

# School Improvement Plan

## Title I - Schoolwide

School Year: 2011 - 2012

School District: River Rouge School District

ISD/RESA: Wayne RESA

School Name: CB Sabbath 6-8 Preparatory Academy

Grades Served: 6,7,8

Principal: Mr. Brandon Cox

Building Code: 00363

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# **Introduction**

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

## School Information

School:	<b>CB Sabbath 6-8 Preparatory Academy</b>
District:	<b>River Rouge School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>6,7,8</b>
School Code Number:	<b>00363</b>
City:	<b>River Rouge</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision, Mission and Beliefs

## Vision Statement

C.B. Sabbath 6-8 Preparatory Academy's vision is to provide a stimulating learning environment where all children can achieve their full academic potential in a global society.

## Mission Statement

C.B. Sabbath 6-8 Preparatory Academy, in partnership with parents and community, strives to provide a safe and positive school environment that promotes academic excellence, develops exemplary character, offers healthy choices, fosters diversity, and prepares students to compete globally as lifelong learners.

## Beliefs Statement

At C.B. Sabbath 6-8 Preparatory Academy we believe that:

- \* Learning is a lifelong process striving toward excellence.
- \* All students have unique strengths and needs that impact learning.
- \* Student's successes, whether it is academic, social, artistic, or physical contributes to self-esteem.
- \* Student achievement is enhanced by a shared positive attitude.
- \* All individuals have responsibility in the process of learning.
- \* All students can succeed

## Goals

Name	Development Status	Progress Status
Improving ELA	Complete	Open
Improving Mathematics	Complete	Open
Improving Science	Complete	Open
Improving Social Studies	Complete	Open

### Goal 1: Improving ELA

**Content Area:** English Language Arts

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in ELA according to grade level benchmarks by 2014. Students will increase proficiency levels by 10% yearly.

**Gap Statement:** Upon examination of our 2010 MEAP data, there is a considerable gap in achievement at all grade levels between students with disabilities and students without disabilities.

However, the gap is beginning to narrow. Students with disabilities raised their scores at all grade levels by 7%-16% while students without disabilities decreased by 2%-12%.

Key: Students With Disabilities (SWD) and Students Without Disabilities (S)  
(1&2) Proficient

6th Grade (SWD) 31% increased by 7% (S) 53% decreased by 12%

7th Grade (SWD) 17% increased by 8% (S) 50% decreased by 10%

8th Grade (SWD) 23% increased by 16% (S) 59% decreased by 2%

**Cause for Gap:** Evaluation of causes include: inclusive classrooms, no separate reading class, an ELA class that is less than 1 hour long, poor attendance and lack of student motivation. The increase in (SWD) can be attributed to special education support in the ELA classroom.

**Multiple measures/sources of data you used to identify this gap in student achievement:** -MEAP, Mi-Access, End of Unit Tests, Pre/Post Tests, Common Formative Assessments, Class A Assessment, Report Cards, Progress Reports and Common Assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Criteria for Success:

- All of our students will have at least a 10% proficiency increase on the ELA MEAP yearly.
- 75% of students will be proficient on ELA formative assessments.
- 75% of students will receive a letter grade of "C" or higher in their ELA class.

**Contact Name:** Brandon Cox

**List of Objectives:**

Name	Objective
Improving Reading & Writing	By 2014, all students in grades 6-8 will increase ELA proficiency (state assessments) by 10% yearly for grades 6-8. Key: Students With Disabilities (SWD) Students Without Disabilities (S) Reading 6th Grade (SWD) 31% to 41% ..... (S) 53% to 63% 7th Grade (SWD) 17% to 27% ..... (S) 50% to 60% 8th Grade (SWD) 23% to 33% ..... (S) 59% to 69% Writing 7th Grade (SWD) 0% to 10% ..... (S) 0% to 10% Targeted/Measurable GLCES: R.WS.05.02 Use cues to decide meaning R.IT.05.03 Explain how authors use text features R.IT.05.01 Analyze elements / style of informational genres R.NT.06.02 Analyze dialogue/plot/themes/climax/characters R.WS.07.07 Use strategies to determine meaning in context R.IT.07.03 Explain how author's use craft/text features R.CM.07.01 Connect understanding to world themes/perspectives W.P.R.06.01 Consider audience and purpose for writing W.SP.06.01 Spell frequently misspelled words correctly

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## 1.1. Objective: Improving Reading & Writing

**Measurable Objective Statement to Support Goal:** By 2014, all students in grades 6-8 will increase ELA proficiency (state assessments) by 10% yearly for grades 6-8.

Key: Students With Disabilities (SWD) Students Without Disabilities (S)

Reading

6th Grade (SWD) 31% to 41% ..... (S) 53% to 63%  
 7th Grade (SWD) 17% to 27% ..... (S) 50% to 60%  
 8th Grade (SWD) 23% to 33% ..... (S) 59% to 69%

Writing

7th Grade (SWD) 0% to 10% ..... (S) 0% to 10%

Targeted/Measurable GLCES:

R.WS.05.02 Use cues to decide meaning  
 R.IT.05.03 Explain how authors use text features  
 R.IT.05.01 Analyze elements / style of informational genres  
 R.NT.06.02 Analyze dialogue/plot/themes/climax/characters

R.WS.07.07 Use strategies to determine meaning in context  
 R.IT.07.03 Explain how author's use craft/text features  
 R.CM.07.01 Connect understanding to world themes/perspectives

W.P.R.06.01 Consider audience and purpose for writing  
 W.SP.06.01 Spell frequently misspelled words correctly

**List of Strategies:**

Name	Strategy
Behavior Intervention	Positive Behavior Support By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly. Also, 100% of students will achieve 70% or better in their ELA class.
Engaging Students in Reading	All students in grades 6-8 will be given formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: Thinking Maps, Marzano's Nine", and Brain Base Learning, Reciprocal Teaching, Common Assessments will be continued.
Engaging Students in Writing	The following EBI strategies will be incorporated into classroom practice: Thinking Maps, Marzano's Nine, Next Writing, and coaches.

### 1.1.1. Strategy: Behavior Intervention

**Strategy Statement:** Positive Behavior Support

By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly.

Also, 100% of students will achieve 70% or better in their ELA class.

**Selected Target Areas**

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**Other Required Information for Strategy**

Facilitating Academic Achievement Through School-Wide Positive Behavior Support, Bob & Kate Algozzine, Springer, 2008, New York.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Behavior Support Staff	2011-09-06	2012-06-15	Administration Teacher Behavior Support Staff
Positive Behavior Support	2011-08-22	2012-06-15	Administration Teachers

#### 1.1.1.1. Activity: Behavior Support Staff

**Activity Description:** Behavior support staff will help with positive behavior support with students who

continue to have difficulty with behavior in the classroom.

**Planned staff responsible for implementing activity:** Administration  
Teacher  
Behavior Support Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behavior Support Staff	Title I Schoolwide	30,000.00	

### 1.1.1.2. Activity: Positive Behavior Support

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive Positive Behavior Support (PBS) professional development. They will then implement these strategies in the classroom to improve behavior and increase academic performance.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support	Title I Schoolwide	1,000.00	

### 1.1.2. Strategy: Engaging Students in Reading

**Strategy Statement:** All students in grades 6-8 will be given formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: Thinking Maps,

Marzano's Nine", and Brain Base Learning, Reciprocal Teaching, Common Assessments will be continued.

**Selected Target Areas**

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**Other Required Information for Strategy**

1. "Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom", Tomlinson, 1999
2. "A Brain Based Approach to Closing the Achievement Gap", Xlibris, 2010
3. "Classroom Instruction That Works", Marzano, Pickering, Pollock, 2001.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Aligned Curriculum	2011-08-22	2012-06-15	Administration Teachers
Brain Based Learning	2011-09-06	2012-06-15	Administration Teachers Horacio Sanchez
Classroom Libraries	2011-09-06	2012-06-15	Administration Teachers
Common Assessments	2011-09-06	2012-06-15	Administration Teachers
Data Analysis Coach	2011-08-22	2012-06-15	Administration Teachers Data Coach
Data Analysis Company Services	2011-09-06	2012-06-15	Administration Teachers Data Consultant Firm
Marzano's Nine	2011-09-06	2012-06-15	Administrators Teachers
Project Based Learning	2011-06-01	2012-06-15	Administration Teachers
Reading Class	2011-09-06	2012-06-15	Superintendent Teachers Principal
School Improvement Coach	2011-08-22	2012-06-15	Administration Teachers Raynna Williams
Success Academy	2011-08-01	2012-06-15	Administration Teachers Volunteers (other school staff, parents, ARA, community members)
Technology	2011-09-06	2012-06-15	Administrators Teachers
Thinking Maps	2011-09-06	2012-06-15	Administrators Teachers

**1.1.2.1. Activity: Aligned Curriculum**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive professional development in curriculum alignment. Teachers will continue to use Curriculum Crafter and Class A to help create an aligned curriculum.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**1.1.2.2. Activity: Brain Based Learning**

**Activity Type:** Professional Development

**Activity Description:** Staff will continue to receive support in Brain Based Learning instruction. Evidence of Support will be an increase in student success on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Horacio Sanchez

**Actual staff responsible for implementing activity:** Administration  
Teachers  
Horacio Sanchez

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Brain Based Learning	Title I School Improvement (ISI)	10,000.00	

### 1.1.2.3. Activity: Classroom Libraries

**Activity Description:** Classroom novels (English & Hispanic versions), trade books and level readers and magazines will be purchased for use in the classroom. Monitoring will be through observation and lesson plans. Evidence of success will be through improvement on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:** Administration  
Teachers

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Libraries	Title I School Improvement (ISI)	4,000.00	

### 1.1.2.4. Activity: Common Assessments

**Activity Description:** Teachers will continue giving students quarterly common assessments.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 1.1.2.5. Activity: Data Analysis Coach

**Activity Type:** Professional Development

**Activity Description:** Sabbath staff will receive a data analysis coach who will assist with professional development and the analysis of school data including quarterly common assessments and other formative and summative data.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Data Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**1.1.2.6. Activity: Data Analysis Company Services**

**Activity Description:** Sabbath will utilize the services of a data analysis company to organize data for us in a way that teachers and administrators can analyze to improve instructional goals, strategies and activity choices to improve student performance.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Data Consultant Firm

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**1.1.2.7. Activity: Marzano's Nine**

**Activity Type:** Professional Development

**Activity Description:** Marzano's Nine: Teachers will continue being trained in best educational practices, "Marzano's Nine". Monitoring will be through observation. Evidence will be through improved student achievement: report cards and assessments.

**Planned staff responsible for implementing activity:** Administrators  
Teachers

**Actual staff responsible for implementing activity:** Administrators  
Teachers

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Marzano's Nine	Title I School Improvement (ISI)	6,000.00	

**1.1.2.8. Activity: Project Based Learning**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive training in Project Based Learning (PBL). They will create lessons that involve PBL and then they incorporate PBL into their classroom instruction. Evidence of success will include increased student achievement on report cards and on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:** Administration  
Teachers

**Planned Timeline:** Begin Date - 2011-06-01, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title I School Improvement (ISI)	5,000.00	

**1.1.2.9. Activity: Reading Class**

**Activity Description:** Sabbath students will receive an ELA class and a Reading class of at least 50 minutes each.

Monitoring; Schedules

Evidence of success will be improved scores on the MEAP

**Planned staff responsible for implementing activity:** Superintendent

Teachers

Principal

**Actual staff responsible for implementing activity:** Superintendent

Teachers

Principal

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELA Double Class Block	Title I School Improvement (ISI)	130,000.00	

**1.1.2.10. Activity: School Improvement Coach**

**Activity Description:** A school improvement coach will work with teachers to improve instruction and analyze data. They will also conduct item analysis meetings.

**Planned staff responsible for implementing activity:** Administration

Teachers

Raynna Williams

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**1.1.2.11. Activity: Success Academy**

**Activity Description:** Success Academy: CB Sabbath 6-8 Preparatory Academy will offer opportunities for students to take part in extra curriculum instruction during the summer and on Saturdays.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Volunteers (other school staff, parents, ARA, community members)

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Success Academy	Title I School Improvement (ISI)	5,000.00	

**1.1.2.12. Activity: Technology**

**Activity Type:** Professional Development

**Activity Description:** Technology Use: Teachers will incorporate the use of computers, Smart Boards, document cameras and projectors into their lessons to help make learning more technologically interactive. Monitoring will be through observation. Staff will continue to receive Smart Board training. Evidence of success will be through improved grades and assessment scores.

**Planned staff responsible for implementing activity:** Administrators  
Teachers

**Actual staff responsible for implementing activity:** Administrators  
Teachers

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title I School Improvement (ISI)	50,000.00	

**1.1.2.13. Activity: Thinking Maps**

**Activity Type:** Professional Development

**Activity Description:** Thinking Maps: Teachers will be trained in additional ways to use Thinking Maps in the the classroom.

Teachers will use these maps to improve classroom instruction. Monitoring will include: professional development, attendance records, teacher lesson plans and observation. Evidence of success will be an improvement writing scores in the classroom and scores on the MEAP

**Planned staff responsible for implementing activity:** Administrators  
Teachers

**Actual staff responsible for implementing activity:** Administrators  
Teachers

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps	Title I School Improvement (ISI)	10,000.00	

**1.1.3. Strategy: Engaging Students in Writing**

**Strategy Statement:** The following EBI strategies will be incorporated into classroom practice: Thinking Maps, Marzano's Nine, Next Writing, and coaches.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Writing Next, Effective Strategies to Improve Writing of Adolescents in Middle and High School", Steve Graham & Dolores Perin  
Carnegie Corporation, 2007, New York.

"Writing Next", The Center for Comprehensive School Reform and Improvement, September 2007  
Learning Point Associates,  
,www.centerforcsri.org

"Instructional Coaching, A Partnership Approach to Improving Instruction", Jim Knight, Corwin Press, 2007, California.

"Student Success with Thinking Maps", David N. Hyerle & Larry Alper, Corwin, 2011, California.

"Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement", Robert J. Marzano, Debra J. Pickering and Jane E. Pollock, McREL/ ASCD, 2001, Virginia

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Blue Prints for Writing	2011-08-22	2012-06-15	Administration Teachers Sharon Spencer
ELA Coach	2011-09-06	2012-06-15	Administration Teachers ELA Coaches
Marzano's Strategies	2011-08-22	2012-06-15	Administration Teachers
Technology & Writing	2011-09-06	2012-06-15	Administration Teachers
Thinking Maps	2011-06-20	2012-06-15	Administration Teachers
Writing Across the Curriculum	2011-09-06	2012-06-15	Administration Teachers
Writing Next	2011-08-22	2012-06-15	Administration Teachers

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**1.1.3.1. Activity: Blue Prints for Writing**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive training from Sharon Spencer on Blue Prints for Writing. Sharon will model some lessons. Teachers will then continue these strategies in their lessons. Monitoring will include: professional development, teacher lesson plans and observations. Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
 Teachers  
 Sharon Spencer

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Blue Prints for Writing	Title I Schoolwide	10,000.00	

**1.1.3.2. Activity: ELA Coach**

**Activity Description:** An ELA Coach will assist the teachers in reading strategies and model lessons that will be continued throughout the school year across the curriculum. Monitoring will include: professional development, teacher lesson plans and observations. Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
 Teachers  
 ELA Coaches

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
ELA Coach	Title I Schoolwide	10,000.00	

**1.1.3.3. Activity: Marzano's Strategies**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive training on Marzano's strategies and then use

them in the classroom.

Monitoring will include: professional development, teacher lesson plans and observations.

Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Marzano's Strategies	Title I Schoolwide	6,000.00	

**1.1.3.4. Activity: Technology & Writing**

**Activity Description:** Computer labs and lap tops will be used to have students use technology for word processing, creating books, and projects.

The District will maintain technology and purchase/provide printers for students' work and funds to purchase student made

books from Bookemon.com or other sites of creation.

Monitoring will include: professional development, teacher lesson plans and observations, purchase orders.

Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Printers	Title I Schoolwide	500.00	
Student Created Book Purchases	Title I Schoolwide	8,000.00	
Technology Maintenance	Title I Schoolwide	5,000.00	

**1.1.3.5. Activity: Thinking Maps**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive training on thinking maps and incorporate these strategies into the classroom.

Monitoring will include: professional development, teacher lesson plans and observations.  
 Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
 Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-06-20, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Thinking Maps	Title I Schoolwide	10,000.00	

**1.1.3.6. Activity: Writing Across the Curriculum**

**Activity Description:** Students will engage in Project Based Learning and Writing Next strategies across the curriculum to improve writing.

Monitoring will include: professional development, teacher lesson plans and observations.  
 Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
 Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

### 1.1.3.7. Activity: Writing Next

**Activity Description:** Teachers will look at and discuss Writing Next strategies and incorporate them into the classroom.

Monitoring will include: professional development, teacher lesson plans and observations.

Evaluation of success will be an improvement in writing scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

## Goal 2: Improving Mathematics

**Content Area:** Math

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Math according to grade level benchmarks by 2014. We will increase proficiency levels by 10% yearly.

**Gap Statement:** Upon examination of our MEAP data, we see that gap in achievement between students with disabilities (SWD) and students without disabilities (S) is still present but it is narrowing. All students increased their test scores by 2%-32% except 6th grade students with disabilities. There was considerable growth of 22% - 32% in 8th grade scores.

(1&2) Proficient

6th Grade (SWD)31% decreased by 7% (S)44% increased by 2%

7th Grade (SWD)42% increased by 2% (S)68% increased by 12%

8th Grade (SWD)46% increased by 32% (S)50% increased by 22%

**Cause for Gap:** The gap in student achievement is contributed to: due to poor student attendance, large class size, student lack of motivation to do homework and not enough time for skill repetition which is needed for students with disabilities. Also, the fact that students with disabilities were considerably behind their peers. Although they are catching up their ability levels are still lower.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The sources of data used to identify the gap in student achievement include: daily attendance, Zangle reports; MEAP/MI-Access; report cards, progress reports, and Class A Assessment, and

common assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Criteria for Success:

- All students will improve MEAP scores by 10% yearly.
- 75% of students will be proficient on all assessments.
- 75% of students will receive a letter grade of "C" or higher in their math class.

**Contact Name:** Brandon Cox

**List of Objectives:**

Name	Objective
Improving Mathematics	By 2014, all students in grades 6-8 will increase Math proficiency (state assessments) by 10% yearly. Key: Students With Disabilities (SWD) Students Without Disabilities (S) 6th Grade (SWD) 31% to 41%..... (S)44% to 54% 7th Grade (SWD) 42% to 52%..... (S)68% to 78% 8th Grade (SWD) 46% to 56%..... (S)50% to 60% Targeted/Measurable GLCES: N.MR.05.21 Solve for the unknown in equations with fractions. N.MR.05.19 Solve contextual problems involving +/- fractions. N.ME.05.09 Understand Percentages as parts out of 100 N.ME.06.11 Find equivalent ratios by scaling up or scaling down. A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane. A.PA.07.04 For directly proportional or linear situations,solve applied problems using graphs and equations.

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## 2.1. Objective: Improving Mathematics

**Measurable Objective Statement to Support Goal:** By 2014, all students in grades 6-8 will increase Math proficiency (state assessments) by 10% yearly. Key: Students With Disabilities (SWD) Students Without Disabilities (S)

- 6th Grade (SWD) 31% to 41%..... (S)44% to 54%
- 7th Grade (SWD) 42% to 52%..... (S)68% to 78%
- 8th Grade (SWD) 46% to 56%..... (S)50% to 60%

Targeted/Measurable GLCES:

- N.MR.05.21 Solve for the unknown in equations with fractions.
- N.MR.05.19 Solve contextual problems involving +/- fractions.
- N.ME.05.09 Understand Percentages as parts out of 100

- N.ME.06.11 Find equivalent ratios by scaling up or scaling down.
- A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane.

- A.PA.07.04 For directly proportional or linear situations,solve applied problems using graphs and equations.

**List of Strategies:**

Name	Strategy
Behavior Intervention	By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly. Also, 100% of students will achieve 70% or better in their Math class.
Engaging Students in Mathematics	All students in grades 6-8 will continue to be given Math formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: "Thinking Maps", "Marzano's Nine", Technology, and Hands-On Activities.

### 2.1.1. Strategy: Behavior Intervention

**Strategy Statement:** By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly. Also, 100% of students will achieve 70% or better in their Math class.

**Selected Target Areas**

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**Other Required Information for Strategy**

"Facilitating Academic Achievement Through School-Wide Positive Behavior Support, Bob & Kate Algozzine, Springer, 2008, New York.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Behavior Support Staff	2011-09-06	2012-06-15	Admininstration Teachers Behavior Support Staff
Positive Behavior Support	2011-08-22	2012-06-15	Administration Teachers

#### 2.1.1.1. Activity: Behavior Support Staff

**Activity Description:** Behavior support staff will help with behavior support with students who are having difficulty with behavior in the classroom.

**Planned staff responsible for implementing activity:** Admininstration Teachers

Behavior Support Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behavior Support Staff	Title I School Improvement (ISI)	30,000.00	

### 2.1.1.2. Activity: Positive Behavior Support

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive Positive Behavior Support (PBS) professional development and will incorporate these strategies into the classroom.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support	Title I Schoolwide	10,000.00	

### 2.1.2. Strategy: Engaging Students in Mathematics

**Strategy Statement:** All students in grades 6-8 will continue to be given Math formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom practice: "Thinking Maps", "Marzano's Nine", Technology, and Hands-On Activities.

**Selected Target Areas**

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**Other Required Information for Strategy**

1. "Classroom Instruction That Works, Researched-Based Strategies for Increasing Student Achievement", Robert J.Marzano, Debra J. Pickering, and Jane E. Pollock, MeREL/ASCD, 2001, Virginia
2. "Using Data to Improve Student Achievement", Deborah Wahlstrom, Successline, 2002
3. "Experimental Learning of Mathematics Using Manipulaties, Robert Hartshorn,1990.
4. "The role of manipulatives in introducing and developing mathematical concepts, Thomas R. Post, 1981, pp. 109-131 California National Society for the Study of Education and National Council of Teachers of Mathematices, McCutchan Publishing Corporation.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
After School Tutoring	2011-09-06	2012-06-15	Administration Teachers
Brain Based Learning	2011-09-06	2012-06-15	Administration Teachers Horacio Sanchez
Common Assessments	2011-08-22	2012-06-22	Administration Teachers
Compass Learning	2011-09-06	2012-06-15	Administration Teachers
Curriculum Alignment	2011-08-22	2012-06-15	Administration Teachers
Data Analysis Coach	2011-08-22	2012-06-22	Administration Teachers Data Coach
Data Analysis Company Services	2011-08-22	2012-06-15	Administration Teachers Data Analysis Firm
Marzano's Nine	2011-09-06	2012-06-15	Administration Teachers
Math Coach	2011-08-22	2012-06-22	Administration Math Teachers Math Coach
Math Family Night	2011-09-06	2012-06-15	Administration Teachers Parent Coordinator
Scholastic Math	2011-09-06	2012-06-15	Administration Teachers
School Improvement Coach	2011-08-22	2012-06-15	Administration Teachers Raynna Williams
Success Academy	2011-09-06	2012-06-15	Administration Teachers Volunteers (other school staff, parents, ARA, community members)

Technology Use	2011-09-06	2012-06-15	Administration Teachers
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### 2.1.2.1. Activity: After School Tutoring

**Activity Description:** Math Tutoring: After school tutoring will be available to students who need or want help in math. Monitoring will include after school tutoring attendance record. Evidence of success will include report cards and an increase in MEAP scores.

**Planned staff responsible for implementing activity:** Administration Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
After School Tutoring	Title I School Improvement (ISI)	3,200.00	

### 2.1.2.2. Activity: Brain Based Learning

**Activity Type:** Professional Development

**Activity Description:** Brain Based Instruction: Teachers will be trained in Brain Based Instruction. Monitoring will be through PD attendance sheets and observation. Evidence of success will be students improvement on the MEAP.

**Planned staff responsible for implementing activity:** Administration Teachers  
Horacio Sanchez

**Actual staff responsible for implementing activity:** Administration Teachers  
Horacio Sanchez

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Brain Based Learning	Title I School Improvement (ISI)	10,000.00	

**2.1.2.3. Activity: Common Assessments**

**Activity Type:** Professional Development

**Activity Description:** Teachers will continue giving students common quarterly assessments.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-22

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.1.2.4. Activity: Compass Learning**

**Activity Type:** Professional Development

**Activity Description:** Math Manipulatives: Teachers will incorporate technology into their lessons. Evidence of activity success will be improved student attitudes about math, improved grades and assessment scores. Monitoring will be through observation. Evidence of success will be through Compass Learning reports, report card grades and increased MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:** Administration will provide professional development.  
Teachers will implement the activity in the classroom.

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Compass Learning	Title I Schoolwide	3,400.00	

**2.1.2.5. Activity: Curriculum Alignment**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive professional development in curriculum alignment. Teachers will continue to use Curriculum Crafter and Class A Assessment to help create an aligned curriculum.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**2.1.2.6. Activity: Data Analysis Coach**

**Activity Type:** Professional Development

**Activity Description:** Sabbath staff will receive a data analysis coach who will assist with professional development and the analysis of school data including quarterly common assessments and other formative and summative data.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Data Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-22

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Data Analysis Coach	Title I School Improvement (ISI)	10,000.00	

**2.1.2.7. Activity: Data Analysis Company Services**

**Activity Description:** Sabbath wil utilize the services of a data analysis company to organize data for us in a way that teachers and administrators can analyze data to improve instructional goals, strategies, and activity choices to increase student performance.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Data Analysis Firm

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Data Analysis Company Services	Title I School Improvement (ISI)	10,000.00	

**2.1.2.8. Activity: Marzano's Nine**

**Activity Type:** Professional Development

**Activity Description:** Teachers will have professional development on EBI Marzano's Nine. Monitoring will be through observation and PD attendance Sheets. Evidence of success will be through improved MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Marzano's Nine	Title I School Improvement (ISI)	10,000.00	

**2.1.2.9. Activity: Math Coach**

**Activity Type:** Professional Development

**Activity Description:** A math coach will provide professional development to math teachers. In addition, the coach will model lessons.

**Planned staff responsible for implementing activity:** Administration  
Math Teachers  
Math Coach

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-22

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Coach	Title I Schoolwide	10,000.00	

**2.1.2.10. Activity: Math Family Night**

**Activity Description:** Math Family Night: Staff will hold a Math Family Night for students and their families. Monitoring will include fliers and or a sign in sheet. Evidence of success will be through the activity attendance sheet and improved scores on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Parent Coordinator

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Family Night	Title I School Improvement (ISI)	2,000.00	

**2.1.2.11. Activity: Scholastic Math**

**Activity Description:** Students will read scholastic math to improve reading in math and help students understand the connection between math and real life experiences.

Monitoring will include observation and lesson plans.

Evidence of success will be increase MEAP scores

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Scholastic Math	Title I School Improvement (ISI)	1,500.00	

**2.1.2.12. Activity: School Improvement Coach**

**Activity Description:** A school improvement coach will work with teachers to improve instruction and analyze data. They will also conduct item analysis meetings.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Raynna Williams

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
School Improvement Coach	Title I Schoolwide	15,000.00	

**2.1.2.13. Activity: Success Academy**

**Activity Description:** Success Academy: CB Sabbath 6-8 Preparatory Academy will offer opportunities for students to take part in extra curriculum instruction during the summer and on Saturdays.

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Volunteers (other school staff, parents, ARA, community members)

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Success Academy	Title I School Improvement (ISI)	5,000.00	

**2.1.2.14. Activity: Technology Use**

**Activity Description:** Technology Use: Technology and supporting consumables will be purchased: computers, projector lights, Smart Boards and graphing calculators and batteries. Teachers will include in their lesson plans the use of this technology in their classrooms. The monitoring plan will include lesson plans and observation. Evidence of success will be measured through improved grades and assesment scores. Compass Learning Odyssey Program reports will also show growth.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:** Administration  
Teachers

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology Use	Title I School Improvement (ISI)	25,000.00	

### Goal 3: Improving Science

**Content Area:** Science

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Science according to grade level benchmarks. Students will increase in proficiency by 10% yearly.

**Gap Statement:** Upon examination of our 2010 MEAP data, there is a considerable gap in achievement between students with disabilities (SWD) and students without disabilities (S); however, students with disabilities increased their test score percentage while students without disabilities scores decreased by 7%.

8th Grade

(1&2) Proficient (SWD)13% increased by 4%

(1&2) Proficient (S)27% decreased by 7%

**Cause for Gap:** Causes for the gap can be attributed to the following: outdated text books; a need of science materials, not enough time using common assessments. The increase in (SWD) can be attributed to extra support for (SWD) (small group assistance) by an aide in the science classroom.

**Multiple measures/sources of data you used to identify this gap in student achievement:** Multiple measures/sources of data you used to identify this gap in student achievement: The sources of data used to identify gap in student achievement were: Fall 2010 MEAP, report cards, progress reports, Class AAssessment, common assessments and attendance records.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Criteria for Success:

-Students in 8th grade will increase their science MEAP scores by at least 10%.

-75% of students will be proficient on all assessments.

-75% of students will receive a letter grade of "C" or higher in their science class

**Contact Name:** Brandon Cox

**List of Objectives:**

Name	Objective
Improving Science	By 2014, all students in 8th grade will increase Science proficiency on state assessments by 10% yearly. Key: Students With Disabilities (SWD), Students Without Disabilities (S) 8th Grade (SWD) 31%.....41% (S) 53%.....63% Targeted/Measurable GLCES: S.I.P.07.14 Use metric measurement devices in an investigation L.E.V.05.11 Behavioral traits of animals that help them survive P.P.M.07.23 Illustrate the structure of molecules

### 3.1. Objective: Improving Science

**Measurable Objective Statement to Support Goal:** By 2014, all students in 8th grade will increase Science proficiency on state assessments by 10% yearly. Key: Students With Disabilities (SWD), Students Without Disabilities (S)

8th Grade (SWD) 31%.....41% (S) 53%.....63%

Targeted/Measurable GLCES:

S.I.P.07.14 Use metric measurement devices in an investigation  
 L.E.V.05.11 Behavioral traits of animals that help them survive  
 P.P.M.07.23 Illustrate the structure of molecules

**List of Strategies:**

Name	Strategy
Behavior Intervention	By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly. Also, 100% of students will achieve 70% or better in their Science class.
Engaging Students in Science	All 8th grade students will be given formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom instruction: Project Based Learning (PBL), Thinking Maps, and Brain Based Learning, hands-on experiences and technology.

#### 3.1.1. Strategy: Behavior Intervention

**Strategy Statement:** By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly.  
 Also, 100% of students will achieve 70% or better in their Science class.

**Selected Target Areas**

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**Other Required Information for Strategy**

Facilitating Academic Achievement Through School-Wide Positive Behavior Support, Bob & Kate Algozzine, Springer, 2008, New York.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Behavior Support Staff	2011-09-06	2012-06-15	Administration Teachers Behavior Support Staff
Positive Behavior Support	2011-08-22	2012-06-15	Administration Teachers

**3.1.1.1. Activity: Behavior Support Staff**

**Activity Description:** Behavior support staff will help with behavior support with students who are having difficulty with behavior in the classroom.

**Planned staff responsible for implementing activity:** Administration Teachers  
Behavior Support Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount

**3.1.1.2. Activity: Positive Behavior Support**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive Positive Behavior Support (PBS) professional development.

Teachers will then incorporate these strategies in the classroom.

**Planned staff responsible for implementing activity:** Administration Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.2. Strategy: Engaging Students in Science

**Strategy Statement:** All 8th grade students will be given formative assessments. The data will be analyzed. The following EBI strategies will be incorporated into classroom instruction: Project Based Learning (PBL), Thinking Maps, and Brain Based Learning, hands-on experiences and technology.

**Selected Target Areas**

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**Other Required Information for Strategy**

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

1. "Weekly Reader: Reading and Writing to Learn Science: Achieving Scientific Literacy" (Glynn & Muth2006)
2. "Family Science Night: A New Generation of Evidence: The Family is Critical to Student Achievement" (Henderson & Berla, 1994)
3. "Hands on Activities: What are the Benefits of Hands-On Learning? How Do I Justify a Hands-On Approach?"( Haury &illero, 1994);
4. "Study Island: A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program" ( Magnolia Consulting Feb. 13, 2009)
5. "A Brain-Based Approach to Closing the Achievement Gap, Xlibris Corp, 2010.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Aligned Curriculum	2011-08-22	2012-06-15	Administration Teachers
Brain Based Learning	2011-09-06	2012-06-15	Teachers Administration Horacio Sanchez
Common Assessments	2011-09-05	2012-06-15	Administration Teachers

Family Night	2011-09-06	2012-06-15	Administration Teachers Parent Coordinator
Field Trips	2011-09-06	2012-06-15	Administration Teachers
Hands- On Learning	2011-09-06	2012-06-15	Administration Teachers
Project Based Learning	2011-09-06	2012-06-15	Administration Teachers
Science Club	2011-09-06	2012-06-15	Administration Teachers
Science Magazines	2011-09-06	2012-06-15	Administration Teachers
Study Island	2011-09-06	2012-06-15	Administrators Teachers

### 3.1.2.1. Activity: Aligned Curriculum

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive professional development in curriculum alignment. Teachers will continue to use Curriculum Crafter and Class A to help create an aligned curriculum.

**Planned staff responsible for implementing activity:** Administration Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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### 3.1.2.2. Activity: Brain Based Learning

**Activity Type:** Professional Development

**Activity Description:** Brain Based Instruction:  
Sabbath staff will be trained in Brain Based Instructional Strategies. Monitoring will include observation and PD attendance sheets. Evidence of Support will be an increase in student success on the MEAP.

**Planned staff responsible for implementing activity:** Teachers  
Administration  
Horacio Sanchez

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Brain Based Learning	Title I School Improvement (ISI)	10,000.00	

**3.1.2.3. Activity: Common Assessments**

**Activity Description:** Teachers will continue give students common quarterly assessments.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-05, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**3.1.2.4. Activity: Family Night**

**Activity Description:** Science Family Night: Sabbath will host a Science Family Night for students and their families. Indicators of the success of this activity will include: an attendance list, survey and an increase in student achievement on assessments. Monitoring will be through activity attendance records. Evaluation of success be be through activity attendance records and student

**Planned staff responsible for implementing activity:** Administration  
Teachers  
Parent Coordinator

**Actual staff responsible for implementing activity:** Administration  
Teachers  
Parent Coordinator

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Family Night	Title I School Improvement (ISI)	1,000.00	

**3.1.2.5. Activity: Field Trips**

**Activity Description:** Students will have the opportunity to participate in field trips to the Detroit Science Center and the Cranbrook Institute of Science. An increase in student achievement on assignments and assessments will be indicators of the success of this activity

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Field Trips	Title I School Improvement (ISI)	5,000.00	

**3.1.2.6. Activity: Hands- On Learning**

**Activity Description:** The district will provide consumable and non-consumable items to the science classrooms so that students have the opportunity to explore science with hands on experimentation. An increase in student achievement on assignments and assessments will be indicators of the success of this activity.

Monitoring will be through observation.

Evidence of success will be through an increase in MEAP scores

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Hands- On Learning	Title I School Improvement (ISI)	5,000.00	

**3.1.2.7. Activity: Project Based Learning**

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in Project Based Learning (PBL). Then PBL will be included into the classroom instruction

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title I School Improvement (ISI)	5,000.00	

**3.1.2.8. Activity: Science Club**

**Activity Description:** Science Club: A science club will be offered to students after school at east one day a week. Monitoring will be through attendance records. Evidence of success will be through a science attitude survey and achievement in class (report cards) and assessments.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Club	Title I School Improvement (ISI)	25,000.00	

**3.1.2.9. Activity: Science Magazines**

**Activity Description:** Science Magazines: Teachers will incorporate into their lessons the use of a weekly reader magazine: "Current Science" in grades 7-8 and "Weekly Reader" for 6th grade. An increase in student achievement on assignments and assessments will be indicators of the success of this activity. Monitoring will be through observation and lesson plans. Evidence of success will be through an increase of MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Science Magazines	Title I School Improvement (ISI)	1,000.00	

**3.1.2.10. Activity: Study Island**

**Activity Description:** Study Island: A computer-web based GLCE program (Study Island) will be used as a way to improve student master science content area GLCES and improve test scores. Study Island generated reports and MEAP scores Monitoring will be through observation and lesson plans. Evidence of success will be through Study Island generated reports and MEAP scores.

**Planned staff responsible for implementing activity:** Administrators  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Title I School Improvement (ISI)	2,000.00	

## Goal 4: Improving Social Studies

**Content Area:** Social Studies

**Development Status:** Complete

**Student Goal Statement:** All students will be proficient in Social Studies according to grade level benchmarks by 2014. Students will increase proficiency levels by 10% yearly.

**Gap Statement:** Upon examination of Social Studies MEAP Scores for fall of 2009, there is a significant gap in achievement between our 6th grade students with disabilities (SWD) and students without disabilities (S); however, (SWD) increased their scores while there was a decrease in (S)scores.

(1&2) Proficient

(SWD) 13% increased by 4%

(S) 27% decreased by 7%

**Cause for Gap:** There are a number of causes for the gap in achievement of students with and without disabilities.

Students with disabilities are fully included in the social studies general education curriculum without special education support staff. Poor attendance is also a factor. Students need more integration of technology into their instruction. Sabbath has outdated textbooks and a lack of current materials such as maps/globes.

**Multiple measures/sources of data you used to identify this gap in student achievement:** The sources of data used to identify the gap in student achievement includes:

Fall 2009 MEAP/MI-Access, report cards, progress reports, and Class A Assessment, attendance records.

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Criteria for Success:

- All 6th grade students will raise their Social Studies MEAP scores by at least 10% yearly.

-75% of students will be proficient on all assessments.

-75% of students will receive a letter grade of "C" or higher in their Social Studies class.

Contact Name: Brandon Cox

List of Objectives:

Name	Objective
Improving Social Studies	By 2014, all students in 6th grade will increase Social Studies proficiency by 10% yearly. Key: Students With Disabilities (SWD), Students Without Disabilities (S) (SWD) 13% .....23% (S) 27% .....37% Targeted/Measurable GLCES: G1.0.2 Map use to describe/identify physical/human characteristics of Michigan. C1.0.2 Explain possible consequences for a government without rules/laws. U1.2.2 Case Study - History of Europe W3.1.1 Analysis of early empires and the importance of water in their creation W3.1.4 Development of Western politics/institutions through Greek ideas U3.3.6 Bill of Rights (limits of government/protections/freedoms

### 4.1. Objective: Improving Social Studies

**Measurable Objective Statement to Support Goal:** By 2014, all students in 6th grade will increase Social Studies proficiency by 10% yearly. Key: Students With Disabilities (SWD), Students Without Disabilities (S)

(SWD) 13% .....23% (S) 27% .....37%

Targeted/Measurable GLCES:

G1.0.2 Map use to describe/identify physical/human characteristics of Michigan.

C1.0.2 Explain possible consequences for a government without rules/laws.

U1.2.2 Case Study - History of Europe

W3.1.1 Analysis of early empires and the importance of water in their creation

W3.1.4 Development of Western politics/institutions through Greek ideas

U3.3.6 Bill of Rights (limits of government/protections/freedoms

List of Strategies:

Name	Strategy
Behavior Intervention	By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly. Also, 100% of students will achieve 70% or better in their Science class.
Engaging Students in Social Studies	All students in grades K-8 will be given Social Studies formative assessments. The data will be analyzed and the following EBI strategies will be incorporated into classroom practice: "Thinking Maps", Marzano's Nine", and Study Island.

#### 4.1.1. Strategy: Behavior Intervention

**Strategy Statement:** By 2014, referrals and suspensions will decrease by at least 10% yearly while reading and writing MEAP scores will increase by at least 10% yearly.

Also, 100% of students will achieve 70% or better in their Science class.

**Selected Target Areas**

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**Other Required Information for Strategy**

Facilitating Academic Achievement Through School-Wide Positive Behavior Support, Bob & Kate Algozzine, Springer, 2008, New York.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Behavior Support Staff	2011-09-06	2012-06-15	Administration Teachers Behavior Support Staff
Positive Behavior Support	2011-08-22	2012-06-15	Administration Teachers

**4.1.1.1. Activity: Behavior Support Staff**

**Activity Description:** Behavior support staff will help with behavior support with students who are having difficulty with behavior in the classroom.

**Planned staff responsible for implementing activity:** Administration Teachers  
Behavior Support Staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Behavior Support Staff	Title I School Improvement (ISI)	30,000.00	

**4.1.1.2. Activity: Positive Behavior Support**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive Positive Behavior Support (PBS) professional development. Teachers will then incorporate these strategies into the classroom.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Positive Behavior Support	Title I School Improvement (ISI)	10,000.00	

**4.1.2. Strategy: Engaging Students in Social Studies**

**Strategy Statement:** All students in grades K-8 will be given Social Studies formative assessments. The data will be analyzed and the following EBI strategies will be incorporated into classroom practice: "Thinking Maps", Marzano's Nine", and Study Island.

**Selected Target Areas**

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**Other Required Information for Strategy**

1. A New Generation of Evidence: The Family is Critical to Student Achievement (Henderson & Berla, 1994);
- 2 Building Background knowledge for Academic Achievement (Marzano, 2004)
- 3.A Foundational Research Study Connecting Response to Intervention Research to the Study Island Program (Magnolia Consulting, Feb. 13, 2009)

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Classroom Libraries	2011-09-06	2012-06-15	Administration Teachers
Common Assessments	2011-08-22	2012-06-15	Administration Teachers
Cross Curriculum Instruction	2011-09-06	2012-06-15	Administration Teachers
Curriculum Alignment	2011-08-22	2012-06-15	Administration Teachers
Field Trips	2011-09-06	2012-06-15	Administration Teachers
Marzano's Nine	2011-09-06	2012-06-15	Administration Teachers
Michigan Social Studies Olympiad	2011-09-06	2012-06-15	Administration Teachers
National Geographic Explorer Magazines	2011-09-06	2012-06-15	Administration Teachers
New Text Books	2011-09-06	2012-06-15	Administrators Teachers
Project Based Learning	2011-08-01	2012-06-15	Administration Teachers
Social Studies Family Night	2011-09-06	2012-06-15	Administraion Teachers
Study Island	2011-09-06	2012-06-15	Administrators Teachers
Technology Use	2011-09-06	2012-06-15	Administration Teachers
Time for Kids	2011-09-06	2012-06-15	Administration Teachers

**4.1.2.1. Activity: Classroom Libraries**

**Activity Description:** Classroom Library:

Classroom sets of books fiction and non-fiction will be added to each teacher's classroom library to support the Social Studies content.

Monitoring will be through purchase orders and/or observation.

Evidence of success will be through improved report card grades & MEAP scores.

**Planned staff responsible for implementing activity:** Administration Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Classroom Libraries	Title I School Improvement (ISI)	5,000.00	

**4.1.2.2. Activity: Common Assessments**

**Activity Description:** Teachers will continue to use common quarterly assessments.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.1.2.3. Activity: Cross Curriculum Instruction**

**Activity Description:** Activity Description: Cross Curriculum Instruction: Social Studies teachers will collaborate with other content area teachers for multidisciplinary teaching. i.e. A lesson plan timeline of teaching Social Studies content through novels in the ELA classroom will be created.

Monitoring will be through lesson plans, observation, meeting attendance/minutes. Evidence of success will be through improve MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.1.2.4. Activity: Curriculum Alignment**

**Activity Type:** Professional Development

**Activity Description:** Teachers will receive professional development in curriculum alignment. Teachers will continue to use Curriculum Crafters

and Class A to help create an aligned curriculum.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-22, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
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**4.1.2.5. Activity: Field Trips**

**Activity Description:** Students will expand their social studies understanding by participating in interactive field trips like Exchange City, Greenfield Village, Lansing (Capitol Building, other schools for social studies Olympiad competition.

Monitoring will be through student reports and/or lesson plans

Evidence of success will be through an increase in MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Field Trips	Title I Schoolwide	4,000.00	

**4.1.2.6. Activity: Marzano's Nine**

**Activity Description:** Teachers will continue being trained in best educational practices, "Marzano's Nine".

Monitoring will be through observation.

Evidence will be through improved student achievement: report cards and assessments.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Marzano's Nine	Title I School Improvement (ISI)	10,000.00	

**4.1.2.7. Activity: Michigan Social Studies Olympiad**

**Activity Description:** Students in grades 4-8 will participate in the Michigan Council for the Social Studies Olympiad which is a state-wide competition for students to increase student and teacher interest in the education of social studies. The Olympiad "offers contests that lead to improvements in social studies curriculum and facilitate instructional practices that provide opportunities for students and teachers to gain individual and team recognition for academic accomplishments. This event encourages the educational development of a strong social studies skill set, participatory experience, social and intellectual interactions, and strengthens personal confidence by asking students to plan activities as a group and to cooperate with as an ensemble."

Monitoring will be through student participation attendance sheets.

Evidence of success will be Michigan Council recognition, improved report card grades and MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies Olympiad	Title I School Improvement (ISI)	5,000.00	

### 4.1.2.8. Activity: National Geographic Explorer Magazines

**Activity Description:** Teachers will use supplementary reading materials such as the National Geographic Explorer Path

Finder Edition magazine for grades 4 and 5 and National Geographic Extreme Explorer for grades 6, 7 and 8.

In addition, the white board activities will be added for use with the Smart Board.

Monitoring will include lesson plans, purchase orders and/or observation.

Evidence of success will include report card grades and increases in MEAP scores.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
National Geographic Explorer Magazines	Title I School Improvement (ISI)	3,550.00	

### 4.1.2.9. Activity: New Text Books

**Activity Description:** New updated text books will be purchased.

Monitoring will be through a purchase order or observation.

Evidence of success will be through report card grades and increased MEAP scores.

**Planned staff responsible for implementing activity:** Administrators  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies Text Books	Title I Schoolwide	30,000.00	

**4.1.2.10. Activity: Project Based Learning**

**Activity Type:** Professional Development

**Activity Description:** Teachers will be trained in Project Based Learning (PBL). Teachers will then develop PBL lessons and incorporate it into the classroom. Monitoring will include observation and PD attendance sheets. Evidence of Support will be an increase in student success on report cards and on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-08-01, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	Title I School Improvement (ISI)	10,000.00	

**4.1.2.11. Activity: Social Studies Family Night**

**Activity Description:** Staff will hold a Social Studies Family Night for students and their families. Monitoring will be through observation, fliers, and attendance lists. Evidence of success will be through attendance lists and increased achievement on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Social Studies Family Night	Title I School Improvement (ISI)	2,000.00	

#### 4.1.2.12. Activity: Study Island

**Activity Description:** Study Island: The web based GLCES/HSCE mastery program "Study Island" will be used as a way for students to independently master grade level GLCES while meeting the needs of students with disabilities and the academically challenged student. Monitoring will be through observation and teacher lesson plans. Evidence of success will be through Study Island's built in assessment tracking and improved scores on the MEAP.

**Planned staff responsible for implementing activity:** Administrators  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	Title I Schoolwide	2,000.00	

#### 4.1.2.13. Activity: Technology Use

**Activity Description:** A set of classroom lap top computers for use with Study Island. Smart Board purchased as used in the classroom will help the students become more active with current events. Monitoring will be through observation and lesson plans. Evidence of success will be through report card grades and increased achievement on the MEAP.

**Planned staff responsible for implementing activity:** Administration  
Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Technology	Title I School Improvement (ISI)	17,000.00	

**4.1.2.14. Activity: Time for Kids**

**Activity Description:** Activity Description: Time for Kids Magazine: Supplementary reading materials such as "Time for Kids" magazine will be used by students in 6th grade. Monitoring will be through purchase orders and/or observation. Activity Type: Maintenance

**Planned staff responsible for implementing activity:** Administration Teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2011-09-06, End Date - 2012-06-15

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Time for Kids	Title I School Improvement (ISI)	2,000.00	

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
Title I Schoolwide	\$154,900.00	\$0.00
Title I School Improvement (ISI)	\$475,250.00	\$0.00

# Additional Requirements

## Comprehensive Needs Assessment

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

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

### 1. How was the comprehensive needs assessment conducted?

*Staff received training on how to obtain data and complete the School Data Profile/Analysis. They then entered the data into templates. The School Improvement Team analyzed the data. The staff participated in dialog about the results, drew conclusions and then incorporated this information into the School Improvement Plan.*

### 2. Summarize the results obtained from the comprehensive needs assessment and general conclusions drawn from those results. Include information from all four measures of data: student achievement, school programs/process, perception and demographic. More specific information will be included in your Goals/Objectives/Strategies and Activities.

*Our enrollment has declined over the last five years. We have an increase in ESL students and the economically disadvantaged. An enrollment trend that needs to be addressed is the number of transient students and the decline of resident students who are enrolling.*

*Our perception data indicated that parents, students, community and staff were happy with the quality of instruction; however, students would like to be more challenged and have more elective classes and teachers expressed a need for a reading class and possibly remedial as well. Staff, students, the community and parents felt that the Sabbath was a safe environment. Parents felt that their is sufficient, regular communication between school and home. One area of concern was the number of students that felt other students' behavior interfered with their learning. Teachers also made this comment as well.*

*Our school program includes the core classes mathematics, ELA, science, and social studies. In addition we have PE/health class, computers, and Spanish. After school programs include tutoring and community programs. Parents and community members are encourage to participate in family nights, and meetings such as "Save Our Schools". Two areas of concern in the curriculum is the addition of a reading class and more electives. In addition, tests scores indicate a need for more focused writing.*

*Student achievement is still a major concern. Our students did not meet our goals in all areas last year. Although our largest gap is between our students with disabilities and students without disabilities the gap is beginning to narrow. Our 8th grade students with disabilities surpassed our goals in reading, math and science. Our 8th grade students without disabilities surpassed our goals in math; hpwever, they had only a 2% increase in science and a decrease of 2% in reading. Our 7th grade special education*

*students made growth in math and reading but did not achieve our goal of a 10% increase. Our 7th grade students without disabilities exceeded our goal in math but decreased in reading. All 7th graders scored 0% proficient on the writing. All 6th graders showed a deficit in reading. Students with disabilities declined in mathematics but had an increase in social studies. The 6th grade students without disabilities had a slight increase in math but a decrease in social studies. In conclusion, our deficit areas are reading and writing for all students and 6th grade math and social studies.*

### **Schoowide Reform Model**

1. Describe the overarching, comprehensive, research-based concept/program that the school improvement team is implementing in order to close achievement gaps of at-risk students and increase the academic achievement of all students.

*Comprehensive, research-based concepts that we have implemented school wide to close the achievement gap are the use of Thinking Maps, Brain Based Learning and adopting a full inclusion model.*

2. Describe how stakeholders were involved in the process of developing/selecting the reform model.

*School staff have been received professional development on Thinking Maps, Brain Based Learning and the inclusion model of instruction.*

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

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

*We have created quarterly common assessments that are aligned with State standards. We use the data to drive our instructional practices. As we analyze MEAP data we will assess our current tests and adjust them as necessary.*

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

*Our school improvement team looks at our data profile. After we have had an opportunity to discuss our findings we make suggestions based on best educational practices and add those to our School Improvement Plan. Our building principal takes that information to our superintendent for approval. The superintendent of our district then makes the final decision regarding curriculum, instruction and assessments.*

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

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

*100% of our staff is highly qualified.*

### **Strategies to Attract High-Quality, Highly Qualified Teachers to High Needs Schools**

1. Identify the experience level of key teaching and learning personnel.

*We have 10 teachers and one paraprofessional.*

*8 teachers have one masters degree*

*1 teacher has two master degrees.*

*1 teacher has a bachelor degree*

*1 aide has a bachelor degree*

2. List the specific initiatives implemented at the district and school level for attracting/keeping high-quality, highly qualified teachers to/in high needs schools.

*Our teachers earn one of the highest salaries in this area.*

3. Describe the rate of teacher turnover for the school.

*Teacher turnover is moderate in this building due to layoffs and teacher reassignment.*

4. If the school has identified a high teacher-turnover rate list the specific initiatives implemented to try and lower the rate. If the school does not have a high teacher turnover rate, enter "Not applicable" in the text box.

*Not applicable*

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

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and Schoolwide Reform Model. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and Schoolwide Reform Model should also be included in the school-level Activities section.

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

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

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

1. *We have parent meetings.*
2. *We hold some meetings on the same day as family nights to make it more convenient for parents to attend.*
3. *We have surveyed parents on their interests, wants, needs and how they can become more active in the school.*
4. *We have family activity nights.*
5. *Parents receive a VIP (Very Important Parent) card for attending school activities. They can get their card punched, stamped or stickered each time they attend. When they have attended ten activities they are entered into a monthly drawing for a prize.*
6. *We have a parent room in the building.*
7. *Written communication is sent home in English and Spanish.*
8. *We hold 2 parent teacher conferences a year and round table meetings when ever a parent or teacher requests one.*

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

2a. Design

*Our parent involvement program design is one that encourages the school home and family relationship. We not only want parents to help us but we are committed to helping them with their needs as well.*

2b. Implementation

*Parents are surveyed and we take their comments under consideration when implementing school wide decisions.*

2c. Evaluation

*Currently our Promise Neighborhood partnership has conducted an evaluation survey of our parents and we plan to analyze the responses and make adjustments as needed.*

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

*Individual student assessments are sent home. Teachers are available to explain the results to parents when a question arises. In addition, our annual education report is presented to parents at our open house and is available on our website.*

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that

indicates this section is "Not applicable due to grade levels served".

*Although we are a middle school our parents sign the School-Parent Compact at our fall parent-teacher - conference.*

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

*As a staff we discuss parent involvement, evaluated how successful we were and make plans for the future.*

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

*We feel that Sabbath's parent involvement was not as strong this year as last due to the grade configuration. This year we service 6-8 graders. Last year when when Sabbath a K-8 building we found more parents of the younger students would volunteer to be active partners in our schoolwide program.*

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

### **Preschool Transition Strategies**

1. Describe preschool transition strategies (more than once a year visitation) and the training that is provided to preschool parents and/or teachers related to Kindergarten readiness skills. Describe other school level transitions that occur, if appropriate. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

*Not Applicable ( We have no preschool.)*

### **Teacher Participation in Making Assessment Decisions**

1. Describe how teachers participate in making assessment decisions (Ex. selection, development, frequency).

*The staff is actively involved in core curriculum planning and assessment within Sabbath. Teachers have created authentic assessments used in their classrooms that are aligned with the state benchmarks for each grade level/content area. Special education teachers assist in creating assessments with necessary accommodations for students with disabilities and other at risk students.*

2. Describe how teachers are involved in student achievement data analysis to improve the academic achievement of all students.

*MEAP testing data is used in conjunction with other formative assessments in order to guide instruction. Staff is actively involved with the disaggregation of MEAP scores in order to help drive instruction. Reviews of MEAP scores are made at both content area and grade level in order to identify deficiencies as well as high achieving areas. Teachers participate in ongoing in-service activities in which they analyze and disaggregate data at the state, local, school, and classroom level wherever applicable*

### **Alternative Measures of Assessment**

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

*In addition to State tests we have developed common assessments that are given quarterly. The Woodcock Johnson II and Kaufman Test of Educational Achievement (KTEA) are assessments that are also used with our students with disabilities.*

### **Timely and Additional Assistance**

1. Provide a summary of the effective, timely, additional assistance activities provided to students that are not mastering the State's academic achievement standards. These must also be included in greater specificity as Activities under the Goals section. Timely, additional assistance should include differentiation of instruction to meet students' individual needs within the classroom.

*After school tutoring  
After school programs  
Manipulatives  
Use of technology*

2. Describe the identification process for students that are not mastering the State's academic achievement standards.

*We use common assessments.  
We disaggregate data from summative and formative assessments  
We analyze and discuss the data and then we make a plan for improvement.*

### **Coordination and Integration of Federal, State and Local Programs and Resources**

1. Include a list of State educational agency and local educational agency programs and other Federal programs that will be coordinated in the Schoolwide program.

*- WCRESA teacher coaches  
- Social Worker:  
- Speech & Language Therapist:  
- ESL Consultant:*

- Hearing Impaired Consultant:
- Autistic Consultant:
- Occupational Therapist
- The Guidance Center
- Wayne Metro
- Catholic Services of Wayne County
- Wayne County Systems of Care
- Wayne County Health Department

2. Describe how federal, state and local programs and resources are coordinated to support the schoolwide program and initiatives in your plan.

*Our programs and resources are coordinated and integrated toward the achievement of school-wide goals. The building uses funds from the following sources: General Fund, building fund raisers, local organizations/businesses, Title I, Title IIA, Title IID, Title III- through Wayne RESA, IDEA, and state high priority school initiative funds to support the schoolwide program and our initiatives in the SIP.*

3. Describe how the school will use resources under Title I, Part A and from other sources to implement the required ten schoolwide components.

*Our school will use resources requested under Title I, Part A and from other sources to meet the goals selected in our SIP. Evidence Based Instructional materials and services have been selected to support our Schoolwide plan components. These include high quality on going professional development, student achievement support: instructional materials, technology, staffing, programs, field trips, and parent involvement.*

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

*CB Sabbath 6-8 Preparatory Academy's federal, state and local programs provide vital services to our students and parents. These services are coordinated and integrated into our school to support eligible Title I, Part A students. We have an ESL Consortium With WRESA (Federal funds- Title III ESL) that provides one-on-one tutoring help to ESL Students. We have the High Priority Schools Initiative (State) involved to help close the gap between the achievement of students with and without disabilities. Our local programs include WRESA that has provided assistance with: Curriculum Development, Data Analysis, Common Assessments, Zangle, Co-Teaching, Academic Coaching. Wayne Metro conducts afterschool tutoring/enrichment and a summer school program. The Downriver Guidance Center provides counseling support. The Mental Health Services for Children does screening for children. Both the United Way and Good Fellows provide families with food, clothing utility assistance, job searches, and housing needs. Catholic Social Services of Wayne County has brought the Reading First Program to our students who are struggling with basic reading skills.*

## Effective Use of Technology

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

*Teachers are integrating technology into all areas of the curriculum. Teachers are utilizing two mobile computer labs as well as two classroom labs. Students currently use this technology for word processing, research and project design.*

*Teachers and students regularly use Smart Boards in the classrooms, document cameras/projectors and graphing calculators. Over the past year teachers have received training in effective use of the Smart Board and graphing calculators to improve instruction teachers have asked for additional professional development in these areas.*

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

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

*Our entire staff is involved in data analysis of formal and summative test results. We do this at regular school improvement, staff, and grade level content area meetings. We then make a plan for improvement.*

2. Describe how the school improvement team determines whether the schoolwide program has been effective in increasing the achievement of students who had been furthest from achieving the standards.

*After analyzing MEAP results our school improvement team determines whether or not our schoolwide program has been effective based on our previous goals. We are not only looking at grade level and subgroup scores but also at individual students.*

3. Describe how the school improvement team revises the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

*Our school improvement team (our entire staff) create strategies based on best educational practices to make improvements. We identify our strengths and weaknesses and incorporated necessary changes across the curriculum. Our quarterly assessment results help use to make necessary adjustments to teaching strategies and weak area of the curriculum.*

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

*Sabbath's Annual School Report is presented at our Open House and is available for viewing on our website.*

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

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to

the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

*Our staff, parents and students are given perception surveys annually, Our Board of Education members are invited to attend schoolwide activities. Currently we are involved in a Save Our Schools initiative. We have had great support and participation by parents, students, staff, board members and the community. Various committees have been developed which include parent involvement, curriculum and decision making in our building. In addition, we have a partnership with "Promise Neighborhoods" and will have even more community involvement in the upcoming years.*

## Assurances

### EdYES!

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

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

Comments: *Not Applicable*

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

Response: *Yes*

Comments: *riverrougeschools.org (Sabbath)*

### Educational Development Plan (EDP)

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

Response: *No*

Comments: *We are in the process of developing parent approved Educational Development Plans.*

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

Response: *No*

Comments: *We have just started developing EDPs so have not had the opportunity to conduct reviews.*

### Health and Safety (HSAT)

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

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

Response: *No Written Policy*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Other curriculum*

Comments: *Michigan Model*

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

Response: *No*

Comments:

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

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments: *Middle School only.*

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *Written policy, fully implemented*

Comments:

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

Response: *Yes*

Comments:

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

Response: *Adopted policy, fully implemented*

Comments:

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

Response: *No*

Comments: *N/A We have no school counselor.*

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

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

Response: *Yes*

Comments:

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

Response: *No*

Comments: *N/A We have no school counselor.*

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

Response: *Yes*

Comments:

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

Response: *No*

Comments:

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

Response: *No*

Comments: *We do not serve food at our meetings.*

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

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

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

Response: *No*

Comments:

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

Response: *Access to some indoor facilities*

Comments:

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
Mr.	Charles	Belcher	Teacher	charles.belcher@riverrougeschools.org
Mrs.	Judy	Beaudrie	Teacher	judy.beaudre@riverrougeschools.org
Mrs.	Brenda	Cannon	Teacher	brenda.cannon@riverrougeschools.org
Mrs.	Catherine	Cline	Teacher	catherine.cline@riverrougeschools.org
Mr.	Brandon	Cox	Principal	brandon.cox@riverrougeschools.org
Mrs.	Toni	Falahee	Teacher	toni.falahee@riverrougeschools.org
Mrs.	Lynette	Folks	Teacher	lynette.folks@riverrougeschools.org
Mr.	Ed	Hejka	Teacher	ed.hejka@riverrougeschools.org
Mrs.	Andrea	Lang	Teacher	andrea.lang@riverrougeschools.org
Ms.	Shelly	Miller	Secretary	shelly.miller@riverrougeschools.org
Mrs.	Kathy	Oltman	Teacher	kathy.oltman@riverrougeschools.org
Mrs.	Mary	Rillston	Speech Language Teacher	mary.rillston@riverrougeschools.org
Mrs.	Dorothy	Ruppel	Teacher	dorothy.ruppel@riverrougeschools.org
Mrs.	Linda	Shah	Social Worker	linda.shah@riverrougeschools.org
Ms.	Selena	Smith	Paraprofessional	selena.smith@riverrougeschools.org

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Name/Position:	Principal
Address:	340 Frazier
Telephone Number:	313-297-9654

## References

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

## Supporting Documentation

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

- School-Parent Involvement Plan
- School-Parent Compact

## **C.B. Sabbath 6-8 Preparatory Academy Parent Involvement Title I School Policy**

The goal of **C.B. Sabbath Middle School** is to provide a high quality education to meet the challenging standard of serving ALL children. The purpose of the **C.B. Sabbath 6-8 Preparatory Academy's** Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting challenging State academic achievement standards and state academic assessments. We value the role parents play as their children's first teacher and the influences of their continued support to promote higher student academic achievement and school performance.

**C.B. Sabbath 6-8 Preparatory Academy** envisions quality education for all by maintaining a positive, nurturing, and self-motivating environment. **C.B. Sabbath 6-8 Preparatory Academy** promotes life-long learning to prepare its community to become contributing members of our ever-changing society.

The following outline is in compliance with the legal requirement of the No Child Left Behind Act of 2001 (PL 107-110, Section 1118). The document represents joint development with parents, teachers, and principal. The policy will be available to all parents in the district.

1. Parents will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:
  - All parents will be invited to an annual meeting offered at a variety of times before October 15 to maximize the opportunity for parents to participate and to inform them of the following: Title I Objectives; instructional methods; school wide objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement (section 1116); and that they, the parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119). The Parent Coordinator/Facilitator, with the assistance of the school wide facilitators, will schedule, notify parents and conduct meetings.
  - The school district will hold a minimum of four meetings/forums annually, which will be held for the purposes of consultation, advising, and evaluation. The participants will be parents, Parent Coordinator/Facilitator, school wide support staff, teachers, community representatives, and principal. These meetings/forums will be advertised and open to all parents. The Parent Coordinator/Facilitator will set the agenda and conduct the meetings.
2. Support will be provided to parents and teachers as they plan and implement effective parent involvement by:
  - Providing parent and parent/child workshops and activities based on the assessed needs and interests. The parent group with the Parent Coordinator/Facilitator's leadership will plan and conduct 4 workshops per year.
  - Developing a Parent/Teacher/Student Compact in cooperation with both parents and teachers and promoting its use for the betterment of the students. The compact shall be presented in a way that attends to the literacy and language levels of parents. The compact will include an explanation of how it will be distributed, monitored and assessed.

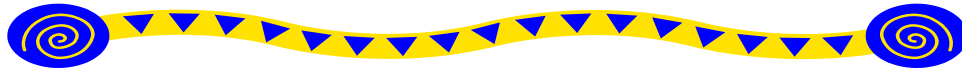
- Providing a facility that will be a working site for parents to hold meetings/workshops, work on projects and obtain materials to encourage parents to support their child's learning. The maintenance of the active parent center will be undertaken to the extent possible.
  - Providing current, reputable parent literature/materials in a format that is understandable to parents.
3. In order to promote the school's and parents' capacity to form a strong partnership and work toward high student academic achievement, will:
- Assist parents in such areas as the State's academic content standards, State student academic achievement standards, State and local assessments, the requirements of this part and how to monitor a child's progress and work with educators to improve the academic achievement of their children as well as provide information on how parents can participate in decisions regarding the education of their children.
  - Encourage parents to visit their children's classroom during the school day through participation in side-by-side and daily classroom activities.
  - Inform parents of school activities through newsletters, phone calls, web sites, e-mail and other media.
  - Encourage staff to have regular two-way meaningful communication with parents through parent teacher conferences, progress reports, home visits, classroom newsletters, school web sites and providing opportunities for observation of classroom activities.
  - Cooperate with other agencies and resources to promote necessary training for parents. Parents will be provided with information as to ways to secure their GED through Adult Education Programs and by informing parents that the public library has literacy tutors.
  - Encourage the education of teachers, pupil service personnel, principals and other staff with the assistance of parents, in the value and utility of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encouraging other parents. The Parent Coordinator/Facilitator and parent group will provide staff development to inform teachers of the value of parental involvement in the school.
  - Develop partnerships with community based organizations and business sponsored programs, workshops and training, and having representation at school functions.
  - Develop appropriate roles for community-based organizations & businesses to work with parents and **C.B. Sabbath 6-8 Preparatory Academy**, and encourage the formation of partnerships between **C.B. Sabbath 6-8 Preparatory Academy** and local businesses that includes a role for parents.
  - Make information available, in a format and, to the extent possible, in the language parents can understand. Translating can be facilitated through the district's bilingual department, principal and bilingual instructors.
  - Provide materials and training to help parents work with their children to improve their children's academic achievement. Such training would include literacy training and using technology, as appropriate, to foster parental involvement.

4. **C.B. Sabbath 6-8 Preparatory Academy** will encourage coordination of parent involvement activities with Ann Visger Elementary and other parent groups by sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of both groups.
5. Parents will participate in the annual evaluation of the content and effect of the school parental involvement policy and practice. They will also consider:
  - Increasing parent involvement
  - Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background

The annual evaluation will be used to revise and/or design parent policy practices to better parental involvement and parental input.

# C.B. Sabbath 6-8 Preparatory Academy

## Student/Parent/Teacher Compact



We the Sabbath Staff, parents and community guide each child in achieving his or her greatest potential by providing a diversity of experience, which integrates excellence in education with the child's individual abilities and unique talent. To accomplish our vision, students, parents and teachers need to work together. Please complete and sign the part of the agreement that belongs to you.

### Student Agreement

It is important that I work to the best of my ability. Therefore, I will:

- Come to school ready and prepared to learn.
- Come to school on time.
- Finish my schoolwork and participate in classroom activities.
- Return my assignments and homework on time.
- Display positive behavior towards peers, staff, teachers, visitors, and administrators.
- Show respect for others, their belongings, and myself.
- Do my part in keeping my school clean and safe.
- Dress in complete uniform.
- 



Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Parent Agreement

It is important to support my child's education and school. Therefore, I will:

- See that my child is punctual and attends school regularly.
- Attend parent teacher conferences and other functions.
- Stay aware of what my child is learning.
- Support the school in its effort to maintain proper discipline.
- Communicate with teachers and other school officials.
- Send a well-nourished, well-rested child to school each day.
- Provide school supplies for child.
- Provide support for school fundraisers and extra-curricular activities.
- 

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Teacher Agreement

Students must be given the opportunity to succeed. Therefore, I will:

- Provide an environment conducive to learning.
- Have high expectations for my students, and myself by using methods and techniques that work for my classroom.
- Maintain open lines of effective communication with my students and their parents, in order to support student learning, including progress reports.
- Respect students, their parents/families, and the diverse culture of the school.
- Continue to expand knowledge of current best practices in the field of education.
- 

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_