



School Improvement Plan

CB Sabbath 6-8 Preparatory Academy

River Rouge School District

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Sabbath 6-8 Preparatory Academy is located in an industrial suburb of Detroit. The city's population is close to 8,000 residents with 1,245 students enrolled in the open-enrollment school district. Sabbath currently has 280 students. The student population is predominantly African American with a growing Hispanic presence (8%). Twenty percent of our students receive special ed. support services. River Rouge is amongst the most polluted zip codes in the state with chronic health problems and learning problems associated with it. Ninety-three percent of our students qualify for free or reduced lunch. We have 12 full-time certified staff and 3 other part-time. More than 90% have advanced degrees.

School's Purpose

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

Sabbath 6-8 Preparatory Academy is committed to equipping students with the tools they need for academic, personal and social achievement. Our staff works hard to enable every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

Many of our students are from families in poverty or in transient home situations. Our school provides a stable, loving, supportive oasis for our students. The staff sees our purpose as much more than a job. It is a professional and personal commitment to the children and families of River Rouge. To this purpose we have partnered with the Guidance Center and Project Achieve to reach the whole child.

Notable Achievements and Areas of Improvement

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

Three years ago Sabbath reverted to a middle school from a K-8 school. Our success in making this a warm, welcoming, nurturing and challenging environment for our students and their families is best measured by our growth in student population. At the beginning of the 2011-2012 school year there were 190 students enrolled at C.B. Sabbath. We currently have 280 students at C.B. Sabbath. Students and their families are voting with their feet to enroll in what we call "The World's Greatest Middle School." That is a 47% increase in enrollment over the past two school years.

Our school garden, a new math curriculum, performing arts classes, additional counseling services, a positive behavior support program and parent liaison, as well as a continued commitment by the staff under Mr. Cox's leadership has made the name of Sabbath School highly regarded in the community.

In the next three years we intend to continue our rollout of the Positive Behavior Support Initiative to reduce incidences of in-school and out of school suspensions. We hope to expand our choices of electives to address the multiple intelligences of our students. We would also like to reduce class size to better assess and address our students needs. These improvements will in turn be reflected in higher test scores.

Additional Information

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

Not at this time.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school Improvement Committee included classroom teachers, administrators, paras, parents, students, parent coordinators, WRESA ESL staff, substitute teacher, and community partners. The committee is composed of people who have an abiding commitment to C.B. Sabbath's continued success. We distributed surveys to staff, students and parents. We collected and analyzed and summarized the survey data. The committee met on a regular basis with people divided into sub-committees to address different areas of concern. Meetings were scheduled after work hours to accommodate work and school schedules.

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

The teachers analyzed data on student achievement. Committee parents and students contributed their perspective on school effectiveness and areas in need of improvement. Parent coordinators and the PBIS coordinator led analyses of improvement in student behavior and school culture. The support staff and community partners helped with teacher, student, and parent/family surveys. The sub-committees and the committee as a whole discussed, analyzed and contributed the individual sections and the report as a whole.

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

The final report is to be posted on our district website. Hard copies are available in the office and upon request. The School Improvement Committee, including community members will meet on a bi-weekly to monthly basis to monitor our progress on the goals set out in the document. Progress will be documented at these meetings and shared with all stakeholders represented by the committee.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

Student enrollment is critical to the staffing of Sabbath. Sabbath student enrollment has fluctuated over the past couple of years, seeing an incline of enrollment this year which led to the ability to hire two new teachers to the school and one paraprofessional.

How do student enrollment trends affect staff recruitment?

Student enrollment puts a school/district in limbo as it waits each year to find out how many FTE's the school has been assigned for the upcoming school year. As a result, Sabbath and the River Rouge school district over the past few years have been in a hiring freeze. Teachers in the district average 10 or more years of teaching experience and there are very few newly out of college teachers in the district. As a result of an enrollment increase in the district the district has had an increase of new staff members not only to Sabbath but also the district.

How do student enrollment trends affect budget?

As the state continues to lower the per pupil funding districts are forced to find ways to cut their budget and as a result have had to cut their programs. Some school districts have found themselves laying off teachers, cutting programs, down sizing or consolidating schools, or have found themselves in a budget deficit. Our current school is working in a budget deficit, which requires funding sources to be evaluated so that funds are being dispersed in a manner that most effectively assist with increasing student achievement.

How do student enrollment trends affect resource allocations?

As a result of enrollment trends that affect resource allocations programs have to be evaluated yearly and some times quarterly to ensure that their implementation will produce the best results for student achievement. As a result of fluctuation of enrollment the district can not depend on specific funding for the various programs. Once enrollment has settled the school then can focus on their funding. As a result you see a conservative approach to spending and allocations especially when you are working from a financial deficit in the district.

How do student enrollment trends affect facility planning and maintenance?

Enrollment trends have had little affect on the planning and maintenance of the school building as a result of proper fund allocation.

How do student enrollment trends affect parent/guardian involvement?

The student enrollment trends have had little affect on our parent/guardian involvement. The reason for this is that our Parent Room Facilitator Program has assisted with engaging parental involvement in our school.

How do student enrollment trends affect professional learning and/or public relations?

The student enrollment trend has had little effect on the school as a result of program evaluation and identifying professional learning that will allow for the greatest impact on student achievement.

What are the challenges you noticed based on the student enrollment data?

As a result of an influx of students in the school within grades 6th-8th the challenges that are faced as a result of the student enrollment data is the students academic progress or being below grade level standing upon entering Sabbath from outside school districts.

What action(s) will be taken to address these challenges?

To address the challenges of students being below grade level entering Sabbath from outside school districts is to effectively use the following strategies:

1. Achievement Reading Coach
2. Student Individual Achievement Plan (IAP)
3. Compass Learning (Online Learning Tool)
4. Differentiated Instruction

What are the challenges you noticed based on student attendance?

Students who are below grade level have had a more difficult time catching up to their appropriate grade level content. Students have had difficulty meeting their mid-winter growth goals on NWEA (MAP) or meeting their spring goals.

Students academic progress has a resulted in a higher number of students having to attend summer school in order to meet grade level expectations in order to be promoted to the next grade.

What action(s) will be taken to address these challenges?

Compass Learning now has the ability to be connected to the students NWEA (MAP) test results for reading and math. As a result students learning paths will be automatically created based on the students achievement levels. Compass Learning is also a online learning tool that is used throughout core subjects to assist with blended learning for students. Students also have a six week summer school program that will assist with students enhancing and/or meeting their grade level expectations.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Reading indicates the highest level of student achievement.

Which content area(s) show a positive trend in performance?

Reading scores on the MEAP test show positive improvement in grades 6 through 8.

In which content area(s) is student achievement above the state targets of performance?

We do not have any content areas in which student achievement is above the state targets.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of students complete their classwork and homework. They are consistently present in the classroom and actively participate in daily lessons.

What factors or causes contributed to improved student achievement?

Some factors that contribute to improved student achievement are good attendance, behavior, parental support, motivation and highly engaging curriculum.

How do you know the factors made a positive impact on student achievement?

Attendance records show that our honor roll students were present more than 95% of the school days. Student surveys of the top 30% stated that they were satisfied with the challenging curriculum at Sabbath.

Which content area(s) indicate the lowest levels of student achievement?

Science indicated the lowest level of student achievement.

Which content area(s) show a negative trend in achievement?

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Science shows a negative trend in achievement.

In which content area(s) is student achievement below the state targets of performance?

All content areas of student achievement is below the state targets of performance.

What trends do you notice among the bottom 30% of students in each content area?

The bottom 30% have a high absenteeism rate. The bottom 30% have a high rate of behavioral referrals.

What factors or causes contributed to the decline in student achievement?

Lack of parental support, attendance, motivation and socio-economics.

How do you know the factors made a negative impact on student achievement?

Attendance records, parent teacher conference sign in sheets and parent involvement events have low attendance.

What action(s) could be taken to address achievement challenges?

On line teacher web sites with current classroom information including assignments would allow absent students to access the assignments they have missed. We could offer incentives for excellent attendance.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- Female
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

The achievement gap is closing in math and reading for our students with disabilities.

How do you know the achievement gap is closing?*

According to the 2012 MEAP results, students with disabilities showed a 5% increase in 7th grade reading and 9% increase in 8th grade reading compared to 8% increase in the general 7th grade population. There was a decrease of 9% in 8th grade reading for students without disabilities. The 2011 results showed a bigger gap.

What other data support the findings?

Sabbath students take the NWEA MAP test three times a year and each testing window shows an increase in scores for students with disabilities which is higher than students without disabilities.

What factors or causes contributed to the gap closing? (Internal and External)*

The use of our Title 1 Academic Intervention Specialist, Compass Learning Odyssey, Resource Room, ELL room and the use of online reading programs, such as Razz Reading and Study Island.

How do you know the factors made a positive impact on student achievement?

The scores have been increasing and students classroom grades are improving.

What actions could be taken to continue this positive trend?

To continue this positive trend, the programs currently being used should continue. In addition the staff should continue to evaluate the programs throughout the year.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- Male

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- Male

In what content areas is the achievement gap greater for these subgroups?*

Mathematics shows the greatest achievement gap for all male students in grades 6-8.

How do you know the achievement gap is becoming greater?*

Evaluating MEAP and NWEA 2012/2013 data we noticed the gap increasing.

What other data support the findings?*

Classroom assessments also support our findings.

What factors or causes contributed to the gap increasing? (Internal and External)*

Large class sizes and lack of motivation may be a cause for the gap increasing.

How do you know the factors lead to the gap increasing?*

The previous year, average class size was between 30-38. During the 2012/2013 class size increased 25%.

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What actions could be taken to close the achievement gap for these students?*

Some actions are focusing on the male population with male role models and offering after school math tutoring with transportation.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Our ELL student population is less than 10 students per grade so they were not considered a sub-group for the MEAP.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Every student in our school is provided these services according to their IEP's or per parental request.

How are students designated 'at risk of failing' identified for support services?

Students are identified as, "at risk of failing" based on their core academic classes, MEAP, and NWEA test results. Based on this data, students are identified for additional support services.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

All students have the opportunity to attend the after school program entitled "Project Achieve" free of charge. In addition, students have online access to Compass Learning Odyssey, and Raz Reading. These can be accessed at home or school throughout the year (summer included). Summer School is offered to all students regardless of their academic performance. Eastern Michigan University offers extended learning opportunities through the GEAR UP Program.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	50.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

The school sends home brochures and fliers as well as advertising these services on the River Rouge Website.

Label	Question	Value
	What is the total FTE count of teachers in your school?	11.4

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	0.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	1.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	1.0

Label	Question	Value
	How many teachers have been teaching >15 years?	11.0

What impact might this data have on student achievement?

By having veteran teachers, they know what works and what does not work with their students. They have incorporated data to drive instruction and have data walls posted within their classroom. In terms of classroom management, veteran teachers have had experience on how to handle their classroom and keep distractions to a minimum. The teachers at Sabbath are willing to learn new ideas and incorporate technology. While teachers with fewer years of teaching many times have new ideas and ways to reach students, this staff has embraced implementing differentiated instruction, technology, and data driven decisions to drive instruction.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	73.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	67.0

What impact might this data have on student achievement?

Student achievement should not be impacted because our substitutes are provided with meaningful, educational lessons during teacher absences.

Perception Data - Students

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

91% of students feel their teachers care for them, 90% feel discipline problems are handled fairly and 94% feel that they are respected by the adults in the school.

Which area(s) show a positive trend toward increasing student satisfaction?

87% feel safe in hallways, lunchroom, and bathrooms. 93% use math manipulatives and 64% know how to use Thinking/Learning MAPS.

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

Additional adult support in the classroom would help the satisfaction among students as well as decreasing the large class sizes and lack of materials.

Which area(s) show a trend toward decreasing student satisfaction?

Need more options available for electives and an accelerated program. More after school programs offered with transportation.

What are possible causes for the patterns you have identified in student perception data?

Larger class size and lack of materials. Low socioeconomic status. Living out of district.

What actions will be taken to improve student satisfaction in the lowest areas?

Smaller class size, additional adult support available in classroom, implementing PBS at the start of the 2013-2014 school year.

Perception Data – Parents/Guardians

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

The highest level of satisfaction among parents was the title One Academic Intervention Specialist followed by the parent room facilitator and positive behavior intervention specialist.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parents were unaware of their ability to access student progress, grades and attendance on a district wide internet based program. Parents have ability to access the parent room facilitator to utilize resources to improve upon academic and social interventions for their child.

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

Large class sizes and lack of material available to bring home.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Fewer parents are involved in attending school activities due to transportation and living out of district.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Possible causes are transportation, inability to contact by phone and language barriers.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Improving upon our school website, updating current phone system and bilingual communication.

Perception Data – Teachers/Staff

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

Teachers responded that C.B. Sabbath is a supportive, safe and inviting place for teachers to work. School administrator effectively handles student discipline and behavior problems.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Providing adequate support and time for staff meetings and professional development.

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

Building maintenance needs to be addressed, repaired and completed in a timely manner.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Larger class size, lack of material and increase in inclusion of special education students needing assistance.

What are possible causes for the patterns you have identified in staff perception data?

Increased enrollment of out of district students and students with special needs, specifically students with autism.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

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

River Rouge Curriculum committee recommended to the board of education the adoption of the Oakland County Curriculum. Summative assessment such as MEAP and MAP data and formative assessment within the classroom is analyzed to drive instruction within the classroom.

What evidence do you have to indicate the extent to which the standards are being implemented?

Evidence consists of pre and post assessments, Meap and Map data and alignment of curriculum.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://riverrougeschools.org/home/reports/annual-reports	

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

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Not implemented at this time.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Eddie Hejka 15885 Rosemont Detroit Mi. 313-702-0044	

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

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		parentTeacherCompact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. 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.

This diagnostic is optional and should be completed only if you took the HSAT.

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.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	No	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

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

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	Yes	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 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.	No	N/A

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

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

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	No	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 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.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	No	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	No	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to some indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Teachers were trained in data analysis called The Data Review Process (DRP). The training included: data documentation, data analysis, gap identification, pattern identification and strategy/activity development. Power Standards, those standards that need specific focus, are posted in all classrooms. The Power Standards were created based on the data showing our students' greatest weaknesses. For example in Reading, our staff found trend data that showed our students are historically having problems with narrative text and comprehension. The Focus within all classes included global themes, summarizing and analyzing text. In mathematics, our staff found that students are having problems with Relationship & Meaning, Fluency with Operations & Estimation and Functions & Change. Therefore, those were also a focus.

In addition to the MEAP data analysis, there is continual collaboration among staff about programs, data and school improvement needs. Monthly curriculum meetings are dedicated to dialog and analysis of data to discuss student growth toward mastery of power standards. Bi-weekly to monthly School Improvement Plan (SIP) meetings are held. The entire staff are involved in the process as well as students, parents and community agency school support staff. During this time we not only analyze data, we create surveys, analyze the results and create survey summaries. We have read research and held discussions about evidence based instructional strategies and school-wide reforms. The school-wide reform will include strengthening 21st Century Skills and integrating Response to Intervention (RTI).

Not only did our CNA show that RTI would be beneficial to our school, our previous On-Site Review also led our school improvement planning team toward this decision. The On-Site review identified one of our weaknesses as stating a clear and strong plan for timely and additional assistance to students. Although we had elements in place and students were receiving additional assistance we felt a strong comprehensive plan needed to be created and that has happened. All students will begin each school year by creating an Individualized Achievement Plan ((IAP).

Our CNA has shown that we need to continue having and Academic Intervention Specialist (AIS), Positive Behavior Support Coach (PBS) and a Parent Room Facilitator (PRF). Our SIP team has analyzed program data, evaluated each program as a whole and then made recommendations to the board including changes the team decided would strengthen each program.

All programs showed a weakness in initial planning design: setting goals and objectives, procedures, a data collection process and establishing a clear evaluation process. The team corrected this weakness and these elements are now in place for each program. This plan development is called a Title I Program Plan.

Not only did our CNA support our decision to keep these Title I programs, there is also evidence based research support for each program as well. Epstein, Atkins, Cullinan, Kutash, and Weaver (2008) stress the importance of adopting a school wide behavior program. In addition they say that "social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms." The Michigan Department of Education published a fact sheet on "What Research Says About Parent Involvement in Children's Education in Relation to Academic Achievement that stated when parents are involved - students have higher grades, test scores, better attendance, increased motivation and self-esteem, less suspensions. Torgesen (2002) says that "We must work and develop and institute procedures to identify children in need of extra instruction in a timely accurate manner." As a school adopting school-wide RTI preventative and intervening approaches, The International Reading Association (2006) reports that "RTI includes changing instruction for struggling students to help them improve academic skills and behavior. To meet the needs of all students, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and

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behavioral problems from becoming larger issues." We are currently implementing school- wide reform strategies with our Title I programs. Our professional development will also support high quality teaching with evidence based strategies.

Our meeting discussions, about evidence based strategies, professional development surveys and comprehensive needs assessment have all helped us plan for high quality professional development. We broke our PD needs into four areas of need: Evidence based instructional Strategies, High Quality Teaching, Research Based Interventions & Assessment & Data Analysis.

Research says that evidence based strategies and providing high quality professional development are components of reform as they are interdependent in improving academic achievement. According to Whitehurst (2002), as he reported at the White House Conference on "Preparing Tomorrow's Teachers", that "the most important influence on individual differences in teacher effectiveness is teachers' general cognitive ability, followed by experience and content knowledge." He also stated that research recommended "in-service training that is more focused on the content that teachers will be delivering and curriculum" and that it is important to have a link between aligned standards, curricula, assessments and accountability. Marzano's (2001) research identifies nine successful evidence based strategies that we will be using. Subban (2006) reported that research indicated that there is a positive correlation between differentiated instruction and student performance and that teachers' perceptions were altered when adopting differentiated instruction. Teachers using higher levels of differentiated techniques experienced increased feelings of self-efficacy and demonstrated greater willingness to try new instructional approaches. Differentiated instruction was considered time and money well spent.

Our SIP team has developed a comprehensive Professional Development Plan. Procedures have been put into place to ensure our goals and objectives are reached as a result of our participation in our selected professional development.

Finally, our SIP team has also developed a comprehensive Parent Involvement Policy/Plan which is attached to this school improvement plan.

What were the results of the comprehensive needs assessment?

FOUR MEASURES OF DATA

1. Demographics

Student Achievement is still a major concern within our school. Our students did not meet our goals in all areas last year. Data analysis was conducted for the following demographics: gender, ethnicity, disabilities and economically disadvantaged. The following demographics had 0 or less than 10 students tested so data was not available; ethnicity: two or more races, Asian, American Indian and Native Hawaiian or Other Pacific Islanders, English Language Learners, Migrant, Homeless and students who are not economically disadvantaged.

93% of our students are economically disadvantaged. 20% of our students are students with disabilities. Our ELL population is just under 8%. Our total enrollment to date is 280 students. We have a net increase of 17 students since the fall. Our African Americans make up 65% of our population follow by Hispanics at 18% and Caucasians are 16%. Our student population consists of 56% males and 44% females.

Staff

The majority of Sabbath's entire staff is female and Caucasian. The female staff population equals 58% of staff. Our males staff contain the remaining 42%. We have 12 teachers, 1 principal, 1 social worker and 1 speech teacher, 2 aide, 1 security guard, 1 PBS Coach, 1 Parent Room Facilitator, 1 Academic Intervention Specialist, and 3 custodians.

2. Student Achievement

According to our Reading 2012/13 MEAP results, all students in grade 8 decreased by 5% and grade 7 increased by 16%. Whereas the 6th graders showed a 4% increase from the previous year. Students with disabilities in the 8th grade increased by 4%, 7th grade students increased by 6% and 6th graders decreased by 14%. Students without disabilities in 8th grade declined their reading scores by 6%, 7th graders increased by 16% and 6th graders increased 11%. The increase in achievement of 7th and 8th grade students with disabilities indicates that we are closing the gap in these grades in reading.

According to our MEAP data, females out performed males students in all subject areas in grades 6th-8th.

Our three subgroups with more than 10 students in 6th grade were African American, Caucasian, and Hispanic of any race. In 6th grade reading 67% of Caucasians were proficient with a gap of 27% African American students proficient and only 20% of Hispanic were proficient. In 6th grade math 25% Caucasians were proficient with a gap of both African American and Hispanic having 0% proficient. In 6th grade social studies 25% Caucasians were proficient with a gap of both African American and Hispanic having 0% proficient.

Our two subgroups with more than 10 students in 7th grade were African American and Hispanic of any race. In 7th grade reading 27% Hispanics were proficient with a gap of 25% African American proficient. In 7th grade math 9% Hispanics were proficient with a gap of 0% African American proficient. In 7th grade writing 36% Hispanics were proficient with a gap of 13% of African American proficient.

Our three subgroups with more than 10 students in 8th grade were African American, Caucasian, and Hispanic of any race. In 8th grade reading 60% Caucasians were proficient with a gap of 23% African American proficient and 20% Hispanic proficient. In 8th grade math 8% African Americans were proficient with a gap of 0% Hispanic and Caucasian proficient. In 8th grade science no one was proficient.

3. Programs/Process

We offer math, science, ELA, science, social studies, reading & math study skills, mythology, communications, PE/Health, art, computers, band, educational development, cultural studies, behavioral studies, exploratory, and choir classes. In addition we have an Academic Intervention Specialist, Positive Behavior Intervention Program, and a Parent Room Facilitator Program.

Programs are created through the school improvement meeting process. They are analyzed and evaluated annually.

Title I Program current self evaluations and data analysis results showed that 55% of the students participating in the Academic Intervention Specialist Program improving their reading comprehension skills. The positive behavior support Program has seen a decline in negative behaviors but has implemented strategies for the upcoming school year to increase positive behaviors within the school. Parent involvement continues to be weak with only 38% of our parents attending parent teacher conferences. This was a 8% increase from the previous school year.

3. Perception Data

Our perception data came from parents, Sabbath students, and staff. Sabbath's students had positive feelings for our principal and staff. Students felt that they were given fair grades and respected by adults. Students wanted additional adult support in the class. Student perceptions are positive about rules and regulation building-wide.

Teachers at Sabbath perception survey stated that they enjoyed working at Sabbath. They felt that teachers have high expectations for students. Teachers also agree that the Behavior Specialist help improve classroom behavior. Teachers felt that extra curricular activities could be enhanced.

Stakeholders also were surveyed on Title I programs. After the SIP team evaluated the survey responses it was determined that all stakeholders wanted our Title I programs to continue but that changes needed to be made. In response to the Academic Intervention Specialist, 65% of parents stated that they felt the program was improving their child's achievement. 100% of parents, teachers and staff surveyed felt that the program should continue next year.

Our Parent Room Facilitator Program was also evaluated using perception data. Of the parents who returned surveys, 40 % felt that the program had a positively impacted on their student's growth. 45% felt the program was somewhat to extremely successful. 94% of parent and 100% of staff who responded to the survey stated that the Parent Room Facilitator Program should stay in place next year.

Stakeholders also wanted the Positive Behavior Support Program to continue. Of those returning surveys, 100% of staff and 89% of parents agreed that the Positive Behavior Support Program should continue next year. The consensus was also that the program helped the classroom become a proactive environment where learning is a priority. It was also agreed upon that all programs needed some change.

What conclusions were drawn from the results?

Conclusion

Perception data indicates that Sabbath provides a positive learning environment with programs that are working but that need some change. Our data supported a need for some program changes. When we looked at student data in all core areas (math, reading, writing, science and social studies) we found that we are making some growth but are far from where we need to be. We identified gaps in learning between three major subgroups. These groups include students with disabilities (SWD) our Hispanic (ESL) group and our gender group. Although there remains a gap in between SWD and Students without disabilities, the gap is narrowing. SWD still have a challenge of catching up due to significant deficits primarily in calculation and problem solving skills; however, the use of graphing calculators and inquiry/cooperative grouping strategies are helping this population close the achievement gap. A gender gaps exist in all content areas. Females are less proficient in math, science and social studies. More differentiated instruction, RTI, Marzano's strategies, and literacy across the curriculum should help females in these areas. Our males are less proficient in reading and writing. Finally our ESL students in 7th grade show a significant gap in reading and all grade level ESL students show a gap in mathematics. Our males and ESL students should do better in reading with the implementation of literacy across the curriculum and Marzano's strategies. More attention will be given to our ESL students and collaboration with teachers, our Academic Intervention Specialist, our RESA-ESL service provider and community agencies to help bridge the gap between our ESL population and English speakers in the area of Reading and Mathematics. Our CNA has directed us to use professional development; programs and evidence based instructional strategies that have research support indicating that with their implementation our students should begin seeing greater gains in academic achievement and a closing of achievement gaps. Our goal is that all students will be proficient in each content area: math, reading, writing, science and social studies as measured by the MAP and MEAP.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

What was concluded from analyzing the perception, student achievement, school programs/process and demographic data it is concluded that the three Title 1 positions of Parent Room Facilitator, Academic Intervention Specialist, and Positive Behavior Intervention Support program needs to continue.

Student achievement needs to see an increase in our MEAP data as well as our ethnicity gaps.

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How are the school goals connected to priority needs and the needs assessment?

Based on our data sources we have identified priority needs in the areas of math, reading writing, science and social studies for all students. Our goals specifically addressed each of these areas with strategies and activities created to focus on power standards that will help our students in the areas we have identified as their greatest deficit. Reading: narrative text & comprehension, Writing: writing process and genre, Math 6: whole number division and connections, Math 7: rational number operations and expressions & equations, Math 8: proportionality and similarity and functions, linear equations, Social Studies: history, civics and government, Science: science processes and earth science. Activities will include best practices for our targeted groups such as differentiated instruction and Marzano's strategies.

How do the goals portray a clear and detailed analysis of multiple types of data?

Our goals are data driven by multiple types of data:

1. Demographics: We conducted data analysis of staff and students's gender and ethnicity. in addition we looked at subgroups including: our students with disabilities, economically disadvantaged and ELL students.
2. Student Achievement: We looked at the following data to understand our students' performance: the MEAP, MEAP-Access, MI-Access, NWEA-MAP Testing, ALPA, progress reports, report cards, Class A Assessment, formative and summative assessments, Razz Reading, Woodcock Johnson III, behavior and attendance records.
3. Perception Data: We surveyed our staff, students and parents to make connections between student achievement, our school environment, and our program effectiveness in order to create appropriate goals.

4. Programs /Processes: We looked at and evaluated the effectiveness of our current classes offered: math, science, social studies, ELA,

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reading study skills, math study skills, PE/Health, Educational Development, Cultural Studies, Behavioral Studies, Exploratory, band and choir.

We also evaluated our Title I programs: Academic Intervention Specialist, Parent Room Facilitator, and our Positive Behavior Support Coach.

In addition, we evaluated our professional development

to determine its effectiveness and if it should continue: TIPM3 - Math Institute, Writing with Design, Reading Apprenticeship, Close and Critical Reading, When Kids Won't Read: Examining Aliteracy in Secondary Classrooms. Preparing for the next Generation Science Standards, Teaching Science to all Students 7-12 part 1 & 2.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Disadvantaged students make up 93% of our school population; therefore, special recognition was given to the entire population when addressing our goals.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

Research Based Instruction
Research Based Intervention
Improving Social Studies Comprehension and Vocabulary, 6-8
High Quality Teacher Instruction in Mathematics
Mathematics Comprehension and Vocabulary
Data Driven School Improvement
High Quality Teacher Instruction in Reading
Critical Reading Activities
Writing Across the Curriculum
Scientific Inquiry

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Teachers will provide instructional strategies using differentiated instruction, reciprocal teaching, metacognitive conversation, and Marzano's Nine: summarizing and note taking, similarities & differences, homework and practice, cooperative learning, generating and testing hypothesis cues, questions and advance organizers, non-linguistic representations, settling objectives and providing feedback, reinforcing effort and positive recognition, to help students master content area skills using 21st Century Skills. Reading Apprenticeship and Close and Critical Reading methods also used to increase quality and quantity of instruction.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

The following research-based reform strategies used school wide are aligned with our needs assessment: reciprocal teaching, differentiated instruction, response to intervention, metacognitive conversation, cooperative grouping, note taking, using graphic organizers and vocabulary instruction. These strategies will support alignment of academic achievement across all grades and curriculum areas of: reading, writing, math, science, and social studies for not only for our subgroups but for all our students.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

Differentiated Instruction
Response to Intervention
NWEA-MAP with Compass Learning
Home Linked Technology - Curriculum

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Timely Assistant Plan: Student Individualized Plans

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

Improving Comprehension and Vocabulary, 6-8

Research Based Intervention/Academic intervention Specialist

Parent Involvement/ Parent Room Facilitator

Positive Behavior Intervention Support

ESL Instructor

Compass Learning with NWEA [MAP] connection

Home Linked Technology - Curriculum

Timely Assistant Plan: Student Individualized Plans

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Sabbath has 2 paraprofessionals who are highly qualified according to the NCLB Act.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

We currently have 13 teachers at Sabbath. According to the NCLB Act, 100% of our teaching staff is highly qualified in the position they are teaching.

Component 4: Strategies to Attract Highly Qualified Teachers

What is the school's teacher turnover rate for this school year?

Sabbath has a teacher retention of 91.2% while only having a 8.8% teacher turnover rate for this school year.

What is the experience level of key teaching and learning personnel?

Years of teaching experience summary:

26+ years = 2 teachers

20-25 years= 3 teachers

19-15 years= 4 teachers

14-10 years= 2 teachers

9-5 years= 2 teachers

76.9% of our teaching staff has a master's degree or higher.

23.1% of our teaching staff has a bachelor's degree.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Our school initiative to attract and keep high quality teachers is to provide a family like culture in our building were everyone helps each other and works together like a well-oiled machine. Teachers who have been transferred to our building say they don't want to leave because of the climate and culture of our building. Everyone has asked our principal to not let them be transferred. In addition, we try to provide high quality educational programing that focuses on 21st Century Skills.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The district offers a comparable salary and benefit package in order to attract and keep high-quality teachers. The Board of Education continues to make salary adjustments for teachers who are working towards a second degree. Local universities offer student teaching experiences in the River Rouge School District. District website posts job openings to entice new teachers.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Not Applicable

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

Most of our math staff has attended "TIPM3 Math Institute" which aligns with our Kent County Curriculum and Connected Math book series. Some of our ELA teachers attended "Reading Apprenticeship", "Close & Critical Reading" and "When Kids Won't Read: Examining Aliteracy in Secondary Classrooms". The entire staff participated in "Writing with Design." One of our science teachers attended, "Preparing for the Next Generation Science Standards", "Teaching Science to all Students 7-12 Part I & 2. All these professional development activities supported best practices and focused on state and national standards.

Describe how this professional development is “sustained and ongoing.”

Teachers will continue to attend the TIPM3 Math Institute. Teachers who have received training for multiple years feel comfortable enough to use strategies learn and discontinue attending additional TIPM3 training. The SIP team has recommended that new teachers begin this training. Teachers have received writing professional development over the last three years and will add Writer's Notebook for next year to support our newly adopted Oakland County Curriculum. Teachers who attended the Reading Apprenticeship and Close and Critical Reading professional development have recommended that teachers in other curriculum areas also attend. These strategies will be evaluated and discussed at meetings to determine their continued effectiveness. Teachers will continue to attend professional development to support content areas, state and national standards.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

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.

How were parents involved in the implementation of the schoolwide plan?

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

How were parents involved in the evaluation of the schoolwide plan?

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. Parents were involved in the review of our title programs, gave input on their views of the programs, and suggestions. As a group, staff, parents, teachers, and community members decided on what changes needed to be made or eliminated from the programs.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes, we have developed a comprehensive Parent Involvement Policy/Plan which has specific details regarding Sabbath's commitment to increase parent involvement within our school.

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

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 parentteacher conferences a year and round table meetings when ever a parent or teacher requests one.

How will the parent involvement component of the schoolwide plan be evaluated?

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

How will the results of the evaluation be used to improve the schoolwide program?

We feel that parental involvement has improved from the previous school year but has room for improvement. By bringing parents together with staff we have reviewed and evaluated the Parent Room Facilitator for changes to the program for the 2013-14 school year.

How was the school-parent compact developed?

Although we are a middle school our parents signed the School-Parent Compact at our fall and winter parent-teacher-conference.

How is the parent compact used at elementary-level parent teacher conferences?

Not Applicable (We are a 6th-8th building)

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

The compact is shared at the fall parent teacher conference and then reviewed again at the winter conference. The teacher has a discussion and explains the responsibilities of the teacher, student, and parent resulting in a shared vision of the compact. This is shared in grades 6th-8th.

How does the school provide individual student academic assessment 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. Teachers also discuss student academic assessments and as a result students have goals while taking selected assessments.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

"N/A"

What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

"N/A"

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

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.

How are teachers involved in student achievement data analysis for the purpose of improving 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. In addition, we are using the Northwest Evaluation Association's (NWEA) MAP test to gather additional data which is also reviewed. Teachers participate in ongoing in-service activities in which they analyze and disaggregate data at the state, local, school, and classroom level wherever applicable.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

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.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Our school improvement team met to re-evaluate the need for a Timely, Additional Assistance Plan for students and decided that a need still existed. As a result a plan that was previously created will continue to be implemented.

The plan includes every student completing an Individual Achievement Plan (IAP) at the beginning of the school year.

This plan will include their goals. It will list their strengths and weakness and contain a plan of action to be implemented in case they see a problem arise. Ownership will be put in the students' hands so that they can problem solve, become self motivate and communicate their needs to the appropriate person for program support and assistance. Students who find themselves in trouble will be able to participate in the following:

After school tutoring

After school programs

Manipulatives

Use of technology

How are students' individual needs being addressed through differentiated instruction in the classroom?

Differentiated instruction is taking place in Sabbath in a variety of ways ranging from technology integration, multiple ways for students to learn and use vocabulary in core content areas, integration of Compass Learning which allows students to work on their own pace and focus on their specific deficiency in that grade level content, and teachers also use of variety of instructional and assessment techniques to reach students of varying interests, learning styles, and abilities.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

CB Sabbath 6-8 Preparatory Academy's federal, state and local programs provide vital services to our students and parents, Grades 6, 7, and 8 have equal access to these resources. These services are coordinated and integrated into our school to support all eligible Title I, Part A students. We have a ESL Consortium with WRESA (Federal funds-Title III ESL) that provides one-on-one tutoring help to ESL students. We use Title I, A funds to help implement programs to help close the gap between the achievement of students with and without disabilities and our lowest achieving students. Our local programs include WRESA that has provided assistance with: Data Analysis, Common Assessments, MI-Star, Co-Teaching, and Academic Coaching. Wayne Metro conducts after school tutoring/enrichment and a summer school program. The Downriver Guidance Center provides a Youth Enrichment Program and counseling support. In addition, Project Success targets (non-academic) at-risk students. They also sponsor a leadership program. 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 bought Grandmothers to our building to help students. EMU provides tutors who assist students who are having difficulty in the classroom and also motivates students to work toward skills that will enable them to go to college.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

We coordinate our school-wide program in partnerships with the following State, local and Federal agencies and programs.

- Wayne RESA Math Coach
- ESL Consultant
- Social Worker
- Speech & Language Therapist
- Hearing Impaired Consultant
- Autistic Consultant:
- Occupational Therapist
- The Guidance Center
- Youth Enrichment Program (YEP)
- Project Success (Leadership Program)
- Promise Neighborhoods
- Wayne Metro
- Project Achieve
- Eastern Michigan University
- Gear Up Program
- Catholic Services of Wayne County

Grandmothers in Schools

School Improvement Plan

CB Sabbath 6-8 Preparatory Academy

- AmeriCorps
- Good Fellows
- United Way
- Wayne County Systems of Care
- Wayne County Health Department
- IDEA
- Title I, Part A
- Title II, Part A
- Title II, Part D

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, Part A; Title II Part A; Title II, Part D; Title III, Part A, also through Wayne RESA, IDEA, and state aid to support the schoolwide program and our initiatives in the SIP.

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

Our Title I, Part A funds will be used in the following ways.

-As a school-wide Title I school we will use these funds to create programs that will help all students but focus on the lowest achieving and subgroups.

Such as our Academic Intervention Specialist Program, our Positive Behavior Support Program and our Parent Room Facilitator Program. The funds will also be used to support instructional activities as needed to implement the schoolwide components of the PD program plans: Differentiated Instruction, The Learning Project, RTI, Positive Behavior Support and parent involvement. Teachers will also attend PD in curriculum areas to enhance their teaching using differentiated instruction, inquiry based learning, technology usage in the classroom and 21st Century Skills. These will be done through: the Math Institute (TIPM3, Preparing for the Next Generation of Science Standards, Teaching Science to All Students Grades 7-12, Reading Apprenticeship Training, When Kids Won't Read: Examining Aliteracy in Secondary Classrooms.

Title II, Part A

- Is used to help fund our professional development to insure our teachers and principal is highly qualified and that teachers are able to help students attain the 21st Century Skills that will enable them to gain higher academic achievement and life-long success.

Title II, Part D

-Will be used to ensure students master 21st Century Skills through technology. Students will have access to more computer time, online educational learning opportunities with individualized instruction. Students will be continue using graphing calculators and develop presentations using computer programs, document cameras and projectors.

IDEA

School Improvement Plan

CB Sabbath 6-8 Preparatory Academy

-helps us assist our students with disabilities subgroup have the assistance that they need for improved academic achievement. Some examples are: Word Handbooks, headphones with microphones, tape recorders, Lexia Reading Program, carbonless notebook paper, word to text programs.

Local Educational Agency Programs give additional support.

- Wayne County RESA

They provide many services including professional development, a math coach, and support staff such as our ESL Consultant.

- Hearing Impaired Consultant

The HI consultant comes to Sabbath on a regular basis to ensure that students with hearing disabilities equipment is updated and working properly.

- Autism Consultant

The Autism Consultant is available for direct intervention when our AI students have problems. Our students have been doing well this year and have not required regular assistance.

- Occupational Therapist

An OT is available when needed.

- The Guidance Center

*Youth Enrichment Program (YEP)

*Project Success (Leadership Program)

*Promise Neighborhoods

- Wayne Metro

*Project Achieve

They provide after school tutoring and enrichment programs

-Eastern Michigan University

*Gear Up Program

Our students are introduced to the life of a college student through various activities on a college campus with college students and staff with parental involvement. Students that maintain a certain grade point average and remain in the school district through the 12th grade are eligible for a scholarship to Eastern Michigan University.

- Catholic Services of Wayne County

* Grandmas help students in the classroom

State Aid helps us with our staffing (teachers, administrators and support staff and also with our basic operational expenses.

- A speech & Language Therapist and Social Worker are in our building weekly to assist students who are having personal problems or deficits in speech/language

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Improvement Plan

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CB Sabbath 6-8 Preparatory Academy's federal, state and local programs provide vital services to our students and parents. Grades 6,7 and 8 have equal access to these resources. These services are coordinated and integrated into our school to support all 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 use Title I, A funds to help implement programs to help close the gap between the achievement of students with and without disabilities and our lowest achieving students. Our local programs include WRESA that has provided assistance with: Data Analysis, Common Assessments, MIStar, Co-Teaching, Academic Coaching. Wayne Metro conducts afterschool tutoring/enrichment and a summer school program. The Downriver Guidance Center provides a Youth Enrichment Program and counseling support. In addition, Project Success targets (non-academic) at-risk students. They also sponsor a leadership program. 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 Grandmothers to our building to help struggling students. EMU provides tutors who assist students who are having difficulty in the classroom and also motivates students to work toward skills that will enable them to go to college.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

At the beginning of each school year through the end we are in the process of analyzing data: Classroom assessments, MEAP Data, MAP scores, attendance records and behavior referrals and parent involvement and community agency information.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

We hold weekly SIP meetings to discuss some area of the SIP plan. All stakeholders received multiple surveys during the year. During our meetings we evaluated our programs that were in place this year. We looked at survey results, analyzed data, each program's design and the outcomes. We discussed each program's strengths and weaknesses and how each program impacted academic achievement. For the new school year we made necessary changes to each program and established clear goals, objectives, procedures and evaluation processes for each program. We drafted reports and documented our recommendations then sent them to the Board of Education for their review.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are 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.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Our school improvement team (our entire staff), parents, students and community agencies get together on a weekly basis to address school improvement elements. We analyze data, climate and school-wide program to ensure continuous student improvement. We hold monthly curriculum meetings. We are trying to make sure we have clear goals, objectives, procedures and evaluations in place for our programs so that when we evaluate student achievement as it relates to each program we can more clearly identify our strengths and weaknesses and revise our plan as the data deems necessary.

C.B. Sabbath 6th-8th Preparatory Academy School Improvement Plan

Overview

Plan Name

C.B. Sabbath 6th-8th Preparatory Academy School Improvement Plan

Plan Description

C.B. Sabbath 6th-8th Preparatory Academy is a middle school located in River Rouge, Michigan. Student population for grades 6th-8th is about 300 students.

Vision Statement:

C.B. Sabbath Preparatory Academy's vision is to provide a stimulation learning environment where all children can master the skills necessary to achieve their full academic potential in the global society.

Mission Statement:

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

- *Learning is a lifelong process striving towards excellence.
- *All students have unique strengths and needs that impact learning.
- *Students successes, whether it is academic, social, artist, 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 Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$35400
2	All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in mathematics.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$98150
3	All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in reading.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$136000
4	All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in writing.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$113000
5	All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in science.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$42650

Goal 1: All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in social studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Sixth grade students will demonstrate a proficiency increase in their social studies MEAP scores by at least 19%-20% and 75% of students will be proficient on all assessments in grades 6th-8th in Social Studies by 06/13/2014 as measured by the number of students who meet or exceed state achievement standards in grade 6 as measured by MEAP and curriculum assessments in grades 6th-8th.

Strategy 1:

Improving Social Studies Comprehension and Vocabulary, 6-8 - Teachers will assist students with their comprehension and application of informational text features including graphs, maps, charts, heading and subheadings.

Research Cited: Classroom Instruction That Works. Robert Marzano, Debra Pickering, and Jane Pollock. ASCD, 2001.

Graves, D. (1994). A fresh look at writing. Portsmouth, NH: Heinemann.

Differentiation in Practice. Carol Ann Tomlinson and Caroline Cunningham Eidson. ASCD, 2003.

Strategies That Work. Stephanie Harvey and Ann Goudvis. Stenhouse, 2007.

Tier:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly in professional learning communities which will research, implement, and assess best practice instructional strategies to achieve SIP goals.	Professional Learning			09/10/2013	06/13/2014	\$0	No Funding Required	Principal and core social studies teachers.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use Smart Response system with the students to differentiate instruction for all learners, gain immediate insight to students' understanding, and promote student-centered learning. Teachers will also be able to help students overcome the barriers of effectively assisting students who are learning the English language. The interactive technology will provide a visual context to lessons, making the material easier for English language learners to understand. With multiple ways to interact with content and the ability to learn collaboratively, students can feel less anxious about simultaneously mastering a language and learning subject-area content.	Technology			09/03/2013	06/13/2014	\$4000	Title II Part D	The technology can be used with all staff cross curricular.

School Improvement Plan

CB Sabbath 6-8 Preparatory Academy

Strategy 2:

Research Based Instruction - Teachers will provide instructional strategies using differentiated instruction and Marzano's Nine: summarizing and note taking, similarities & differences, homework & practice, cooperative learning, generating & testing hypothesis, cues, questions & advance organizers, non-linguistic representations, setting objectives & providing feedback, reinforcing effort & positive recognition, to help students master content area skills using 21st Century Skills.

Research Cited: "Differentiated Instruction". International Education Journal, 2006, 7 (7), 935-947. ISSN 1443-1475 A. 2006 Shannon Research Press.

<http://iej.com.au>

Subban, P. (2006) Differentiated Instruction: A research basis. International Education Journal. 7 (7), 935-947 Shannon Research press. <http://iej.com.au>

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. alexandria, VA: Association for Supervision and Curriculum Development.

The Mile Guide: Milestones for improving Learning & Education A 2st Century Model of Learning. Partnership for 21st Century Skills, 2009.

http://p21.org/storage/documents/MILE_Guide_091101.pdf

Tier:

Activity - Cooperative Groups Share with Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students to communicate their data/discoveries with the use of the computer with projector/Smart Board and document camera with projector/Smart Board for sharing individual and group activities and projects.	Technology			09/09/2013	06/13/2014	\$4000	Title II Part D	Social Studies Teachers
Activity - Note Taking & Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in the note taking and summarization strategy. Students will use a binder to keep their notes, summaries and other class related materials.	Direct Instruction			09/09/2013	06/13/2014	\$900	Title II Part A	Social Studies Teachers
Activity - Literacy Across the Curriculum & Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in social studies literacy activities by using differentiated instruction. Teachers will allow students to use multiple sources for reading content material using the computer, and classroom library materials.	Other			09/03/2013	06/13/2014	\$2000	Title II Part A	Administration and teachers

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CB Sabbath 6-8 Preparatory Academy

Activity - Evidence Based Strategies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in helping students master 21st Century skills through differentiated instruction, literacy across the curriculum and Marzano's nine evidence based strategies.	Professional Learning			09/03/2013	06/13/2014	\$7000	Title II Part A	Teachers and Administration
Activity - Social Studies Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sabbath staff will take students on field trips that will expose them to history and geography content standards. Teachers will give students standards questions/scavenger hunt. Teachers will have students work in cooperative groups to complete their questionnaire/hunt task. Teachers will tell students to make a journal filled with notes on their discoveries. In addition to writing notes, teachers will encourage students to use non-linguistic representations: thinking maps, drawings, location resources and photos of their trip. Teachers will have students use their notes to summarize what they learned on their trip.	Field Trip			09/09/2013	06/13/2014	\$12000	Title I Part A	Teachers and Administration

Strategy 3:

Research Based Intervention - Staff will implement intervention strategies and Marzano's "reinforcing effort and providing recognition" strategy to help students increase academic performance across all areas of the curriculum. Strategies will include an Academic Intervention Specialist, Positive and Behavior Support, Parent Involvement and Goal Setting.

Research Cited: Hughes, C. Dexter, D.D. Field Studies of RTI Programs, Revised. RTI Action Network <http://www.rtinetwork.org/learn/research/field-studies-rti-programs>.

Parente, J. Response to Intervention (RTI): A Summary. RTI Work Group parente@csus.edu

Torgesen, J.K. (2002). The Prevention of Reading Difficulties. *Journal of School Psychology*, 40 (1). P.7-25.

Hudson, R.F., Lane, H.B., Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why and how. *The Reading Teacher*. Vol 58, 8. http://fcr.org/publications/publicationspdffiles/hudson_lane_pullen_readingfluency_2005.pdf

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Epstein, M., Atkins, M., Cullian, D., Kutash, K., Weaver, R. (2008) *Reducing Behavior Problems in the Elementary School Classroom*. What Works Practice Guide, p. 37-38.

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http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf#page=43

Tier:

Activity - PBIS Reinforcing/Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement PBIS with Reinforcing Effort and Providing Recognition with rewards: school store coupons, stickers, cash rewards, certificates, t-shirts, activity rewards, refreshments, etc... to increase student motivation toward higher academic achievement.	Other			09/03/2013	06/13/2014	\$500	Title I Part A	Administration, teachers, and behavior support staff.
Activity - Positive Behavior Support Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive Positive Behavior Support (PBS) professional development. Teachers will then incorporate these strategies into the classroom. (Across the curriculum)	Professional Learning			09/03/2013	06/13/2014	\$5000	Title II Part A	Administration and all teaching staff

Goal 2: All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in percentage of students scoring in proficient levels in all grade levels with an increase of 19%-20% in Mathematics by 06/13/2014 as measured by multiple sources of data: MEAP, NWEA, Teacher prepared assessments, connected math, and Odyssey..

Strategy 1:

Mathematics Comprehension and Vocabulary - Teachers will use word walls, cooperative learning, differentiated instruction, computer based instruction (Odyssey) to assist students in improving mathematic vocabulary and comprehension skills.

Research Cited: Pierce, Margaret E. and Fontaine Melena "Designing Vocabulary Instruction in Mathematics" 2009 International Reading Association

Harmon, Janice, Wanda B. Hedrick "Research on Vocabulary Instruction in the Content Areas: Implications for Struggling Readers". Reading and Writing Quarterly, 21: 261-280, 2005 Copy wright, Taylor and Francis Inc.

Stahl, K. AD., Bravo, M (2010) Contemporary classroom vocabulary assessment for Content Areas. The Reading Teacher, 63 (7), 566-578

Wood, K., Harmon, J., & Hendrick. W. (2004). Recommendations from research for teaching vocabulary to diverse learners. Middle School Journal, 35 (5), 57-63

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Larson, Chad, "The Importance of Vocabulary Instruction in Everyday Mathematics." 2007 (July) University of Nebraska

Tier:

Activity - Math Literacy Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in reading opportunities during free moments during the class period. Teachers will encourage students to read from a variety of classroom reading selections or read on-line.	Other			09/03/2013	06/13/2014	\$200	Title I Part A	Math Teachers

Strategy 2:

High Quality Teacher Instruction in Mathematics - Teachers will be trained in math curriculum and standards to enable them to provide high quality classroom instruction.

Research Cited: Whitehurst, Grover J. (2002). Scientifically Based Research on Teacher Quality: Research on Teacher Preparation and Professional. White House Conference on Preparing Tomorrows Teachers. <http://www2.ed.gov/admins/tchrqual/learn/preparingteachersconference/whitehurst.html>

Tier:

Activity - Math Institute-TIPM3 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend The Math Institute-TIPM3 professional development and then engage students in inquiry based/cooperative learning activities with manipulative to master geometry standards.	Professional Learning			09/03/2013	05/16/2014	\$5500	Title II Part A, Title I Part A	Math Teachers

Strategy 3:

Research Based Instruction - Teachers will provide opportunities for using differentiated instruction and Marzano's Nine evidence based strategies: summarizing & note taking, similarities & differences, homework & practice, cooperative learning, generating & testing hypotheses, cues, questions & advanced organizers, non-linguistic representations, setting objectives & providing feedback, reinforcing effort & positive recognition, to help students master content area skills using 21st Century Skills.

Research Cited: "Differentiated Instruction". International Education Journal, 2006, 7 (7), 935-947. ISSN 1443-1475 A. 2006 Shannon Research Press. <http://iej.com.au>
Subban, P. (2006) Differentiated Instruction: A research basis. International Education Journal. 7 (7), 935-947 Shannon Research press. <http://iej.com.au>
Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. alexandria, VA: Association for Supervision and Curriculum Development. The Mile Guide: Milestones for improving Learning & Education A 2st Century Model of Learning. Partnership for 21st Century Skills, 2009. http://p21.org/storage/documents/MILE_Guide_091101.pdf

Tier:

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Activity - Math Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage families in a math family night to familiarize parents with the math program: Connected Math. They will introduce them to the standards and the strategies used for teaching them. Staff will show parents the computer based programs that we are using and show them how students can access the web-linked resources at home to help them master the standards.	Other			09/03/2013	06/13/2014	\$200	Title I Part A	Staff, Administration, Parent Room Facilitator, District Parent/Community Coordinator
Activity - Cooperative Groups & Non Linguistic Representation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students the opportunity to work in cooperative groups to create linear, exponential or quadratic non-linguistic model representations using a variety of options: drawings, computer models and graphing calculator models.	Other			09/03/2013	06/13/2014	\$1450	Title I Part A, Title II Part D	Math Teachers
Activity - Math Note Taking & Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students take notes on math vocabulary and concepts and then have them store the notes and additional supporting documents in a binder for later use when writing reflections and summarizing learning.	Other			09/03/2013	06/13/2014	\$600	General Fund	Math Teachers
Activity - Using Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in 21st Century Skills of using technology in the classroom for math discovery and reinforcing of skills. Compass Learning, Odyssey and other programs and internet sites.	Technology			09/03/2013	06/13/2014	\$4000	Title II Part D	Administration and math teachers

Strategy 4:

Research Based Intervention - Staff will implement intervention strategies such as Marzano's "reinforcing effort and providing recognition" to help students increase academic performance across all areas of the curriculum. Strategies will include Parent Involvement and Student Goal Setting.

Research Cited: Hughes, C. Dexter, D. D. Field Studies of RTI Programs, Revised. RTI Action Network. <http://rtinetwork.org/learn/research/field-studies-rti-programs>

Parente, J. Response to Intervention (RTI): A Summary. RTI Work Group parente@csus.edu

Torgesen, J.K. (2002). The Prevention of Reading Difficulties. Journal of School Psychology, 40 (1). P. 7-25.

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Hudson, R. F., Lane, H.B., Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why and how. The Reading Teacher. Vol 58, 8.

http://fcrr.org/publications/publicationspdffiles/hudson_lane_pullen_readingfluency_2005.pdf

Marzano, R. J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Eptstein, M. Atkins, M., Cullinan, D., Kutash, K., Weaver, R. (2008) Reducing Behavior Problems in the Elementary School Classroom. What Works Practice Guide, p. 37-38. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf#page=43

Parental Involvement, Research Summary. Association for Middle Level Education (AMLE)/National Middle School Association (NMSA). August, 2006.

<http://amle.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx>

What research says about parent involvement in children's education. In Relation to Academic Achievement. "Show me how this helps teachers teach and children learn." Michigan Department of Education-Decisions Making Yardstick, 2001. http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Tier:

Activity - Parent Room Facilitator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Room Facilitator will follow the PRF Program Plan to work with staff, parents and the community to integrate services to improve academic achievement. (Across the Curriculum)	Parent Involvement			09/03/2013	06/13/2014	\$39800	Title I Part A, Title II Part D	Parent Room Facilitator Administrator

Activity - Parental Involvement PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in parental involvement professional development: (Across the Curriculum)	Professional Learning			09/03/2013	06/13/2014	\$2500	Title II Part A	Staff, Administration, and Parent Room Facilitator

Activity - Response to Intervention Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in response to intervention professional development as a building-wide reform strategy. (Across the Curriculum)	Professional Learning			09/03/2013	06/13/2014	\$25000	Title II Part A	All staff and administration

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Activity - Staff Mentor Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will mentor students in a homeroom. They will have each student complete an Individual Achievement Plan (IAP) planner. The plan will include interest inventory, strength/weakness acknowledgement, personal concerns/challenges, individual academic & behavior goals and strategies for accomplishing these goals. Staff will then monitor students progress and then collaborate with the AIS, PBC and PRF to arrange for timely and appropriate intervention. (Across the Curriculum)	Other			09/03/2013	06/13/2014	\$1700	Title I Part A	Teachers, support staff, academic intervention specialist, positive behavior coach, parent room facilitator, agency support staff.

Activity - Using Technology with Parents PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have training in using a mass communication technology system to communicate with parents.	Professional Learning			09/03/2013	06/13/2014	\$500	Title II Part A	Administration and District Technology Staff

Activity - Data Analysis & School Improvement PD & Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in data analysis and school improvement professional development that can be shared with staff. Across the curriculum activities.	Professional Learning			09/03/2013	06/13/2014	\$14000	Title I Part A, Title II Part A	Staff and Administration

Strategy 5:

Data Driven School Improvement - Teachers will participate in the giving of regular assessments, data & program analysis and collaboration in using this information to implement school wide reform programs supported by the data.

Research Cited: Guskey, T. R. How classroom assessments improve learning. (2003). Educational Leadership. 60. (5) 6-11.

McClure, C.T. (2008). The benefits of teacher collaboration: essentials on education data and research analysis. District Administration.

<http://www.districtadministration.com/article/benefits-teacher-collaboration>.

Tier:

Activity - Compass Learning Odyssey & NWEA Map Link	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will link our District testing with our Compass Learning Odyssey computer directed instruction for immediate access to assessment data and the implementation of immediate data driven support individualized instruction. Across the Curriculum Activity.	Technology			09/03/2013	06/13/2014	\$2700	Title II Part D	Teachers, Technology Support Staff and Administration
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Goal 3: All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 100% increase of All Students will demonstrate a proficiency increase in their reading MEAP scores by at least 39% and 75% of students will be proficient on all assessments in grades 6th-8th in reading in English Language Arts by 06/13/2014 as measured by the number of students who meet or exceed state achievement standards in grades 6-8 as measured by MEAP and curriculum assessments..

Strategy 1:

Research Based Instruction - Teachers will provide opportunities for using differentiated instruction and Marzano's Nine evidence based strategies: summarizing & note taking, similarities & differences, homework & practice, cooperative learning, generating & testing hypotheses, cues, questions & advanced organizers, non-linguistic representations, setting objectives & providing feedback, reinforcing effort & positive recognition, to help students master content area skills using 21st Century Skills. Research Cited: "Differentiated Instruction". International Education Journal, 2006, 7 (7), 935-947. ISSN 1443-1475 A. 2006 Shannon Research Press. <http://iej.com.au> Subban, P. (2006) Differentiated Instruction: A research basis. International Education Journal. 7 (7), 935-947 Shannon Research press. <http://iej.com.au> Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. alexandria, VA: Association for Supervision and Curriculum Development. The Mile Guide: Milestones for improving Learning & Education A 2st Century Model of Learning. Partnership for 21st Century Skills, 2009. http://p21.org/storage/documents/MILE_Guide_091101.pdf

Tier:

Activity - Reading Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in the following areas: The Learning Project, Teaching with and using the Common Core reading standards to enable them to provide high quality classroom instruction. Teachers will implement strategies and 21st Century Skills into the classroom lesson.	Professional Learning			09/09/2013	06/13/2014	\$11000	Title II Part A	Teachers

Activity - ELA Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will engage families in a ELA family night to familiarize parents with the reading programs: They will introduce them to the standards and the strategies used for teaching them. Staff will show parents the computer based programs that we are using and show them how students can access the web-linked resources at home to help them master the standards.	Parent Involvement			09/09/2013	06/13/2014	\$1000	Title II Part A	Teachers
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Activity - Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in 21st Century Skills of using technology in the classroom for math discovery and reinforcing of skills. Compass Learning, Odyssey and other programs and internet sites.	Technology			09/09/2013	06/13/2014	\$5000	Title II Part A	ELA Teachers

Activity - Reading Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies to implement cross curricular activities.	Implementation			09/09/2013	06/13/2014	\$1000	Title II Part A	Teachers

Activity - Literacy Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use leveled sets of readers to form literacy circles to engage and promote authentic learning in cooperative groups	Academic Support Program			09/09/2013	06/13/2014	\$2000	Title II Part A	Teachers

Activity - AR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will access AR Reading to progress monitor and develop growth of students	Evaluation			09/09/2013	06/13/2014	\$5000	Title II Part A	Teachers

Strategy 2:

High Quality Teacher Instruction in Reading - Teachers will receive training in the reading curriculum and standards that will enable them to differentiate instruction for individual learners.

Research Cited: Whitehurst, Grover J. (2002) Scientifically Based Research on Teacher Quality: Research on Teacher Preparation and Professional. White House Conference on Preparing Tomorrows Teachers.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive professional development in the learning project, bridges to literature, teaching the common core reading standard through close and Critical Reading enabling them to provide high quality differentiated classroom instruction. Reading strategies will be integrated into their lesson across curriculum subject areas.	Professional Learning			09/09/2013	06/13/2014	\$11000	Title II Part A	teachers
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Strategy 3:

Research Based Intervention - Staff will implement interventions strategies and Marzano Nine reinforcing effort and providing recognition to help students increase academic performance across all areas of the curriculum. Utilization of an Academic Intervention Specialist, Positive Behavior Support Coach, Parental Involvement and Student Goal setting.

Research Cited: Parente, J. Response to Intervention (RTI): A Summary. RTI Work Group parente@csus.edu

Torgesen, J.K. (2002). The Prevention of Reading Difficulties. Journal of School Psychology, 40 (1).P. 7-25

Epstein, M., Atkins, M., Cullinam, D., Kutash, K., Weaver, R. (2008) Reducing Behavior Problems in the Elementary School Classroom. What Works Practice Guide, p. 37-38

http://ies.ed.gov/ncee/wwc/pdf/practice_guides?behavior_pg_093308.pdf

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tier:

Activity - Academic Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention Specialist will work with teachers to help coordinate intervention support for at risk and low achieving students across the curriculum. The specialist will work directly with at risk students and low achieving students in reading.	Academic Support Program			09/09/2013	06/13/2014	\$100000	Title I Part A	Teacher

Goal 4: All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in writing.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Seventh grade students will demonstrate a proficiency in Writing, increasing scores by 29.9% in English Language Arts by 06/13/2014 as measured by The Learning Project curriculum assessments and MEAP Scores.

Strategy 1:

Research Based Instruction - Educators will implement researched based strategies to improve students writing and grammar across the curriculum through meta cognition, differentiation and brain based learning. Students will build upon new and previous writing skills to organize and create new, original works of fiction and nonfiction from all genres of writing. The strategies will include the use of graphic organizers and writing rubrics used to scaffold and differentiate for individual learners

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style and multiple intelligence's. Teachers will provide instructional strategies using "The Learning Project" to improve student achievement and lower the writing gap. Upon successful implementation 75% of student scores should show an increase as measured by assessments used.

Research Cited: Marzano's Nine Instructional Strategies for Effective Teaching and Learning, Eastern Michigan University- Differentiated Instruction: The Effect on Student Achievement in an Elementary School by Patricia A. Koeze, Brain-Based Learning Highlights, Author: Andrea Spears and Leslie Wilson,

Tier:

Activity - Writing Projects with Technology Intergration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students with technology to prepare and create a variety of text in writing using MacBook Laptops, printers and flash drives. Students will create a variety of writing samples in the areas of persuasive, narrative, research, literary poetry and research papers while at the same time integrating technology into curriculum. Students will use software on Macbooks to create movies, websites, books and power points and print for display and/ or project with technology.	Technology			09/09/2013	06/13/2014	\$107000	Title II Part D	ELA and Sped Teachers.

Strategy 2:

Writing across the Curriculum - Teachers will implement "The Learning Project" with cross curricular writing activities designed to improve and narrow the achievement gap.

Research Cited: waiting for Amber Parks

Tier:

Activity - Writing with Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Writing with Design through the Learning Project to monitor, increase and assess students abilities throughout the year. Writing prompts, graphic organizers and writing rubrics will be provided for different levels of learners and to differentiate instruction in all subject areas.	Implementation			09/09/2013	06/13/2014	\$5000	Title II Part D	Teachers

Strategy 3:

Critical Reading Activities - Teachers will use critical reading strategies across the curriculum to develop and increase students previous knowledge and build upon current goals.

Research Cited: <http://gsi.berkeley.edu/teachingguide/reading/>

UConn - Literacy - multiple strategies for reading/vocabulary

<http://www.literacy.uconn.edu/compre.htm>

Tier:

SY 2013-2014

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Activity - Writers Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in and the implementation of writers workshop across the curriculum.	Professional Learning			09/09/2013	06/13/2014	\$1000	Title II Part D	Teachers

Goal 5: All students at C.B. Sabbath 6-8 Preparatory Academy will be proficient in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Eighth grade students will demonstrate a proficiency increase in their science MEAP scores by at least 20%-21% and 75% of students will be proficient on all assessments in grades 6th-8th in Science by 06/13/2014 as measured by the number of students who meet or exceed state achievement standards in grade 8 as measured by MEAP and curriculum assessments in grades 6th-8th.

Strategy 1:

Scientific Inquiry - Teachers will assist students in developing an understanding that scientific inquiry involves observing, questioning, investigating, recording and developing solution to problems through inquiry based learning.

Research Cited: Classroom Instruction That Works. Robert Marzano, Debra Pickering, and Jane Pollock. ASCD, 2001.

Differentiation in Practice. Carol Ann Tomlinson and Caroline Cunningham Eidson. ASCD, 2003.

Strategies That Work. Stephanie Harvey and Ann Goudvis. Stenhouse, 2007.

Best Practice. Steven Zemelman, Harvey Daniel, and Arthur Hyde. Heinmann, 2005.

Tier:

Activity - Digital Science Fair	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use scientific inquiry to investigate, observe, question, record and develop a science project using digital media.	Technology			09/03/2013	06/13/2014	\$1200	Title II Part A	Science Teachers and Administration

Activity - Virtual Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6th-8th will use virtual lab which will allow them to investigate and complete various online labs.	Other			09/03/2013	06/13/2014	\$2000	Title II Part D	Science Teachers

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Strategy 2:

Research Based Instruction - Teachers will provide opportunities for instructional strategies using differentiated instruction and Marzano's Nine: summarizing & note taking, similarities & differences, homework & practice, cooperative learning, generating & testing hypotheses, cues, questions & advanced organizers, non-linguistic representations, setting objectives & providing feedback, reinforcing effort & positive recognition to help students master content area skills using 21st Century Skills.

Research Cited: Differentiated Instruction. International Education Journal, 2006, 7(7), 935-947 Shannon Research press. <http://iej.com.au>

Subban, P. (2006) Differentiated Instruction: A research basis. International Education Journal. 7(7), 935-947 Shannon Research press. <http://iej.com.au>

Marzano, R. J., Pickering, D.J., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

The Mile Guide: Milestones for improving learning & Education A 21st Century Model of Learning. Partnership for 21st Century Skills, 2009.

http://p21.org/storage/documents/MILE_Guide_091101.pdf

Technology and Student Learners. NMSA National Middle School Association. September, 2007.

<http://www.amile.org/Research/ResearchSummaries?TechnologyandStudentLearning/tabid/275/Default.aspx>

Tier:

Activity - Science Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in informational reading, note taking and summary strategies using Scholastic: Science World magazine. There is also an online component that will enable for additional activities for students to practice and reinforce their science literacy.	Other			09/03/2013	06/13/2014	\$2750	Title I Part A	Science Teachers
Activity - Evidence Based Strategies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in helping students master 21st Century skills through differentiated instruction, literacy across the curriculum and Marzano's nine evidence based strategies.	Professional Learning			09/03/2013	06/13/2014	\$7000	Title II Part A	Teachers and Administrators
Activity - Reading Forensic Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will help students develop an interest in reading science material and master information reading through the analysis of forensic investigations, note taking and summarizing strategies.	Other			09/03/2013	06/13/2014	\$100	Title I Part A	Science Teachers
Activity - Science Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will host a science family night for 5th grade students from Ann Visger and Sabbath's students to explore the science curriculum/standards through inquiry based learning.	Other			09/03/2013	06/13/2014	\$600	Title I Part A	Staff, administration, parent room facilitator, and district parent/community coordinator.
Activity - Interacting with Computer Websites	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through computer and Smart Board activities teachers will help students develop 21st Century skills. Multimedia lessons will be created that will involve website access to Animal & Plant Cells and Genetics: Study of Heredity. Teachers will engage students in generating and testing hypotheses. Science vocabulary will also be focused on using the Smart Board as a resource tool for English Language Learners.	Technology			09/03/2013	06/13/2014	\$29000	Title II Part D	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Note Taking & Summarization	Teachers will have students take notes on math vocabulary and concepts and then have them store the notes and additional supporting documents in a binder for later use when writing reflections and summarizing learning.	Other			09/03/2013	06/13/2014	\$600	Math Teachers

Title II Part D

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Room Facilitator	A Parent Room Facilitator will follow the PRF Program Plan to work with staff, parents and the community to integrate services to improve academic achievement. (Across the Curriculum)	Parent Involvement			09/03/2013	06/13/2014	\$3000	Parent Room Facilitator Administrator
Technology Integration	Teacher will use Smart Response system with the students to differentiate instruction for all learners, gain immediate insight to students' understanding, and promote student-centered learning. Teachers will also be able to help students overcome the barriers of effectively assisting students who are learning the English language. The interactive technology will provide a visual context to lessons, making the material easier for English language learners to understand. With multiple ways to interact with content and the ability to learn collaboratively, students can feel less anxious about simultaneously mastering a language and learning subject-area content.	Technology			09/03/2013	06/13/2014	\$4000	The technology can be used with all staff cross curricular.
Cooperative Groups & Non Linguistic Representation	Teachers will give students the opportunity to work in cooperative groups to create linear, exponential or quadratic non-linguistic model representations using a variety of options: drawings, computer models and graphing calculator models.	Other			09/03/2013	06/13/2014	\$200	Math Teachers

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Interacting with Computer Websites	Through computer and Smart Board activities teachers will help students develop 21st Century skills. Multimedia lessons will be created that will involve website access to Animal & Plant Cells and Genetics: Study of Heredity. Teachers will engage students in generating and testing hypotheses. Science vocabulary will also be focused on using the Smart Board as a resource tool for English Language Learners.	Technology			09/03/2013	06/13/2014	\$29000	All teachers
Compass Learning Odyssey & NWEA Map Link	Teachers will link our District testing with our Compass Learning Odyssey computer directed instruction for immediate access to assessment data and the implementation of immediate data driven support individualized instruction. Across the Curriculum Activity.	Technology			09/03/2013	06/13/2014	\$2700	Teachers, Technology Support Staff and Administration
Virtual Lab	Students in grades 6th-8th will use virtual lab which will allow them to investigate and complete various online labs.	Other			09/03/2013	06/13/2014	\$2000	Science Teachers
Writers Workshop	Teachers will receive training in and the implementation of writers workshop across the curriculum.	Professional Learning			09/09/2013	06/13/2014	\$1000	Teachers
Cooperative Groups Share with Technology	Teachers will teach students to communicate their data/discoveries with the use of the computer with projector/Smart Board and document camera with projector/Smart Board for sharing individual and group activities and projects.	Technology			09/09/2013	06/13/2014	\$4000	Social Studies Teachers
Using Technology in the Classroom	Teachers will engage students in 21st Century Skills of using technology in the classroom for math discovery and reinforcing of skills. Compass Learning, Odyssey and other programs and internet sites.	Technology			09/03/2013	06/13/2014	\$4000	Administration and math teachers
Writing Projects with Technology Intergration	Teachers will engage students with technology to prepare and create a variety of text in writing using MacBook Laptops, printers and flash drives. Students will create a variety of writing samples in the areas of persuasive, narrative, research, literary poetry and research papers while at the same time integrating technology into curriculum. Students will use software on Macbooks to create movies, websites, books and power points and print for display and/ or project with technology.	Technology			09/09/2013	06/13/2014	\$107000	ELA and Sped Teachers.
Writing with Design	Teachers will implement Writing with Design through the Learning Project to monitor, increase and assess students abilities throughout the year. Writing prompts, graphic organizers and writing rubrics will be provided for different levels of learners and to differentiate instruction in all subject areas.	Implementation			09/09/2013	06/13/2014	\$5000	Teachers

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Note Taking & Summarization	Teachers will engage students in the note taking and summarization strategy. Students will use a binder to keep their notes, summaries and other class related materials.	Direct Instruction			09/09/2013	06/13/2014	\$900	Social Studies Teachers
Parental Involvement PD	Staff will engage in parental involvement professional development: (Across the Curriculum)	Professional Learning			09/03/2013	06/13/2014	\$2500	Staff, Administration, and Parent Room Facilitator
Literacy Across the Curriculum & Differentiated Instruction	Teachers will engage students in social studies literacy activities by using differentiated instruction. Teachers will allow students to use multiple sources for reading content material using the computer, and classroom library materials.	Other			09/03/2013	06/13/2014	\$2000	Administration and teachers
AR Reading	Teachers and students will access AR Reading to progress monitor and develop growth of students	Evaluation			09/09/2013	06/13/2014	\$5000	Teachers
Positive Behavior Support Professional Development	Teachers will receive Positive Behavior Support (PBS) professional development. Teachers will then incorporate these strategies into the classroom. (Across the curriculum)	Professional Learning			09/03/2013	06/13/2014	\$5000	Administration and all teaching staff
Using Technology with Parents PD	Teachers will have training in using a mass communication technology system to communicate with parents.	Professional Learning			09/03/2013	06/13/2014	\$500	Administration and District Technology Staff
Math Institute-TIPM3 Professional Development	Teachers will attend The Math Institute-TIPM3 professional development and then engage students in inquiry based/cooperative learning activities with manipulative to master geometry standards.	Professional Learning			09/03/2013	05/16/2014	\$3000	Math Teachers
Reading Professional Development	Teachers will receive professional development in the following areas: The Learning Project, Teaching with and using the Common Core reading standards to enable them to provide high quality classroom instruction. Teachers will implement strategies and 21st Century Skills into the classroom lesson.	Professional Learning			09/09/2013	06/13/2014	\$11000	Teachers
Data Analysis & School Improvement PD & Collaboration	Teachers will participate in data analysis and school improvement professional development that can be shared with staff. Across the curriculum activities.	Professional Learning			09/03/2013	06/13/2014	\$7000	Staff and Administration

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Literacy Circles	Teacher will use leveled sets of readers to form literacy circles to engage and promote authentic learning in cooperative groups	Academic Support Program			09/09/2013	06/13/2014	\$2000	Teachers
Professional Development	Teachers will receive professional development in the learning project, bridges to literature, teaching the common core reading standard through close and Critical Reading enabling them to provide high quality differentiated classroom instruction. Reading strategies will be integrated into their lesson across curriculum subject areas.	Professional Learning			09/09/2013	06/13/2014	\$11000	teachers
Reading Across the Curriculum	Teachers will use strategies to implement cross curricular activities.	Implementation			09/09/2013	06/13/2014	\$1000	Teachers
Evidence Based Strategies Professional Development	Teachers will be trained in helping students master 21st Century skills through differentiated instruction, literacy across the curriculum and Marzano's nine evidence based strategies.	Professional Learning			09/03/2013	06/13/2014	\$7000	Teachers and Administrators
Technology Intergration	Teachers will engage students in 21st Century Skills of using technology in the classroom for math discovery and reinforcing of skills. Compass Learning, Odyssey and other programs and internet sites.	Technology			09/09/2013	06/13/2014	\$5000	ELA Teachers
Evidence Based Strategies Professional Development	Teachers will be trained in helping students master 21st Century skills through differentiated instruction, literacy across the curriculum and Marzano's nine evidence based strategies.	Professional Learning			09/03/2013	06/13/2014	\$7000	Teachers and Administration
Response to Intervention Professional Development	Teachers will engage in response to intervention professional development as a building-wide reform strategy. (Across the Curriculum)	Professional Learning			09/03/2013	06/13/2014	\$25000	All staff and administration
Digital Science Fair	Students will use scientific inquiry to investigate, observe, question, record and develop a science project using digital media.	Technology			09/03/2013	06/13/2014	\$1200	Science Teachers and Administration
ELA Family Night	Staff will engage families in a ELA family night to familiarize parents with the reading programs: They will introduce them to the standards and the strategies used for teaching them. Staff will show parents the computer based programs that we are using and show them how students can access the web-linked resources at home to help them master the standards.	Parent Involvement			09/09/2013	06/13/2014	\$1000	Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math Family Night	Staff will engage families in a math family night to familiarize parents with the math program: Connected Math. They will introduce them to the standards and the strategies used for teaching them. Staff will show parents the computer based programs that we are using and show them how students can access the web-linked resources at home to help them master the standards.	Other			09/03/2013	06/13/2014	\$200	Staff, Administration, Parent Room Facilitator, District Parent/Community Coordinator
Social Studies Field Trip	Sabbath staff will take students on field trips that will expose them to history and geography content standards. Teachers will give students standards questions/scavenger hunt. Teachers will have students work in cooperative groups to complete their questionnaire/hunt task. Teachers will tell students to make a journal filled with notes on their discoveries. In addition to writing notes, teachers will encourage students to use non-linguistic representations: thinking maps, drawings, location resources and photos of their trip. Teachers will have students use their notes to summarize what they learned on their trip.	Field Trip			09/09/2013	06/13/2014	\$12000	Teachers and Administration
Math Institute-TIPM3 Professional Development	Teachers will attend The Math Institute-TIPM3 professional development and then engage students in inquiry based/cooperative learning activities with manipulative to master geometry standards.	Professional Learning			09/03/2013	05/16/2014	\$2500	Math Teachers
Reading Forensic Investigations	Teachers will help students develop an interest in reading science material and master information reading through the analysis of forensic investigations, note taking and summarizing strategies.	Other			09/03/2013	06/13/2014	\$100	Science Teachers
Math Literacy Across the Curriculum	Teachers will engage students in reading opportunities during free moments during the class period. Teachers will encourage students to read from a variety of classroom reading selections or read on-line.	Other			09/03/2013	06/13/2014	\$200	Math Teachers
Cooperative Groups & Non Linguistic Representation	Teachers will give students the opportunity to work in cooperative groups to create linear, exponential or quadratic non-linguistic model representations using a variety of options: drawings, computer models and graphing calculator models.	Other			09/03/2013	06/13/2014	\$1250	Math Teachers
Academic Intervention Specialist	Intervention Specialist will work with teachers to help coordinate intervention support for at risk and low achieving students across the curriculum. The specialist will work directly with at risk students and low achieving students in reading.	Academic Support Program			09/09/2013	06/13/2014	\$100000	Teacher

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Parent Room Facilitator	A Parent Room Facilitator will follow the PRF Program Plan to work with staff, parents and the community to integrate services to improve academic achievement. (Across the Curriculum)	Parent Involvement			09/03/2013	06/13/2014	\$36800	Parent Room Facilitator Administrator
Data Analysis & School Improvement PD & Collaboration	Teachers will participate in data analysis and school improvement professional development that can be shared with staff. Across the curriculum activities.	Professional Learning			09/03/2013	06/13/2014	\$7000	Staff and Administration
Staff Mentor Intervention	Staff will mentor students in a homeroom. They will have each student complete an Individual Achievement Plan (IAP) planner. The plan will include interest inventory, strength/weakness acknowledgement, personal concerns/challenges, individual academic & behavior goals and strategies for accomplishing these goals. Staff will then monitor students progress and then collaborate with the AIS, PBC and PRF to arrange for timely and appropriate intervention. (Across the Curriculum)	Other			09/03/2013	06/13/2014	\$1700	Teachers, support staff, academic intervention specialist, positive behavior coach, parent room facilitator, agency support staff.
Science Literacy	Teachers will engage students in informational reading, note taking and summary strategies using Scholastic: Science World magazine. There is also an online component that will enable for additional activities for students to practice and reinforce their science literacy.	Other			09/03/2013	06/13/2014	\$2750	Science Teachers
PBIS Reinforcing/Rewards	Staff will implement PBIS with Reinforcing Effort and Providing Recognition with rewards: school store coupons, stickers, cash rewards, certificates, t-shirts, activity rewards, refreshments, etc... to increase student motivation toward higher academic achievement.	Other			09/03/2013	06/13/2014	\$500	Administration, teachers, and behavior support staff.
Science Family Night	Staff will host a science family night for 5th grade students from Ann Visger and Sabbath's students to explore the science curriculum/standards through inquiry based learning.	Other			09/03/2013	06/13/2014	\$600	Staff, administration, parent room facilitator, and district parent/community coordinator.

No Funding Required

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will meet monthly in professional learning communities which will research, implement, and assess best practice instructional strategies to achieve SIP goals.	Professional Learning			09/10/2013	06/13/2014	\$0	Principal and core social studies teachers.

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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