled to the WRESA rubrics. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | Yes | Meeting agendas, professional dev plans, parent logs and schedules | |

2015-2016 School Improvement Plan- Conner

Overview

Plan Name

2015-2016 School Improvement Plan- Conner

Plan Description

Goals, objectives and strategies.

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 BKBA-Conner students will become proficient in Social Studies. | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$31501 |
| 2 | All BKBA-Conner students will become proficient in mathematics. | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$32201 |
| 3 | All BKBA-Conner students will become proficient in English/Language Arts. | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$30001 |
| 4 | All BKBA-Conner students will become proficient in science. | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$35001 |
| 5 | All BKBA High School students will have a 96% attendance record. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$5500 |

Goal 1: All BKBA-Conner students will become proficient in Social Studies.

Measurable Objective 1:

A 10% increase of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of one grade level growth/calendar year in Social Studies by 06/30/2015 as measured by a district level assessment..

Strategy 1:

All individualized assignments will be generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments coupled with the appropriate lessons, (2) Scantron testing and lessons, (3) classroom interactions b - All individualized assignments will be generated based upon student performance

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

Category:

Research Cited: Classrooms. York, ME: Stenhouse.

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

Jacobs, H. editor, (2004). Getting Results with Curriculum Mapping. Alexandria, VA: ASCD.

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

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Control Theory -- A New Explanation of How We Control Our Lives. Harper and Row, New York, 1984.

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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The Quality School -- Managing Students Without Coercion. Harper and Row, New York, 1991.

The Quality School Teacher. New View Publications, Chapel Hill, NC, 1992.

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

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

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

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

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

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

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

Designing Personalized Learning For Every Student. Dianne L. Ferguson, et al, READ 180

The Big Picture – Demis Littky

Tier:

| Activity - Career Exposure Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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| <p>Through the Career Exposure Program we will: Provide students real world exposure to community organizations, businesses and professionals to stimulate an awareness and exploration in multiple career pathway ideas, perspectives and possibilities. ? Foster a positive attitude in our students, to use learning as a tool, to enhance their interests, strengths, self-discovery and academic, personal & career goals. ? Expose students to the six career pathways through multiple media of investigation and exploration</p> <p>monthly, as well as provide more in-depth experiences for students in their identified career field(s) of interest. Interview, shadow and internship opportunities.</p> | <p>Career Preparation /Orientation</p> | | | <p>09/03/2014</p> | <p>06/26/2015</p> | <p>\$1</p> | <p>Other</p> | <p>Planned staff responsible for implementing activity: Ultimately the site leader and content teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successes.</p> |
|--|--|--|--|-------------------|-------------------|------------|--------------|--|

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

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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|---|------------|--|--|------------|------------|--------|----------------|--|
| Use technology to support student learning in Social Studies. | Technology | | | 09/02/2014 | 06/26/2015 | \$1000 | Title I Part D | Planned staff responsible for implementing activity: The site leader, content teachers and support staff are responsible for all instructional delivery and site management for student success. |
|---|------------|--|--|------------|------------|--------|----------------|--|

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-----------|------------|------------|-------------------|-------------------|-------------------|
| All staff will participate in professional development related to project based learning for students. | Professional Learning | | Implement | 09/02/2014 | 06/26/2015 | \$500 | Title I Part D | All staff |

Strategy 2:

After School Tutoring in Social Studies - After school tutor will provide direct instruction to students who are performing 1 or more levels below grade after school before school for up to 20 weeks, 1-3 hours per week. This service may be provided by local site staff, Incite Focus or an outside vendor such as Wayne County Community College, Mary Grove College, Wayne State University or other Board approved vendor.

Category:

Research Cited: Effective Learning Programs for Middle and High Schools: A Best-Evidence Synthesis, #Slavin, Cheung, Groff, and Lake, 2008.

All Kids of Minds: A Young Student's book about learning abilities and learning disorders. Cambridge, MA, Educators Publishing Service, 1993.

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Blanche Kelso Bruce Academy - Connor

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

Choice Theory A New Psychology of Personal Freedom. HarperCollins New York, 1999.

Schools Without Failure. HarperCollins, New York, 1975

Tier:

| Activity - After School Learning | 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 accrue credits previously not passed in social studies. Students will receive support in common core skills. | Academic Support Program | Tier 2 | Implement | 09/15/2014 | 06/26/2015 | \$30000 | Title I Part D | Superintendent Site leader Select staff |

Goal 2: All BKBA-Conner students will become proficient in mathematics.

Measurable Objective 1:

100% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 1 year academic growth/calendar year in Mathematics by 06/30/2014 as measured by Each student will grow at least one academic year in math skills for each year that s/he is enrolled with us. Apply math to real life situations (internships).

Strategy 1:

math for all - All individualized assignments are generated based upon student performance data gleaned from (1) Odyssey software summative and formative assessments, (2) Scantron testing (3) student- teacher interactions, and (4) frequent classroom assessments. Odyssey and Scantron produces differentiated

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

assignments for each student at their own level of performance. Odyssey software provides both remediation and forward movement in student academic achievement. BKBA uses Odyssey learning systems in conjunction with teacher driven instruction and guidance.

Category:

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.

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? *Big Picture Learning*, Dennis Litky

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? *Choice Theory A New Psychology of Personal Freedom*, HarperCollins, New York, 1999.

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? *Control Theory -- A New Explanation of How We Control Our Lives*. Harper and Row, New York, 1984.

? *Control Theory in the Classroom*. Harper and Row, New York, 1986.

? *The Quality School -- Managing Students Without Coercion*. Harper and Row, New York, 1991.

? *The Quality School Teacher*. New View Publications, Chapel Hill, NC, 1992.

? *The Control Theory Manager : Combining the Control Theory of William Glasser With the Wisdom of W. Edwards Deming*. Harperbusiness, NY, 1995.

? *Choice Theory: A New Psychology of Personal Freedom*. HarperCollins, New York, 1998.

? *All Kinds of Minds: A young student's book about learning abilities and learning disorders*. Cambridge, MA, Educators Publishing Service, 1993.

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

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

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- ? Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. Peter Senge, Doubleday, N.Y., 2000.
- ? Whale Done: The Power of Positive Relationships. Kenneth Blanchard, The Free Press, N.Y., 2002.
- ? The Systems Thinking Playbook. Dennis Meadows and Linda Booth Sweeney, 2002.
- ? When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories. Linda Booth Sweeney, Booksurge, 2001.
- ? Creating: A Practical Guide to the Creative Process. Robert Fritz, Ballantine Books, N.Y., 1991.
- ? The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It. Michael Gerber, HarperCollins, N.Y., 2001.
- ? Inviting School Success ? A Self-Concept Approach to Teaching, Learning, and Democratic Practice. William Watson Purkey and John M. Novak, Wadsworth Publishing Company, 1996.
- ? Integrating Differentiated Instruction Understanding by Design. Carol Ann Tomlinson and Jay McTighe, Association for Supervision and Curriculum Design, 2006.
- ? Designing Personalized Learning For Every Student. Dianne L. Ferguson, et al, Association for Supervision and Curriculum Design, 2001.
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- ? Project-based Learning Using Information Technology. David Moursund, International Society for Technology in Education Publications, 2003.
- ? The Search Institute, found at <http://www.search-institute.org/developmental-assets>

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 Assessment, all students take a Scantron math test to create a math score as a baseline for comparison. Weekly math scores are also tracked with M3 (or another similar assessment tool) to determine progress. All BKBA students are also currently assessed for math using Scantron and Odyssey. BKBA students and staff use both summative and formative assessment results to drive short and long-term classroom assignments. Most students are enrolled in Algebra I & II, Geometry I & II, Trigonometry or Pre- Calculus. The basic knowledge and skills required for these courses are taught as students learn the concepts unique to each course. | Academic Support Program | | | 09/02/2014 | 06/26/2015 | \$1 | Other | All staff |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

| Activity - Technology Integration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-----------|------------|------------|-------------------|-------------------|--------------------------------------|
| Use technology to support student learning in Mathematics. | Technology | | Implement | 09/02/2014 | 06/30/2015 | \$1000 | Title I Part D | Site leader, advisors, support staff |

| Activity - Catchup Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|---------------|------------|------------|-------------------|-------------------|-------------------|
| Students are enrolled in specific Proficiency Programs based on results from an online diagnostic placement test. The program allows students to advance from section to section by taking diagnostic quizzes and reviewing prescribed lessons and practice until a passing quiz score is attained. | Academic Support Program | | Getting Ready | 09/02/2014 | 06/30/2015 | \$1200 | Title I Part D | All staff |

Strategy 2:

After School Tutoring in Mathematics - After school tutor will provide direct instruction to students who are performing 1 or more levels below grade after school before school for up to 20 weeks, 1-3 hours per week. This service may be provided by local site staff, Incite After School Program or an outside vendor such as Wayne County Community College, Mary Grove College, Wayne State University or other Board approved vendor.

Category:

Research Cited: Effective Learning Programs for Middle and High Schools: A Best-Evidence Synthesis, #Slavin, Cheung, Groff, and Lake, 2008.

All Kids of Minds: A Young Student's book about learning abilities and learning disorders. Cambridge, MA, Educators Publishing Service, 1993.

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Choice Theory A New Psychology of Personal Freedom. HarperCollins New York, 1999.

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

Tier: Tier 1

| Activity - After School Learning in Mathematics | 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 accrue credits previously not passed mathematics. Students will receive support in the core academic skills. | Academic Support Program | Tier 1 | Implement | 09/15/2014 | 06/19/2015 | \$30000 | Title I Part D | Superintendent Site leader selected staff |

Goal 3: All BKBA-Conner students will become proficient in English/Language Arts.

Measurable Objective 1:

collaborate to All BKBA students will have specialized staff support to improve instruction by implementing the following: by 06/30/2014 as measured by All students are assessed for their individual affective needs by the Juvenile Inventory For Functioning at enrollment. Students are tested again at periodic rates to determine growth in these areas. Students are also given a battery of assessments and su.

Strategy 1:

Professional development - Continually train staff in specific tools, techniques and methods of effective and efficient collaboration with the diversity of internal and external people and agencies providing services to the students and their families.

? Teacher computers, tables and lecterns, including iPads.

? Pay stipends to staff for achieving specialized training and skill levels needed for this setting (Title I Part D helps jump start the process, continuation also supported by judicial system once performance levels are achieved and maintained). Nominal 20 students per class, 1 year growth, 80% competence = 16 = nominal pay.

? Pay stipends for additional job duties unique to delinquency settings.

? Create time for independent analysis of student work to assess credit awards.

? Hire Student Advocates.

? Purchase and utilize VPN and protection for Internet based clients.

Category:

SY 2015-2016

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School Improvement Plan

Blanche Kelso Bruce Academy - Connor

Research Cited: ? Daniels, H., & Bizar, M. (1998). *Methods that Matter: Six Structures for Best Practice*
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? *Schools Without Failure*. HarperCollins, New York, 1975.
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? *The Control Theory Manager : Combining the Control Theory of William Glasser With the Wisdom of W. Edwards Deming*. Harperbusiness, NY, 1995.
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? *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About*

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

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

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

Tier:

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC. o Local- building Tiny Homes, creating an Intentional Community o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint | Professional Learning | | | 09/02/2014 | 06/26/2015 | \$1 | Other | All staff |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

| Activity - Technology Integration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Students view literacy as a collection of contemporary activities involving information and communication technology and use the Internet to read traditional materials while simultaneously look for additional information, share their information, or communicate with peers online through blogs and wikis. | Academic Support Program | | | 09/02/2014 | 06/30/2015 | \$0 | Title I Part D | Superintendent, Site Leader, Teacher/advisors, support staff |

Strategy 2:

After School Tutoring in English Language Arts - After school tutor will provide direct instruction to students who are performing 1 or more levels below grade after school before school for up to 20 weeks, 1-3 hours per week. This service may be provided by local site staff, Incite After School Program or an outside vendor such as Wayne County Community College, Mary Grove College, Wayne State University or other Board approved vendor.

Category:

Research Cited: Effective Learning Programs for Middle and High Schools: A Best-Evidence Synthesis, #Slavin, Cheung, Groff, and Lake, 2008.

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Choice Theory A New Psychology of Personal Freedom. HarperCollins New York, 1999.

Schools Without Failure. HarperCollins, New York, 1975

Tier: Tier 1

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

| Activity - After School Learning in English Language Arts | 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 accrue credits previously not passed in English, science, mathematics and or social studies. | Academic Support Program | Tier 1 | Implement | 09/15/2014 | 06/26/2015 | \$30000 | Title I Part D | Superintendent Site Leader Selected staff |

Goal 4: All BKBA-Conner students will become proficient in science.

Measurable Objective 1:

collaborate to All BKBA SDA students will increase successful school engagement, behavioral compliance at school, improve academic skills, improve school grades, increase school attendance, and improve their attention and the expression of their feelings at school while by 07/30/2014 as measured by Odyssey, Scantron, BrainHoney, the Discovery Summary information and the full report from the Life Planning Team creates an aggregation of all information that informs the justice system and future school settings of the capabilities and performance of.

Strategy 1:

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

Category:

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

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

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- ? Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. Peter Senge, Doubleday, N.Y., 2000.
- ? Whale Done: The Power of Positive Relationships. Kenneth Blanchard, The Free Press, N.Y., 2002.
- ? The Systems Thinking Playbook. Dennis Meadows and Linda Booth Sweeney, 2002.
- ? When a Butterfly Sneezes: A Guide for Helping Kids Explore Interconnections in Our World Through Favorite Stories. Linda Booth Sweeney, Booksurge, 2001.
- ? Creating: A Practical Guide to the Creative Process. Robert Fritz, Ballantine Books, N.Y., 1991.

- ? The E-Myth Revisited: Why Most Small Businesses Don?t Work and What to Do About It. Michael Gerber, HarperCollins, N.Y., 2001.
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School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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

Tier:

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed-Based projects will be aligned with the MCF & the MMC. o Local- building Tiny Homes, creating an Intentional Community o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint | Professional Learning | | | 09/02/2014 | 06/30/2015 | \$1 | Other | All |

| Activity - Integrating Technology into Learning Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|-------------------|-------------------|
| Students view science as a study of the structure and behavior of the physical and natural world through observation and experiment and use the Internet to research relevant material, use a digital cameras or video cameras to record observations, and use probes or handheld computers to collect data. | Academic Support Program | | | 09/02/2014 | 06/30/2015 | \$5000 | Title I Part D | All staff |

Strategy 2:

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

After School Tutoring in Science - After school tutor will provide direct instruction to students who are performing 1 or more levels below grade after school before school for up to 20 weeks, 1-3 hours per week. This service may be provided by local site staff, Incite After School Program or an outside vendor such as Wayne County Community College, Mary Grove College, Wayne State University or other Board approved vendor.

Category:

Research Cited: Effective Learning Programs for Middle and High Schools: A Best-Evidence Synthesis, #Slavin, Cheung, Groff, and Lake, 2008.

All Kids of Minds: A Young Student's book about learning abilities and learning disorders. Cambridge, MA, Educators Publishing Service, 1993.

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Choice Theory A New Psychology of Personal Freedom. HarperCollins New York, 1999.

Schools Without Failure. HarperCollins, New York, 1975

Tier: Tier 1

| Activity - After School Learning in Science | 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 accrue credits previously not passed in science. | Academic Support Program | Tier 1 | Implement | 09/15/2014 | 06/26/2015 | \$30000 | Title I Part D | Superintendent Site leader Selected staff |

Goal 5: All BKBA High School students will have a 96% attendance record.

Measurable Objective 1:

demonstrate a behavior to reduced the number of unapproved absences in all subjects by 05/29/2015 as measured by first hour and or third hour attendance records.

Strategy 1:

Attendance Policy - The attendance policy will include the number of approved absences, tardies and an action plan for managing attendance issues. In addition, the policy addresses a means of removing attendance barriers for students, as well as incentives for good and improved attendance.

Category:

Research Cited: Choice Theory A New Psychology of Personal Freedom, HarperCollins, New York, 1999.

Schools Without Failure. HarperCollins, New York, 1975.

Control Theory -- A New Explanation of How We Control Our Lives. Harper and Row, New York, 1984.

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School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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Tier:

| Activity - Orientation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|------|-------|------------|------------|-------------------|-------------------|---|
| Students will adhere to the policy to reach the 96% attendance. | Behavioral Support Program | | | 09/02/2014 | 06/30/2015 | \$500 | Title I Part D | Superintendent, site leader, teachers/advisors, and support staff |

| Activity - Incentives for 96% Attendance | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------------|------|---------------|------------|------------|-------------------|-------------------|--|
| Incentives include field trips, in class activities, certificates of recognition and other rewards | Behavioral Support Program | | Getting Ready | 09/02/2014 | 06/30/2015 | \$5000 | Title I Part D | Superintendent, Site Leader, teachers/advisors, all staff, parents |

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 |
|--------------------------|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|
| Professional Development | All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed- Based projects will be aligned with the MCF & the MMC. o Local- building Tiny Homes, creating an Intentional Community o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint | Professional Learning | | | 09/02/2014 | 06/30/2015 | \$1 | All |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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|---------------------------------|--|--|--|--|-------------------|-------------------|------------|--|
| <p>Career Exposure Program</p> | <p>Through the Career Exposure Program we will: Provide students real world exposure to community organizations, businesses and professionals to stimulate an awareness and exploration in multiple career pathway ideas, perspectives and possibilities. ? Foster a positive attitude in our students, to use learning as a tool, to enhance their interests, strengths, self-discovery and academic, personal & career goals. ? Expose students to the six career pathways through multiple media of investigation and exploration</p> <p>monthly, as well as provide more in-depth experiences for students in their identified career field(s) of interest. Interview, shadow and internship opportunities.</p> | <p>Career Preparation /Orientation</p> | | | <p>09/03/2014</p> | <p>06/26/2015</p> | <p>\$1</p> | <p>Planned staff responsible for implementing activity: Ultimately the site leader and content teachers are responsible for all instructional delivery and site management. All teachers and teacher consultants are responsible in the classroom for successes.</p> |
| <p>Professional Development</p> | <p>All students will be involved in a variety of community projects. Place-based education is often hands-on, project-based and always related to something in the real world. All Placed- Based projects will be aligned with the MCF & the MMC.</p> <ul style="list-style-type: none"> o Local- building Tiny Homes, creating an Intentional Community o International- developing COP17 at the Durban School, developing the Maternal Health Project in Ethiopia, Sky Green and Energy Roof, FabLab Outreach, Haiti Bootstrap, Tanzania Boarding School Energy o Core Subject- Environmental Analysis, Our Town, Food and Energy Systems, Ecological Footprint | <p>Professional Learning</p> | | | <p>09/02/2014</p> | <p>06/26/2015</p> | <p>\$1</p> | <p>All staff</p> |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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|---------------------------------|--|--------------------------|--|--|------------|------------|-----|-----------|
| Individualized Math Assignments | After the establishment of a general math grade level from the Brigance Math Assessment, all students take a Scantron math test to create a math score as a baseline for comparison. Weekly math scores are also tracked with M3 (or another similar assessment tool) to determine progress. All BKBA students are also currently assessed for math using Scantron and Odyssey. BKBA students and staff use both summative and formative assessment results to drive short and long-term classroom assignments. Most students are enrolled in Algebra I & II, Geometry I & II, Trigonometry or Pre- Calculus. The basic knowledge and skills required for these courses are taught as students learn the concepts unique to each course. | Academic Support Program | | | 09/02/2014 | 06/26/2015 | \$1 | All staff |
|---------------------------------|--|--------------------------|--|--|------------|------------|-----|-----------|

Title I Part D

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|----------------------------|------|-------|------------|------------|-------------------|---|
| Orientation | Students will adhere to the policy to reach the 96% attendance. | Behavioral Support Program | | | 09/02/2014 | 06/30/2015 | \$500 | Superintendent, site leader, teachers/advisors, and support staff |
| Integrating Technology into Learning Science | Students view science as a study of the structure and behavior of the physical and natural world through observation and experiment and use the Internet to research relevant material, use a digital cameras or video cameras to record observations, and use probes or handheld computers to collect data. | Academic Support Program | | | 09/02/2014 | 06/30/2015 | \$5000 | All staff |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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|-------------------------------|--|----------------------------|--|---------------|------------|------------|--------|--|
| Technology Integration | Use technology to support student learning in Social Studies. | Technology | | | 09/02/2014 | 06/26/2015 | \$1000 | Planned staff responsible for implementing activity: The site leader, content teachers and support staff are responsible for all instructional delivery and site management for student success. |
| Technology Integration | Use technology to support student learning in Mathematics. | Technology | | Implement | 09/02/2014 | 06/30/2015 | \$1000 | Site leader, advisors, support staff |
| Professional Development | All staff will participate in professional development related to project based learning for students. | Professional Learning | | Implement | 09/02/2014 | 06/26/2015 | \$500 | All staff |
| Catchup Math | Students are enrolled in specific Proficiency Programs based on results from an online diagnostic placement test. The program allows students to advance from section to section by taking diagnostic quizzes and reviewing prescribed lessons and practice until a passing quiz score is attained. | Academic Support Program | | Getting Ready | 09/02/2014 | 06/30/2015 | \$1200 | All staff |
| Incentives for 96% Attendance | Incentives include field trips, in class activities, certificates of recognition and other rewards | Behavioral Support Program | | Getting Ready | 09/02/2014 | 06/30/2015 | \$5000 | Superintendent, Site Leader, teachers/advisors, all staff, parents |
| Technology Integration | Students view literacy as a collection of contemporary activities involving information and communication technology and use the Internet to read traditional materials while simultaneously look for additional information, share their information, or communicate with peers online through blogs and wikis. | Academic Support Program | | | 09/02/2014 | 06/30/2015 | \$0 | Superintendent, Site Leader, Teacher/advisors, support staff |

School Improvement Plan

Blanche Kelso Bruce Academy - Connor

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|--|--|--------------------------|--------|-----------|------------|------------|---------|---|
| After School Learning in Mathematics | Students will participate in small group and individual remediation sessions to accrue credits previously not passed mathematics. Students will receive support in the core academic skills. | Academic Support Program | Tier 1 | Implement | 09/15/2014 | 06/19/2015 | \$30000 | Superintendent Site leader selected staff |
| After School Learning in English Language Arts | Students will participate in small group and individual remediation sessions to accrue credits previously not passed in English, science, mathematics and or social studies. | Academic Support Program | Tier 1 | Implement | 09/15/2014 | 06/26/2015 | \$30000 | Superintendent Site Leader Selected staff |
| After School Learning in Science | Students will participate in small group and individual remediation sessions to accrue credits previously not passed in science. | Academic Support Program | Tier 1 | Implement | 09/15/2014 | 06/26/2015 | \$30000 | Superintendent Site leader Selected staff |
| After School Learning | Students will participate in small group and individual remediation sessions to accrue credits previously not passed in social studies. Students will receive support in common core skills. | Academic Support Program | Tier 2 | Implement | 09/15/2014 | 06/26/2015 | \$30000 | Superintendent Site leader Select staff |