

**CASA RICHARD ACADEMY QUARTERLY REPORT  
JULY—SEPTEMBER 2011**

**1. Educational Goals and Objectives:**

Please list each goal as identified in your school improvement plan and include a status of its progress:

**A. English Language Arts**

**Student Goals:** Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging experiences.

**Objectives:** At least 10% of students will improve to a level of proficiency on the Act and MME over the next two years of the school improvement plan.

**Evidence of Progress:**

Strategy Used	Evidence of Progress
Robert Marzano best practice	Increased classroom participation
“Mechanically Inclined”	Improved student participation and interest in the writing process.
ELA Coach	ELA department is now making more instructional decisions based on student data than in the past.
6+1 Writing	Every English student is becoming familiar with the 6+1 writing traits.
Balanced approach to literacy	Improved balance between reading and writing. Improved systematic approach to the ELA curriculum.
Using data for instruction	ELA department is now making more instructional decisions based on student data than in the past. For example, the writing workshop was implemented based on student data/writing samples.
Aligning the ELA curriculum to Common Core	ELA department meeting agendas/minutes.

**Strategies used to achieve progress:**

1. Robert Marzano classroom instruction best practice
  - Summarizing/paraphrasing exercises
  - Comparing – the use of T charts
  - Homework – practice and reinforcement
  - Nonlinguistic representation – graphic organizers

- Cooperative learning
    - Pair/share reciprocal reading activities
    - Gallery walk
    - Fishbowl
  - Daily objective posted and reviewed for each class/each day
  - Providing feedback to students
    - Reviewing completed student work and results
    - Provide written comments on assignments
  - Cues
2. “Mechanically Inclined” by Jeff Anderson
    - Student writing workshop
  3. Gail Witt – ELA Coach
    - Provided training to the ELA Department regarding how to read, analyze, and norm GRADE reading assessment.
    - Provided training to the ELA Department regarding how to read and analyze PLAN and EXPLORE student reports.
    - Provided information regarding the use of close and critical reading for all four core curriculum areas.
  4. 6+1 Writing
    - ELA Department is using a modified form of the 6+1 writing rubric regarding essays and journal entries.
  5. Balanced approach to literacy
    - ELA Department has identified student deficiencies in reading and writing and using various Marzano strategies to address those deficiencies as an integrated/inclusive component of the ELA curriculum.
  6. Using data to monitor and adjust instruction
    - 2010-2011 PLAN and EXPLORE data used to identify areas of remediation in reading and writing.
    - Practice ACT was given to all Juniors at the beginning of the 2011-2012 school year. The results of the practice ACT were used to identify areas of remediation.
    - 2010-2011 Reading Plus program student performance data was used to determine a change in the seat time schedule. The data showed a problem with time-on-task, in other words, students were not using the program effectively to show a significant improvement in their reading skills.
  7. Align ELA curriculum to Common Core Curriculum
    - ELA Department has reviewed the Common Core Curriculum and text exemplars and is currently modifying the ELA curriculum to align with the new standards.
    - ELA Department will be attending Common Core Curriculum training through Wayne RESA.

**B. Mathematics:**

**Student Goals:** To reduce the math achievement gap for all students while developing the necessary skills to meet the requirements of entrance into college level math courses.

**Objectives:** At least 20% of students will improve to a level of proficiency on the MME over the next two years of the school improvement plan.

**Evidence of Progress:**

Strategy Used	Evidence of Progress
Robert Marzano best practice	Increased classroom participation through the implementation of Marzano instructional techniques.
Improve rate of return for homework and other assignments	Student assignment return rate is increasing.
Using data to monitor and adjust instruction	Improved systematic approach to the Math curriculum. Students with academic difficulties are being identified sooner and modifications/accommodations being made with more effective results as evident in improved student grades.
Increase number of community partners	Donors Choose and MAA added to the list of community partners.
Implementation of Common Core Curriculum	Math department meeting agendas/minutes. Revisions to the Math curriculum plan currently being made.

**Strategies used to achieve progress**

- 8. Robert Marzano classroom instruction best practice
  - Summarizing/paraphrasing exercises
  - Comparing – the use of Venn diagrams, T charts, foldables
  - Homework – practice and reinforcement
  - Nonlinguistic representation – graphic organizers
  - Cooperative learning
    - Group projects
  - Daily objective posted and reviewed for each class/each day
  - Providing feedback to students
    - Reviewing completed student work and results
    - Provide written comments on assignments
- 9. Improved rate of return for homework and assignments
  - Attendance has improved due to a new merit based attendance system for the school which has in turn improved the assignment completion rate and the homework return

rate.

10. Using data to monitor and adjust instruction

- 2010-2011 PLAN and EXPLORE data used to identify areas of remediation in math. This information was given to the Math department so teachers could identify students with math difficulties.

11. Increase number of community partners

- The Math department has developed a list of possible new community partners and is reviewing how they may support and improve the Math curriculum.

12. Implementations of the Common Core Curriculum

- The Math department will be attending Common Core Curriculum training through Wayne RESA.

**Science:**

**Student Goals:** Students will be able to unify the concepts science to help them to understand the constant nature of science across disciplines and time even as scientific knowledge, understanding, and procedures changes.

**Objectives:** Casa Richard Academy Science department's objective is to have at least 15% of the students improve to a level of proficiency on the ACT and MME over the next two years of the plan.

**Evidence of Progress:**

<b>Strategy Used</b>	<b>Evidence of Progress</b>
Classroom Instruction that Works, by Robert Marzano.	Student assessment scores, classroom participation, and assignment
Creation of the Curriculum on the Wall (COW) – Outline of the entire science curriculum; outline for each subject for the year.	Pacing of curriculum content appropriate to meet all HSCE's by the end of the semester or year.
Project Based Learning Hands-on Activities/Lab Projects Cooperative Learning Field Trips	Real Life Connection Activation of Prior Knowledge/Experiences
Preexisting and Use of Pretesting Data to Drive Instruction Quarterly Master Exams	Determines what to re-teach Learning Levels (reading, writing, and math) Determines/Provides what students know already and what they need improvement in.
Align the Science Curriculum to Common	Science and Technology Departmental

Core and Cross-Curricular Instruction

Meetings  
Agenda/Minutes/Feedback

**Strategies used to achieve progress**

13. Robert Marzano Classroom Instruction

- Bell Work
- Lab Activities
- Hands on Activities
- Classwork, Homework, Quizzes, Tests
- Reports/Projects
- Group Discussions/Break Out Groups

14. Curriculum on the Wall (COW) —Align State standards to Common Core and Cross-curricular Instruction.

- Curriculum at a Glance (All subjects)

15. Microscope Labs, Chemistry Labs, Biology Dissection

16. Use of Pretesting Data to help monitor and adjust instruction for areas that need improvement.

17. Chemistry and Biology for ALL—Wayne RESA science training on projects and labs that can be used in the classroom with students to promote real life connections.

**C. Social Studies**

**Student Goals:** To provide students with the necessary skills to make informed and reasoned decisions to improve academic achievement and to be responsible and productive citizens.

**Objectives:** At least 10% of students will improve to a level of proficiency on the MME over the next two years of the school improvement plan.

**Evidence of Progress:**

**Strategy Used**

Robert Marzano best practice

Improve rate of return rate for homework and other assignments

6+1 Writing

Using data to monitor and adjust instruction

Increase number of community partners

**Evidence of Progress**

Increased classroom participation through the implementation of Marzano instructional techniques.

Student assignment return rate is increasing.

Every Social Studies student is becoming familiar with the 6+1 writing traits. Writing assignments are more focused and have improved clarity and organization.

Improved systematic approach to the Social Studies curriculum. Students with academic difficulties are being identified sooner and modifications/accommodations being made with more effective results as evident in improved student grades.

Wayne State University added to the list of

Expand service learning opportunities

community partners.

Mr. Reed created the Community Awareness Project (CAP) with the first planning session scheduled October 19, 2011.

Implementation of Common Core Curriculum

Social Studies department meeting agendas/minutes. Revisions to the Social Studies curriculum plan currently being made.

### **Strategies used to achieve progress**

#### 18. Robert Marzano classroom instruction best practice

- Summarizing/paraphrasing exercises
- Comparing – the use of Venn diagrams, T charts, foldables
- Homework – practice and reinforcement
- Nonlinguistic representation – graphic organizers
- Cooperative learning
  - Group projects
  - Gallery walk
  - Fishbowl
- Daily objective posted and reviewed for each class/each day
- Providing feedback to students
  - Reviewing completed student work and results
  - Provide written comments on assignments
- Cues

#### 19. Improved rate of return for homework and assignments

- Attendance has improved due to a new merit based attendance system for the school which has in turn improved the assignment completion rate and the homework return rate.
- The Social Studies department has implemented the “Accountability Form” for missing homework assignments which documents the reason why the student did not complete the homework which leads to contacting the parent/guardian.

#### 20. 6+1 Writing

- Social Studies department is using a modified version of the 6+1 writing traits for essays in various Social Studies topics.

#### 21. Using data to monitor and adjust instruction

- 2010-2011 PLAN and EXPLORE data used to identify areas of remediation in reading and writing. This information was given to the Social Studies department so Social Studies teachers could identify students with reading and writing difficulties. This information was then used to develop a plan for Social Studies to play a supportive role to the English Department by providing additional remediation in reading and writing using Social Studies content.

#### 22. Increase number of community partners

- The Social Studies department has developed a list of possible new community

partners and is reviewing how they may support and improve the Social Studies curriculum.

23. Expand service learning opportunities

- The department is currently reviewing ideas to expand the activities of Detroit Clean Cut City (DC3) for the winter. Currently DC3 activities are limited to the fall, spring, and beginning of summer.
- Mr. Reed has created the Community Awareness Project (CAP) which is a free community-outreach club designed to remove the fear, confusion, and barriers associated with public institutions.
- The department plans to expand service learning opportunities through Generation On.

24. Implementations of the Common Core Curriculum

- The Social Studies department has reviewed the Common Core Curriculum and text exemplars and is currently modifying the Social Studies curriculum to include informational text for Social Studies into the curriculum.
- The Social Studies department will be attending Common Core Curriculum training through Wayne RESA.

**1. School Improvement:**

**1. Dates of the school improvement team meetings:**

July 11-14<sup>th</sup>; Aug. 22 and 29<sup>th</sup>

**2. Number of people involved on your school improvement team:**

Twelve

**3. Provide a brief status update on the work of your school improvement team to sustain continuous improvement.**

The team's work focused on identifying an instructional priority that we would use school-wide to increase student achievement, as well as identifying strategies to support the priority and listing any professional resources necessary. We also reviewed various data, so that we could make adjustments to classroom instruction.

**4. Provide a list of professional development activities, and include the number of participating staff**

Data Workshops at Casa Richard Academy	10 participants
RESA 2011 Summer PD	4 participants
Michigan Principal's Fellowship-Lansing	7 participants
Pre Fall Conference at RESA	8 participants
PD at Casa Richard Academy	10 participants

**2. Parent and Community Involvement :**

<p><b>1. List major events and initiatives where parents have been involved.</b></p> <p>None (only 3 weeks into school year)</p> <p><b>2. Provide a brief status update on existing collaborative projects with the community.</b></p> <p>None (only 3 weeks into school year)</p>
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**3. Student Information:**

**1. Current enrollment by subgroup and grade level**

	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	TOTAL
	33	25	19	23	100
<b>MALE</b>	15	16	8	11	50
<b>FEMALE</b>	18	9	11	12	50

**2. Enrollment trend**

Enrollment has decreased for four consecutive years.

**3. Student-teacher ratio**

20/1

**4. Disciplinary incidents including data on suspensions and expulsions**

Disciplinary incidents in September were as follows:

2 students were suspended for fighting;

2 students were suspended for being under the influence of a controlled substance;

5 students were suspended for disruptive behavior;

1 student was suspended for skipping (and)

1 student was asked to find another school for an attempted assault on the Principal.

**5. Awards and special recognitions achieved by students**

None (only 3 weeks into school year)

**6. Special Projects and Extra-Curricular Activities**

**1. Are there any special initiatives and projects**

None (only 3 weeks into school year)

**2. Number of participating staff and students**

**3. How are these special initiatives related to your goals and objectives noted in your school improvement plan?**

**7. Other**

Please include any additional information you would like us to know