Ed YES! Report

CB Sabbath 6-8 Preparatory Academy

River Rouge School District

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Introduction

All Michigan schools and districts are required to complete an in-depth internal-analysis, guided by process rubrics, each year to address state and federal accountability and accreditation requirements. This process is designed to help schools and districts identify strengths and areas in need of improvement. Your institution's reporting requirements for the 2014-15 school year will be met through the completion and submission of the document(s) listed below.

School Process Rubrics (40)

Introduction

SPR (40) provides both a snapshot of current school performance and a ladder for educators, supplying feedback and directions to assist them on a path of meaningful change. The School Process Rubrics (40) School Performance Indicators are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the most effect on student achievement. The School Process Rubrics (40) School Performance Indicators engage the school community in an in-depth assessment of each of the 40 Key Characteristics. In completing the report, the school identifies the level of achievement on each Key Characteristic, and documents the evidence used to support the level of achievement. The self assessment helps the school identify areas of strength and opportunities for improvement.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

The School Process Rubrics (40) report is organized by the School Improvement Framework Strands and Standards. For each standard, the report addresses a set of key characteristics and evidence. Each characteristic has four levels of achievement: Getting Started, Partially Implemented, Implemented, and Exemplary. The school should use the rubrics for each characteristic as an opportunity to ask itself tough questions and to respond with accurate answers geared toward self-improvement. The process for assigning a rating involves reading the rubric descriptors that correspond to each rating, and clicking on each descriptor box that accurately describes activities or processes in place at your school. The system is designed to display a check mark for the highest level in which your school has completed all the descriptors. In addition to assigning a rating, the school must list or describe the evidence used that supports the rating on each characteristic. Sample evidence is provided that school users may highlight, copy, and paste into the evidence box. Ample space is provided to list additional school-specific evidence that supports the level of achievement. For each key characteristic in which a rating of "Getting Started" or "Partially Implemented" is earned, schools must also check the content area impacted by this characteristic's rating. After completing the 40 Indicators in SPR (40), a summary page is available so the school can quickly see areas of strength and opportunity.

Curriculum (I - Teaching for Learning)

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.1.A.2	The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.	The local curriculum includes most of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework, CTE program standards, or course content expectations as appropriate. . The core areas of English Language Arts, Mathematics, Science, and Social Studies are aligned to the standards. Documentation for the Visual, Performing, and Applied Arts are in the process of being aligned.	•Pacing guides: Guides organized with detailed information useful in daily instructional practice •Curriculum guides: Guides reference the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate), Guides contain scope and sequence •Curriculum maps: Maps contain specific information regarding what is taught and where it is taught •Curriculum committee meeting minutes: Minutes reflect discussions regarding alignment	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.1.B.1	Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.	In order to provide cohesion of curriculum within and across grade levels and content areas, staff members are given frequent opportunities to examine their own curricula and dialog about curriculum above and below their assigned grade level or program of study. Alignment of the standards and benchmarks includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.	•Meeting agendas and minutes: Extent of conversation centered around curriculum, Agendas that promote curricular discussions within and across grade levels •Written curriculum documents: Extent to which the written curriculum cross-references grade levels	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.1.B.2	The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.	A process is in place for all teachers to preview the goals and objectives of the units of study with students/caregivers. A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.	•EDP: Updated EDP •Competency profiles and syllabi: Classroom running records •Course descriptions: Sophistication and clarity of language employed, Description of accommodations for non-English speakers •Documentation from Parent/Caregiver Curriculum Nights (MEAP, Reading First, Title I): Agendas; information packets; sign-in sheets •IEP: Goals and objectives	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Our school has bi-weekly content area and grade level meetings to provide teachers the opportunity to plan and monitor instructional practices collaboratively. The administration has been actively involved with teachers in planning and instruction. At staff meetings we discuss utilizing higher level thinking in our lessons, differentiated instruction and using data to drive instruction. Teachers have been implementing lessons based on the Oakland County Curriculum, with an emphasis on Common Core Standards. Teachers have also been creating formative and summative assessments to drive instruction.

Instruction (I - Teaching for Learning)

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.A.1	The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.	Classroom teachers base their lessons on the district's/program's written curriculum. The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.	•Meeting agendas and minutes: Written documentation of curriculum planning within and across grade levels •Observational protocols: Consistency of use of higher order thinking skills and demonstration of high expectations for student success •Written units/instructional plans: Alignment with grade level & course content & district curriculum •Curriculum calendars/pacing guides/ lesson plans: Alignment of instructional activities with scope and sequence •Adopted texts and other resources: Materials are aligned with standards and field-tested	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.A.2	Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.	The majority of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. Over half of the teachers in the school or cross-school programs are consistent in the use of developmentally appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	•Curriculum guides: Multiple approaches to instruction; relevant curriculum •Curriculum used in after-school, summer school and support classes: Examples of developmental appropriateness •Instructional plans/lesson plans: Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction •Observational protocols: Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.A.3	A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	School improvement is based upon school-wide collaborative team(s) which meets for the purpose of gathering data, analyzing information, and making school-wide decisions regarding changes in instructional practices. Professional development decisions are based upon input from the collaborative school improvement teams.	•Survey Data: Reports of decision-making process by stakeholder group •Committee lists: Committee membership and meeting schedules •TRAC: CIP Self-Review •Professional development plan: Professional development based upon instructional improvement; professional development structures employed •Current and historical instructional plans: Changes in plans over time; student assessment data; MEAP results •Agendas, meeting minutes: Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.B.1	The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.	A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that result in modifications to the school's delivered curriculum. Teachers agree to employ a variety of common instructional strategies, as appropriate, in all their lessons. These strategies are designed to meet the varied needs of the student population. Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build upon information taught in prior units. The school or program provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards.	•Teacher/student artifacts: Demonstration of differentiated lessons and assignments •Meeting agendas and minutes: Discussions and decisions made regarding instructional strategies and curriculum •Observational protocols: Records of instructional practices across the school •IEP/504: Sample lesson plan modifications •School schedule/staff list: Staffing and scheduling demonstrating support for targeted students •Curriculum and unit plans: Documentation of connections between units	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.B.2	There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.	The majority of instructional plans have components built from insights on modern learning research, as appropriate to the student population being served. These might include activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. Technology is an important component in the differentiation of instructional practices.	•Classroom walk-through journals: Documentation of best practices strategies being implemented •Eighth grade technology literacy assessment: Student surveys, focus groups and progress reports •Minutes/action plans: Description of professional learning community structures being implemented and actions taken •IEP's/504: Progress reports, annual review, Multidisciplinary Evaluation Team (MET) •Curriculum maps: Display of content standards, assessments, instructional strategies, and technology support •Technology plan online at ISD and MDE: Multiple year plan, resources, and individual roles and responsibilities •Curriculum Observational Assessment Booklet: Yearly growth •Instructional Plans: Incorporation of best practices into written plans •School improvement plan / committee structures: Systems and structures for professional learning in place	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.B.3	Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.	Frequent opportunities are provided for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction are taught. Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles, and intelligences.	•Classroom walk-through journals: Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum •IEP's/504: Progress, annual review and MET •Community surveys: Use of community resources within and outside the classroom •Assessments employed: Extent to which assessments employ application and demonstration of knowledge and skills	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Teachers are using multiple sources for general education and special education focusing on struggling students to help identify specific student needs in an effort to plan appropriate lessons. Data is analyzed for sub-group populations to determine if there are trends. Teachers participate in bi-weekly curriculum/grade level staff meetings. Curriculum area teachers discuss benchmarks to ensure that GLCEs are being taught with fidelity. Assessment scores are analyzed to see if the concept needs to be re-taught or adjusted. From data Sabbath Middle School identifies and focuses on "Power-Standards," that are implemented school wide.

The school's Social Worker, Principal and Positive Behavior Coach are involved in student interventions and creating and adjusting behavior intervention plans for students who need to adjust their behavior in the classroom and school setting. All IEP and 504 plans specifically state the accommodations that will be followed to ensure that students who receive special services have an opportunity for academic success at their level. Student schedules show that all special education students are fully included with the regular education population.

Assessment (I - Teaching for Learning)

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.3.A.1	Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)	The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. There is evidence that attention has been paid to the elimination of bias in assessments administered at the school.	•Committee minutes: Description of process used to adopt and analyze assessments •Written curriculum: Match between assessment method and learning target •Formative and summative assessments: Extent of alignment with district curriculum and Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework or CTE technical standards; extent to which assessment reflects curricular content covered •IEP: Progress reports, annual review, MET •Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework: Michigan Curriculum Framework assessment standards aligned with question on locally developed assessments.	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.3.A.3	Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.	The instructional staff members evaluate and monitor student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.). The majority of formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework . In addition to the use of multiple summative assessments, some teachers employ formative assessments (e.g., benchmark assessments, student portfolios, rubrics, teacher-designed assessments), to target areas requiring individualized instruction for students and/or small groups.	•School Improvement Plan progress report: Description of assessments employed as well as short term and longitudinal data gathered; description of data employed in instructional decision making •Curriculum guide: Observational assessments •Formative and summative classroom assessments: Listing of types employed and frequency of use •IEP: Progress reports, annual review, MET	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

The building principal performs weekly learning walks to organize the data collected in the areas of performance i.e., instructional strategies, motivation and curriculum planning. The administrator requires all staff to display the power standards that are posted in every classroom to ensure students are aware of expected outcomes that will be covered in each content area class. Progress Reports and Report Cards are distributed every 5 weeks. School-wide Sabbath has implemented Star Reading, Star Math, Accelerated Reader, Math Facts in a Flash, English in a Flash, NWEA Testing and The Learning Odyssey.

Instructional Leadership (II - Leadership)

School leaders create and sustain a context for learning that puts students' learning first.

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.A.1	School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.	Through their expertise, school leaders provide information on current research to inform decisions regarding curriculum, instruction, and/or assessment within the school building and at the district level. Based upon their expertise of curriculum, instruction, and assessment, school leaders create systems and organizational frameworks that support school improvement efforts. School leaders demonstrate their knowledge of curriculum, instruction, and assessment by promoting best practice strategies in the educational setting and through their everyday activities. . School leaders maintain a consistent focus on the latest research in best practice in curriculum and instruction and are frequently in charge of new professional development initiatives in these areas for the entire school.	•Content Expectations document: Modifications to the curriculum •Professional Development records: REP Report •Advisory Committee input: Minutes, Attitudes regarding school leaders •Committee minutes: School leaders' suggested readings •Certification requirements: Coursework, conference & workshop attendance •Resumes: Workshops attended; participation in study groups; presentations made	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.A.5	School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.	School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program. School leaders have designed structures to ensure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice. School leaders have instituted professional learning communities throughout the school and have provided common time for the teams to meet.	•School Schedule: Use and structure of non-instructional time •Teacher evaluations: Evidence of transfer of learning into practice and teacher input. •Staff Survey: Data on professional development •Professional development plans and activities: Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.A.7	School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.	School leaders provide a data-based decision-making structure to focus on student achievement. School leaders consider data from multiple sources when guiding school improvement.	•Curriculum-based assessment: Teacher observation results of student's functional performance •School's annual report: Examples of a variety and types of data describing student results •School schedule and calendar: Extent to which schedule and calendar is based upon analysis of data •Professional Development Minutes/Agenda: Focus on data and analysis of results •IEP's: Progress reports on objectives •School improvement plan: Data disaggregated to demonstrate and explain student progress •Meeting agendas and minutes: Use of student data in meetings; extent to which instructional and curricular decisions are data-based •Student schedules: Flexibility based upon student data-based needs •Program outcomes: Exit testing performance standards	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.B.1	School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.	School leaders have developed a plan to ensure that they have a visible presence throughout the entire school including the hallways and classrooms, labs, and other activity areas. School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts. School leaders model in their own monitoring behavior, the high expectations they have for staff and students.	•Meeting minutes: Extent to which school leaders initiate and participate in a discussion of student progress and grade reports •School policies and procedures: Documentation of collection of lesson plans and grade books •Surveys: Stakeholders'' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback •Administrative classroom observation logs: Records of observations and description of actions taken as a result of observations	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.B.4	School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.	School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan. School leaders communicate frequently, orally and in writing with staff, students, parents, and the community in order to ensure that all school policies and procedures are clearly understood. School leaders consistently demonstrate that they have high expectations for staff and students.	•Mission statement: Evidence of high expectations •Survey: Extent to which school leaders are perceived as consistently and fairly applying school rules •Parent communications; other written communications: Evidence of high expectations for students and staff; clear statement of policies and procedures •Superintendent/principal/counselor meetings: Minutes of meeting •Meeting minutes: Written list of expectations for teaching	Exemplary

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

The entire staff are active members of the school improvement team. Sabbath staff is currently working in PLC's. The staff uses data dive the decisions for professional development. Professional development is placed into the school improvement plan based on staff and student needs. The building principal performs walk- throughs and provides feedback from formal/informal observations. The building principal meets with professional colleagues in order stay abreast of the most current professional development. Based on student needs, teachers are

attending professional development, as well as hiring professionals to come into the district to implement professional development. The staff feels comfortable asking for additional professional development to improve their instructional practices. The principal also observes lessons and provides staff with feedback. The administrator conducts annual evaluations to ensure staff are effective. Our teachers provide feedback to support and improve the overall success of Sabbath. Teachers are required to do a self-assessment and develop goals yearly that are reviewed and approved by the principal.

Shared Leadership   (II - Leadership)

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.A.4	A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.	The school is organized into collaborative teams that meet on at least a weekly basis. Collaborative practices focus primarily on the improvement of instruction. The majority of staff members participate in inquiry practices such as classroom action research, study teams, and peer coaching. Periodic collaboration occurs across grade levels and content areas.	•IEP /504: IEP /504 plans •School improvement meetings: Minutes of meeting •Meeting agendas/minutes: Evidence of collaborative practices •Grade/departmental curriculum maps: Extent to which maps cut across and connect with other subject areas and grade levels •Non-discrimination statements: District documents	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.A.5	All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.	The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to plan changes in the instructional program. The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to set curricular priorities directed at ensuring that all students meet high standards. The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to achieve the criteria for adequate yearly progress. The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to analyze the effectiveness of programs over time.	•School improvement and/or state and district reporting data: Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available •IEP Reports: Goals and objectives •Core Performance Indicators: Local and state data results •Professional development plans: Content that focuses on developing skill in the interpretation and use of data	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.A.6	Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.	School leaders ensure that all major decisions for planning, monitoring, and evaluation for school improvement are made collaboratively with any staff member impacted by the decision included in the process. Staff members report a clear sense of efficacy in decisions that are made.	•Surveys: Staff attitudes toward decision-making process •School communication tools: Extent of communication regarding decisions •Minutes from School improvement/Title I meetings: Documentation of collaborative decision-making; impact of discussion of instructional decisions	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.B.4	Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.	School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.	•Lesson plans: Demonstration of adjustment of lessons based upon feedback from school improvement plan •NCA/School Improvement Plan and process employed in its development: Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals •Minutes of action teams: Details of monitoring process	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff meets on a bi-weekly basis in order to help (share/model) instructional strategies. Professional development days and various bi-weekly staff meetings are used to collaborate across content areas and grade levels. These meetings focus on the improvement of student achievement. Staff meets regularly in order to cross-categorize lessons and utilize standards from more than one content area such as GLCEs, Oakland County Curriculum and Common Core. Teachers have the opportunity to self-reflect and also observe each other to ensure that best practices are being implemented. Special Education staff meets with general education staff to ensure that best practices are being implemented during co-teaching. Every teacher is an active member of the school improvement plan and data is disaggregated in order to drive our school improvement decisions. The school leader supports adjustments in the curricula to increase student achievement.

Operational and Resource Management (II - Leadership)

School leaders organize and manage the school to support teaching and learning.

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.3.A.4	Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.	Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.	•School schedule; school calendar: Coherence of school schedule and calendar with school improvement plan •School improvement plan: Goals related to time use or time allocation •District strategic plan: Alignment of school schedule and classroom instructional time with district goals	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

All decisions for improvement are data driven. A priority is placed for designing collaborative teacher planning time during the school day. Every attempt is made for the instructional staff to achieve this. The school administrators and principal are responsible for teacher and student schedules and student handbooks while the Superintendent is responsible for the Code of Conduct. Sabbath School's schedule is aligned with the district calendar. The principal has designed the school's schedule to ensure common prep times to the best of his ability. Bi-weekly staff meetings are utilized for grade level and content area meetings. During professional development days and in the summer, time is allotted for transitioning grade levels to meet, such as 5th and 6th grade teachers, and 8th and 9th grade teachers.

Personnel Qualifications (III - Personnel and Professional Learning)

School/district staff qualifications, knowledge and skills support student learning.

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.1.B.1	Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.	All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration. All staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice.	•Professional Development Plan and records: Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning •Teacher resumes: Description of leadership roles taken with other staff and other districts or local / national professional organizations •Observational protocols: Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

At the present time 12/13 teachers are veteran teachers with more than 10 years experience. We currently have four non-tenured teachers. They are all being mentored by staff. Mentors will assist for a three year period. Input is shared with the non-tenured teachers regularly. The administrator conducts daily walk-throughs to ensure that best practices are being implemented. The non-tenured teachers are also receiving multiple formal evaluations of performance.

Professional Learning (III - Personnel and Professional Learning)

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.A.1	All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.	All instructional staff is skilled in collaborative techniques including: decision-making skills, managing conflict, stages of team dynamics, providing constructive feedback, and group maintenance skills. Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education and/or content career cluster), meet weekly to collaborate around context-embedded professional development. Professional development initiatives are enhanced through constructivist practice including action research, peer study groups, and demonstration classrooms within the school. It is the highest priority of the school to maintain consistency in both the membership of and the common time allotted to collaborative teams.	•Professional Development Plan: Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research, or peer study groups •Common planning time schedule: Documentation of scheduling of planning time for teacher teams •Professional development schedule: Evidence of regularly-scheduled professional development opportunities •Team meeting agendas and minutes: Description of collaborative practices occurring within and across grade levels and content areas	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.B.1	Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.	All professional development activities are based on current research and best practices. Professional development is driven by district standards and student data and focuses on both content and pedagogy.	•Observational protocols: Demonstration of on-going use of instructional practices discussed during collaborative meeting time •Meeting agendas and minutes: Documentation of discussions of instructional practices •Professional development activities: Records of teacher professional development	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.B.3	Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.	The state-required induction and mentoring program is provided for each new teacher. One Master Teacher is assigned for each new teacher and this teacher mentors and coaches the new teacher at least 15 days over a three year period.	•New teacher orientation materials: Description of induction and mentoring program	Partially Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.C.1	Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.	All professional development experiences are aligned with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE Curriculum Standards, district initiatives and the school improvement plan or, as appropriate, the Supported Independence Level Curriculum.	•School Improvement Plan: Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan •Records and reports of curriculum committees: Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate). •Documentation of professional development initiatives: Description of the extent and types of self-determined professional development that is occurring	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.C.2	Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.	Integrated, structured opportunities for staff to pursue professional development are part of the regular school schedule. The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups, and action research. The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.	•Professional Development Plans and Descriptions: Description of opportunities experienced by teachers to study new instructional, assessment, or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration •School Improvement Plan: Description of professional development initiatives and their job-embedded nature •Professional Development Logs: Description of activities that demonstrate involvement in job-embedded professional development	Exemplary

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.C.3	Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.	Professional development initiatives are aligned with the school improvement plan. Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.	•School Improvement Plan: Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

We decide on professional development through data analysis to determine the professional needs of staff. This is an essential component of our on-going professional pedagogy. Our school improvement plan drives our instruction. When staff is trained, they are required to share with the rest of the staff what they have learned. Teachers consistently share instructional, assessment, and classroom management techniques with each other. Teachers and administrators are a part of professional educational organizations.

Parent/Family Involvement (IV - School and Community Relations)

Schools actively and continuously involve parents and families in student learning and other school activities.

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.1.A.2	The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.	The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems).These strategies and techniques facilitate open and direct two-way communication with these diverse families. Training is provided to teachers in order to increase their understanding of diverse cultures. . A staff member serves as a home-school liaison to facilitate communication with minority families.	•Meeting schedule: Extent to which meetings are held in a variety of convenient locations and times •Staffing: Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences •IEP Meeting: Invitations •School/district communications/forms: Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home •School calendar: Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.1.B.2	The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.	Parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. The school provides some opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher. Periodic opportunities are provided to parents/families to learn about their child's instructional program. Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home.	•School committee participation lists and minutes: Degree to which parents participate on school committees •Invitations to meetings and programs: Description of meeting locations and types of meetings held •Open House and parent/teacher conferences: Records •Newsletters; websites; teacher print distributions: Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.1.B.3	The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.	Parents are members of school improvement committees and their feedback is solicited and welcomed. The school attempts to balance parent membership on committees to reflect the demographics of the student population. Parents have designated roles in the school including participating in initiatives designed to improve student success	•School/district curriculum and program committees: Extent of parent involvement on these committees •Program advisory committee meetings: Minutes and roster •School improvement committee list: Inclusion of parents	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Sabbath Middle School has a parent liaison that is housed in the main office. He is responsible for contacting parents and keeping them abreast of what is taking place in our school. He assists parents with using the parent resource center in order to track attendance and grades. Our staff and administration understands how important it is to meet the needs of our population in terms of diversity. During staff meetings, the staff addresses ways to communicate, meet the needs, and address cultural differences amongst the diverse cultures in our school. Staff meets with parents to bridge the gap between the culture at home and culture at school. We ensure that all communication is sent out in both English and Spanish to ensure that all parents receive vital information. Every attempt to avoid cultural or religious holidays for meetings and school events is made. Several teachers have personal class websites that display student and parental information.. The school and the district also have websites with updated information for students and parents pertaining to the district. The district sponsors diversity events throughout the school year.

Community Involvement (IV - School and Community Relations)

The community-at-large is supportive and involved in student learning and other school activities.

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.2.A.2	In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.	The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with diverse community organizations. The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.	•School and district written communications and forms: Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home •Meeting flyers: Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care •School calendar: Avoidance of scheduling conflicts with cultural/religions days of significance •Staffing at parent events: Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events •Translation services: Communication of contact information to appropriate parents •IEP and MET reports: Goals and objectives	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.2.B.3	Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.	The school has established connections with some community agencies to provide services and treatment, as well as prevention and early intervention. Partnerships with community agencies provide additional support for at risk and low achieving students.	•School schedule, calendar: Examples of screenings by the county health department; dental and health services/ clinics are available •Contracts, agreements: Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies •Listings, databases: School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Student/parent response system is utilized in order to communicate events and activities that are taking place within the school in both English and Spanish. Translators are available for conferences as well as after school events. All documents are reader friendly to accommodate various levels of reading ability for parents are met. Every attempt is made to honor religious holidays to ensure that scheduling events do not conflict. Catholic Social Services, Promised Neighborhood, Project Achieve, DTE Energy, Mobile Dentist, and other various stakeholders are included in decision-making processes within and outside of the school in order to ensure that the diverse population is being represented.

Data Management (V - Data and Information Management)

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.1.A.2	There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.	The system provides the necessary data that informs decisions made at the school level. The staff in the school knows what data needs to be entered and how to do it, although this is not necessarily documented. Most data is entered correctly and in a timely manner, but without regular oversight by staff members who have that responsibility. The school is using the data system to support its operations.	•MET Report: Functioning Levels •Data system documentation: Description of data processes •School Improvement Plan: Description of data to be collected, process for collection and personnel responsible for collection •IEP or IFSP (Individualized Family Service Plan): Progress Reports	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.1.A.4	The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.	The school identifies, collects and stores multiple indicators of key data used to make critical, high-stakes decisions. Data is collected longitudinally and accurately tied to individual students where appropriate. Process and perception data is collected and documented.	•Administrative software: Type of software used to collect and store data •MET Report: Functioning Levels •IEP or IFSP: Progress Reports •Data documentation: Collection methods and instruments employed •Data arrays and student records: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.1.C.1	Defined/documented data support processes exist for the use of the data system and the management of the school's data resources.	The professional staff uses the data system through a set of defined processes that allow them to access the data they need on a regular basis in a way that is useful to them. Collaborative use of data is an established process that is widely used in the school. Expertise in data management processes exists within the school, but the school is dependent on outside (district) help for many process issues. Training has been provided on data management processes and is repeated/updated occasionally.	•Agendas / minutes: Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

School community uses item analysis from multiple sources such as MEAP, MAP (NWEA), MI-Access, MI-STAR, Renaissance Learning and The Learning Odyssey to inform the accurate and data based decisions, which inform our professional development and target teaching specific content and academic skills. Data is analyzed and we use it to make informed decisions in order to drive our school improvement plan. Occasional outside sources are brought in to discuss and help identify weaknesses and build upon strengths.

Information Management (V - Data and Information Management)

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.A.1	Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.	Most of the data in the system is analyzed and used to summarize, examine, predict, and prevent. Teachers routinely analyze the data that has direct impact on their instructional decisions. The effectiveness of major programs and practices is analyzed based on data in the system. The majority of instructional staff is skilled in the analysis and interpretation of multiple types of data.	•Training records: Local training documentation proof/agendas, etc. •Lesson plans: Analysis of the role played by data in instructional practices •Data reports: Description of data sources, types of disaggregation, time periods covered and how the data is arrayed •School Improvement team meetings, staff meeting agendas/minutes: Description of the role of data and data analysis in improvement of student achievement and school processes •IEP/IFSP: Monitoring Reports	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.A.2	The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.	There is a high level of acceptance at the school on the importance of data in decision-making. Staff willingly participates in dialog about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialog. Staff is learning to evaluate their data effectively, making decisions based on the data after substantive conversation. Teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialog about the meaning of data. Staff has the basic skills and knowledge needed to engage in difficult dialog about the meaning of data and these conversations are an accepted part of the school culture.	•CTEIS: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards •Agendas/minutes from Parent Advisory Council and/or Parent-Teacher conferences: Description of discussion around data and data-based decision-making •Agendas/minutes from School Improvement staff and/or grade/course meetings: Description of dialog around data and data-based decision •IEP/IFSP: Monitoring Reports •Department staff meeting minutes: List of staff meetings	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.B.1	The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.	Information is often shared both internally and with broader school community when possible /appropriate, in advance of decision-making. Information is made available to stakeholders who are not authorized users of the data system.	•Board of Education reports: Description of processes employed and types of data shared with stakeholders •Annual Report: Description of processes employed and types of data shared with stakeholders •School newsletters: Description of processes employed and types of data shared with stakeholders •Advisory Committee Minutes: Contents of minutes	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.B.2	Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.	The school has a data system that is used to support key decisions about individual students, classroom practices, and school-wide processes and programs. Most members of the staff make regular use the data system to support their decision processes. Staff dialog occurs around key instructional decisions and they share a sense of responsibility for decisions that are made. . Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/eliminating ineffective ones. The data system is periodically evaluated, opportunities for improvement noted, and modifications made.	•Annual Education Report; School Improvement plan; Intervention and/or differentiation plans: Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students •Surveys: Reports of the role played by data in school-based decisions •Meeting minutes: Description of the role of data and types of data employed in school / instructional decisions	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff members participated in Data Review Processes. Data analysis and interpretation skills were developed and reported back to the staff. All staff members are utilizing these skills to disaggregate all data. Sub-Groups are identified and strategies are developed to meet student needs successfully. A portion of weekly staff meetings are dedicated to data analysis. Staff analyzes multiple data streams regularly to compare and contrast students' academic performance across multiple demographics and other variables. Collaborative teams use all assessments and their related data to effectively analyze and respond to longitudinal data to enhance overall academic achievement.