DEPARTMENTAL MIDDLE SCHOOL
CAREER ACADEMY *6th through 8th Grade*

Chartered by

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FOR ADVANCED STUDIES
Next Generation Learning *Ford*

DAVENPORT UNIVERSITY

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Advanced Technology Academy Charter Public School District Takes A New Approach to Middle School Education

Advanced Technology Academy (ATA), a next generation learning public charter school district in Dearborn, Michigan and its authorizer Lake Superior State University, have established a Departmental Middle School Career Academy.

The model consists of four sections of each grade level. This model helps promote grade level expectations by better aligning the curriculum with the elementary and high schools. It also provides a solid learning environment by having specialized teachers in core content areas. This allows the student to receive a higher level of education by having the core content being taught by the best teacher for that subject.

The Academy also utilizes the **Career Readiness WorkKeys Program** at this level which further addresses technological implementation and student planning for selections of career tracks when they enter ATA's high school.

The general education program is also directly aligned with the Upward Bound Career Academy, Title One and Special Education Departments (see separate hand outs) to address students that are in need of being educated in a non-traditional way.

ATA expects 100 students in each grade 6-8 to be enrolled in the Middle School Career Academy this fall. Students will experience lessons with digital learning tools, individual learning plans to guide instruction and a host of other measures.

Science Technology Engineering & Mathematics (STEM) / AP Learning

The middle school will wrap its entire curriculum around the STEM initiative to prepare students to be successful in the 21st century society. All teachers will implement STEM projects into their units. The schedule has been built to provide common class time where groups of students can be tiered to individual learning styles that coincide with teacher strengths. Two new 'state of the art' STEM labs will be utilized at the 6th and 7th grade levels to even better streamline the transition in to the 8th grade. Math and science instructors will drive the initiative through their expertise and experience in the subject matter to give the students a 'real world' approach to learning and a true cross-curricular learning experience.

ATA will also implement Advanced Placement (AP) learning to give students who have demonstrated proficiency in subject matter the opportunity to expand upon their learning by receiving small group instruction from their 'homeroom' teacher and further explore learning initiatives and interests. During the AP period struggling and special needs students will be serviced by Title One/Special Education staff to work in small groups to help close the gap by targeting their deficiencies.

Project Lead The Way

Project Lead The Way (PLTW) will be the foundation of the STEM initiative at the 8th grade level. This proven program will be piloted in the fall and variations will eventually be implemented at the elementary and high school level respectively. Training for staff has taken place over the summer recess at Eastern Michigan University to ensure that ATA will be at the forefront of this worthwhile

program. The program will include modules related to engineering and technology to further address preparing students for the 21st century.

PLTW's middle school program, Gateway To Technology (GTT), is a project-based program designed to challenge and engage the natural curiosity and imagination of middle school students. Taught in conjunction with a rigorous academic curriculum, the program is divided into six, nine-week independent units.

GTT Core Units

AUTOMATION AND ROBOTICS (AR)
Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration and innovation.

DESIGN AND MODELING(DM)
This unit uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions.

ACT Career Readiness

The EXPLORE® Program helps more than one million eighth- and ninth-grade students each year prepare for future academic and career success. EXPLORE contains four curriculum-based tests: English, Mathematics, Reading, and Science. These standardized multiple-choice tests are based on the major areas of high school and postsecondary instructional programs. Performance on these tests has a direct relationship to a student's educational achievement. The meaning of the test scores can be grasped and interpreted by both students and teachers.

EXPLORE is designed to be administered in eighth and ninth grades to provide students with an early indication of their educational progress in the context of the post-high school educational and career options they are considering. The results from EXPLORE can be used to help students make adjustments in their coursework to help ensure that they are prepared for what they want to do in and after high school. Schools use EXPLORE data in academic advising and counseling.

EXPLORE is part of ACT's College and Career Readiness System, which also includes the ACT for students in grades 11 and 12 and PLAN® for students in grade 10. All these programs are based on a common content continuum in each of the four areas tested and are, therefore, helpful for measuring students' achievement, for gauging students' readiness for the transition to the next level of learning, and for school program evaluation.

Ford PAS Middle School Modules

Ford Motor Company Fund teamed up with LULAC's National Education Service Centers, Inc. (LNESC), to create a curriculum for the Science Corps informal learning program. This middle school curriculum introduces the Ford PAS experience to eighth graders. The Science Corps materials consist of hands-on, inquiry-based learning experiences that engage participants and prepare and encourage them to pursue science, engineering and technology in high school and beyond.

The three LULAC Ford PAS Science Corps modules are as follows:

WATER WORKS: THE PHYSICAL SETTING - Focuses on careers related to water - Its use, conservation, and quality, and issues that arise when dealing with water.

HOW WE WORK: THE HUMAN BODY - Focuses on health-related careers, introducing medical science and technology through real-life stories.

MAKING IT UP: THE DESIGNED WORLD - Focuses on materials science and engineering careers, including archaeology, polymer chemistry, and failure analysis.

Advantages of Departmentalization

Although some researchers (Bowser 1984; Findley 1966) have charged that collaboration problems exist between disciplines in departmentalized elementary schools, and that the emotional needs of students are not met, departmentalization offers the following advantages:

SPECIALIZATION - Students receive basic education from teachers specialized in particular disciplines. Specialized teachers are more competent in their specific field than a homeroom teacher. From the teacher's perspective, instructional time is better utilized by concentrating on fewer disciplines. Materials of instruction and special equipment are made more readily available to all pupils.

INSTRUCTIONAL TEAMS - Grade-level instructional teams can be formed to coordinate teaching efforts across each discipline. Students benefit because they are exposed to the instructional wisdom of more than one teacher.

TEACHER RETENTION - With a more focused workload, teachers are able to complete their teaching assignments with greater satisfaction. The result is greater stability and retention of highly qualified teachers.

TRANSITION - Departmentalization in middle schools aligns with high school organization, better preparing students for transition.

FLEXIBILITY - Departmentalization allows students to move between grade levels according to ability, and from ability group to ability group within grade levels (National Education Association 1965).

Purpose of the Departmental Middle School Career Academy (DCA)

The purpose of the Departmental Middle School Career Academy is to provide middle school students academic instruction in English, mathematics, science, social studies, and technology, as well as tutoring, mentoring, cultural enrichment, education, or counseling services.

What does the DCA provide students?

- Promising Idea
  - Gives parents greater feedback and accountability
  - Promotes parent involvement through use of course planners
  - Gives faculty more time for lesson planning and instruction
- Prepares students to meet curriculum challenges of high school
- Gives students opportunity to excel in specialized areas
- Promotes targeted field trips(CLE) for core content areas
- Cost Neutral Approach
- Enables Targeted Professional Development
- Allows teachers to be experts in field of instruction
- Allows teachers to collaborate on curriculum and student progress
- Breaks monotony for students and promotes teamwork among faculty
- Changing teachers and classrooms does not create behavioral problems.
- Meets AYP needs by focus on:
  - Writing and grammar
  - Reading and social studies
  - Math
  - Science & technology

Key Components

A key component of the DCA is our Positive Behavior Intervention Support (PBIS) program. PBIS provides a positive focus to encourage desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility and safety. Interventions and strategies are implemented to teach and reinforce these expectations. See page 4 for details.

Another component is the career based curriculum and assignments. The curriculum focuses on the advancement in a specific career pathway with hands on, project-based assignments.

In addition to the STEM and PLTW initiatives, the middle school will continue to follow the Work Keys/Ford PAS programs as the foundation to student learning. These programs address student interests as well as infuse cooperative learning into the daily curriculum. There will also be a foreign language course (Spanish) added as an elective to help prepare students for high school courses.

The Academy truly believes in 'educating the whole child' and incorporates a sports program and multiple clubs and activities for students. There is currently and intramural basketball program for boys and girls as well as volleyball and flag football. There is planning to incorporate a cross country and track program at this level as well.

Teachers and staff also supervise and host a number of clubs and activities that help build a sincere 'buying in' of students to ATA. Currently the Academy offers a comic book club, urban gardening club, technology club, girls' club, chess club, book club, dance club, student broadcasting club, and student activities committee. The Canned Food Drive to benefit the St. Luke Food Closet and 3 on 3 basketball tournament are also outstanding ways for students to become involved in the school and community.

A Need for Change - Academic Challenge

Current MEAP Proficiency Rates

Grade Level	% Proficient All Students	% Proficient Students w/ Disabilities	AYP MEAP Proficiency Scores FAY Students	AYP MEAP Proficiency Scores FAY Students w/ Disabilities	MDE 2011 – 2012 AYP Target Proficiency %	MDE 2012 – 2013 AYP Target Proficiency %
READING						
6	47% (N= 118)	11% (N=9)	61%	50%	43%	72%
7	33% (N=117)	10% (N=10)	60%	18%	34%	67%
8	38% (N=112)	0% (N=13)	81%	11%	39%	70%
WRITING						
7	28% (N=117)	10% (N=11)	NA	NA	NA	NA
MATHEMATICS						
6	24% (N= 118)	11% (N=9)	46%	0%	14%	57%
7	14% (N=117)	0% (N=10)	30%	9%	14%	57%
8	10% (N=110)	0% (N=12)	33%	0%	10%	55%
SCIENCE						
8	5% (N=110)	0% (N=13)	1%	NA	NA	NA

ACT Explore Results – February 2012

	ATA Scale Score	ACT College Readiness Score	Percent College Readiness
7TH GRADE ENGLISH			
All Students	10.89	13	23.36%
African-American	11.09	13	27.63%
Hispanic or Latino	10.30	13	10.00%
7TH GRADE READING			
All Students	11.30	15	11.21%
African-American	11.21	15	11.84%
Hispanic or Latino	12.10	15	20.00%
7TH GRADE MATHEMATICS			
All Students	12.36	17	4.67%
African-American	12.53	17	6.58%
Hispanic or Latino	12.70	17	0.00%
7TH GRADE SCIENCE			
All Students	13.50	20	1.87%
African-American	13.29	20	1.32%
Hispanic or Latino	14.40	20	0.00%

*First year to implement this assessment to 7th Grade

	ATA Scale Score	ACT College Readiness Score	Percent College Readiness
8TH GRADE ENGLISH			
All Students	11.32	13	26.67%
African-American	11.45	13	28.38%
Hispanic or Latino	10.38	13	18.75%
8TH GRADE READING			
All Students	12.40	15	18.10%
African-American	12.59	15	18.92%
Hispanic or Latino	12.06	15	18.75%
8TH GRADE MATHEMATICS			
All Students	12.68	17	1.90%
African-American	13.00	17	2.70%
Hispanic or Latino	11.88	17	0.00%
8TH GRADE SCIENCE			
All Students	14.76	20	2.86%
African-American	15.14	20	4.05%
Hispanic or Latino	14.25	20	0.00%

*First year to implement this assessment to 8th Grade

Five Core Benchmarks of the DCA

ATA uses benchmarks to encourage greater accountability for the general education program through required impact studies, student surveys, and course/program evaluations. The benchmarks are used as a framework for program development. These benchmarks are: Curriculum, Students, Faculty, Assessment, and Program Evaluation.

Curriculum

- Subjects administered through DCA reflect the pedagogical, theoretical and philosophical orientation of the Academy.

Students

- The DCA officially admits students and records courses administered through DCA
- The DCA provides students with a comprehensive handbook that outlines rights and responsibilities of enrolled students.

Faculty

- DCA instructors are approved by the respective academic department and meet the same academic requirements as faculty and instructors teaching general education courses and meet the Department of Education standards for "highly qualified".
- The school provides new DCA instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures prior to the instructor teaching the course.
- The school provides annual discipline-specific professional development activities to address course content, course delivery, assessment, evaluation, and/or research and development in the field.

Assessment

- DCA students are held to the same standards of achievement as those expected of students in general education programs.
- DCA students are held to the same grading standards as those expected of students in general education program.
- DCA students are assessed using the same methods as students in general education program such as NWEA, Michigan Merit Exam, ACT Explore, ACT WorkKeys, and LSSU & Davenport University Compass Assessments.

Program Evaluation

- The DCA conducts end-of-term student course evaluations.
- The DCA conducts surveys of participating high school instructors, principals, and guidance counselors.

What is the School Improvement Academic Progress System?

Ensuring that students are continuously improving academically and meeting the Common Core State Standard benchmarks at each grade level are the primary objectives of the School Improvement Academic Progress System (SIAPS). To achieve these objectives, teachers, principals and administrators engage in routine collection and analysis of a variety of student achievement measures.

What does SIAPS provide students?

Consistent monitoring of individual and group student data allows for instructional interventions in the classroom and support programs to target students who are struggling before it is too late or exceeding content expectations.

- Re-teaching of content with another educational approach or instructional strategy by the classroom teacher;
- Assigning a Title-I instructor or paraprofessional for individualized or small group instruction;
- Recommending students for Response to Intervention (RtI) process with intensive academic monitoring by the Child Study Team;
- Providing appropriate curricular accommodations and modifications;
- Identifying any issues not related to the learning process that may be impacting academic achievement;
- Assigning counseling and social work support services as needed;
- Securing tutoring services in a particular content area before and/ or after school; and
- Identifying students who need advanced placement and content instruction beyond their current grade level.

What is tracked by SIAPS?

- Progress Report Grades
- Report Card Grades
- GPA
- MEAP Proficiency Levels and Improvement Levels for Reading, Writing, Mathematics, Social Studies and Science
- MME Proficiency Levels for Reading, Writing, Mathematics, Social Studies and Science
- ACT Suite Assessments Scores and College Readiness Benchmarks: Explore, Plan, ACT and Compass
- Common Assessments Scores and Improvement Percentages: Reading, English Language Arts, Mathematics, Science, Social Studies
- NWEA RIT Scores, Percentile Rankings & Improvement Percentages from Fall, Winter and Spring Classroom Formative Assessments

What is the Positive Behavior Intervention Support System

The Positive Behavior intervention Support (PBIS) Program is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. PBIS is being implemented in thousands of schools across the country and has been demonstrated to reduce discipline problems and increase time for instruction.

What does PBIS provide students?

PBIS provides a positive focus to encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility and safety. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

What is Tracked by PBIS

- Total Office Discipline Referrals (ODRs) by month
- Office Discipline Referrals Year to Date
- Daily Average of ODRs by month
- Suspensions by month
- Suspensions Year to Date
- Saturday Detention Year to Date
- Behaviors/Infractions by month
- Behaviors/Infractions Year to Date
- Location of Behaviors/Infractions by month
- Location of Behaviors/Infractions Year to Date
- Time of Day by month
- Time of Day Year to Date
- Two or more Referrals by Student by month
- Referrals by Grade by month
- Referrals by Grade Year to Date
- Referrals by Staff Year to Date
- Positive Behavior Indicator
- Data Analysis

DCA Staffing

The DCA staff is dedicated to ensuring that participants have a positive, memorable experience; furthermore, the staff is dedicated to assisting students academically so their educational goals can be realized. The DCA staff will include the following:

- Principal
- Assistant Principal
- R.E.A.C.H. Coordinator
- 12 Highly Qualified Core Content Instructors (Certified in content area)
- 2 Electives Faculty
- Administrative Assistant
- School Counselor

The DCA school counselor, in cooperation with other staff, teachers, parents and community leaders, becomes a valuable asset to the school community. Important tasks for the counselor include the following:

- Promoting success in school
- Developing positive attitudes toward self, family and community
- Instilling understanding and appreciation of self and others
- Increase motivation and confidence for success in school and community activities
- Teaching decision-making and communication skills
- Creating an emotional healthy school learning climate
- Improving cooperation between school and home
- Developing career awareness for the future
- Building tolerance and appreciation of persons of all ethnic and cultural backgrounds
- Intervening in conflict, crisis and emergency situations

The counselor also provides individual and group counseling services in order to assist children in the following:

- Conflicts with peers
- Teacher-child conflicts
- Rejection
- Friendships
- Grief and loss
- Disasters
- Family conflicts that affect learning
- Separation and divorce problems
- Anger management
- Impulse control
- Setting realistic goals
- Attention and learning deficit

Uniforms & Textbooks

The DCA students are required to wear a uniform. The DCA uniform shirts will be white and in dark blue lettering and read, "ATA Departmental Middle School Career Academy". Students will be permitted to wear blue, black, or khaki uniform pants, which must be in compliance with our student handbook.

Students will be assigned books at the beginning of the year and be asked to return them in an acceptable condition at the end of the school year.

Curriculum

The purpose of the DCA is to provide mastery in core content curriculum in English, mathematics, sciences, social studies and technology as set by the State of Michigan. Two new science labs have been established to prepare students for Project Lead the Way science curriculum in the 8th grade. A STEM elective has also been added to integrate core curriculum areas in a state-of-the-art laboratory.

Class schedules have been arranged to allow for common planning periods for teachers in core content areas. This allows administrators and support personnel to meet with key faculty groups on a regular basis to ensure high quality instruction and the development of a performance-based teacher model.

College and Career Readiness Anchor Standards

The College and Career Readiness (CCR) 6-12 anchor standards define what students should understand and be able to demonstrate by the end of each grade.

Standards for Reading

KEY IDEAS AND DETAILS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. Read and comprehend complex literary and informational texts independently and proficiently.

Standards for Writing

TEXT TYPES AND PURPOSES*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RANGE OF WRITING

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

PRESENTATION OF KNOWLEDGE AND IDEAS

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

KNOWLEDGE OF LANGUAGE

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

VOCABULARY ACQUISITION AND USE

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Special Education Services

In Michigan, programs and services are available for identified special education students from birth through age 25. Special Education provides specifically designed instruction, at no cost to parents, to meet unique educational needs of students who are found eligible under one of the areas of disability recognized under the Michigan Administrative Rules for Special Education. Programs and services provided at ATA include classroom instruction, ancillary support, adaptive supplies, and materials designed to meet the identified educational goals of students.

The Advanced Technology Academy Special Education Department offers a resource program, along with ancillary support to identified students (other services are available as identified by the Individualized Education Planning Team). Special education services are available from the Pre-k to 12th grade levels. Special education service decisions are made at IEP meetings. The Advanced Technology Academy is committed to providing quality programs designed to meet students' individual needs.

The DCA model will provide students within Special Education programs, new alternatives to traditionally taught general education classes. The DCA will offer students with disabilities opportunities to learn at their own level and to advance only when they have mastered necessary skills.

Title-I Services

Title-I is an amendment of the Elementary and Secondary Education Act of 1965. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

To accomplish high levels of student achievement, the Academy coordinates its federal, state, and local resources to supplement the required standard academic day program with additional wrap around services. These services are provided at no additional costs to students and families.

Students who are not meeting the Michigan Department of Education's grade level and/or content area expectations in a timely manner are identified and placed on a prioritized list to receive one-to-one and/or small group instruction. Students' deficiency needs are based on skills and/or concepts associated with previous grade level expectations and/or current course requirements as specified by the Michigan Department of Education (MDE).

Identified at risk students receive highly qualified instruction from a Title-I teacher or paraprofessional. All Title-I teachers posses a Master's degree in education and/or hold an endorsement in mathematics or English Language Arts (ELA). All paraprofessionals are high qualified and have a minimum of 90 college credits.
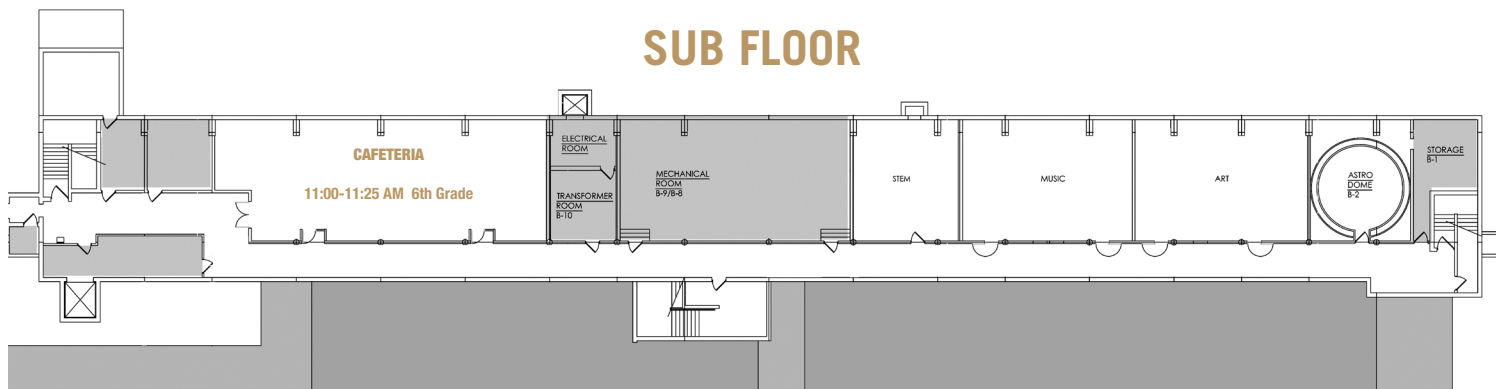
To assist in the continuity of class transition, Title-I teachers and paraprofessionals will assist the general education teachers in the passing of students from class to class.

FIRST FLOOR

CLASSROOM 109
CLASSROOM 108
CLASSROOM 107
CLASSROOM 106
OFFICE 104
KINDERGARTEN 103
KINDERGARTEN 102
PRE-KINDERGARTEN 101

OPEN COURTYARD

OPEN COURTYARD

7TH C SCIENCE

STEM Lab

6TH C SCIENCE

STEM Lab

SERVERY 141

CAFETERIA

11:00-11:25 AM 7th & 8th Grade

8TH C SCIENCE

Project Lead the Way Tech Lab

CLASSROOM 157

CISCO LAB 156

STORAGE 142

OFFICE 146

ELECTRICAL 145

STORAGE 144

STORAGE 143

J.C. 138

WOMEN 137

MEN 136

7TH D SOCIAL STUDIES

8TH A ELA

Tech Lab

SERVER ROOM 133a

OFFICE 132a

7TH B MATH

8TH B MATH

8TH D SOCIAL STUDIES

SECURITY 169

MAINT. DIRECTOR 169a

FACILITIES 169b

SHIPPING/ RECEIVING 169d

J.C. 169c

6TH D SOCIAL STUDIES

Tech Lab

6TH B MATH

Tech Lab

6TH A ELA

7TH A ELA

RECPT. 150

OFFICE 147

OFFICE 148

OFFICE 149

SUB FLOOR

CAFETERIA

11:00-11:25 AM 6th Grade

ELECTRICAL ROOM

TRANSFORMER ROOM B-10

MECHANICAL ROOM B-9/B-8

STEM

MUSIC

ART

ASTRO DOME B-2

STORAGE B-1

DEPARTMENTAL MIDDLE SCHOOL CAREER ACADEMY
PROPOSED CLASS SCHEDULE

6th Grade Schedule by Subject

	SCIENCE	ELA	SOCIAL STUDIES	MATH	FORD PAS / PHYS ED	FOREIGN LANGUAGE
Home Room						
1st Period	6C	6A	6D	6B	7C	8C
2nd Period	6D	6B	6A	6C	7D	8D
3rd Period	6A	6C	6B	6D	7A	8A
4th Period	6B	6D	6C	6A	7B	8B
5th Period	6C STEM	6A STEM	6D AP/T-I	6B STEM	(PREP)	(PREP)
6th Period	6B AP/T-I	(PREP)	6D STEM	(PREP)	6A	6C
7th Period	(PREP)	6A AP/T-I	(PREP)	6C AP/T-I	6B	6D
Home Room						

7th Grade Schedule by Subject

	SCIENCE	ELA	SOCIAL STUDIES	MATH	FORD PAS / PHYS ED
Home Room					
1st Period	7B AP/T-I	7A	7D	(PREP)	7C
2nd Period	(PREP)	7B	7A	7C	7D
3rd Period	7B	(PREP)	7C AP/T-I	7D	7A
4th Period	7C	7A AP/T-I	(PREP)	7D AP/T-I	7B
5th Period	7D	7C	7B	7A	(PREP)
6th Period	7A	7D	7C	7B	6A
7th Period	7A STEM	7D STEM	7C STEM	7B STEM	6B
Home Room					

8th Grade Schedule by Subject

	SCIENCE	ELA	SOCIAL STUDIES	MATH	FOREIGN LANGUAGE
Home Room					
1st Period	8B AP/T-I	8D	8C	(PREP)	8C
2nd Period	(PREP)	8B	8A	8D	8D
3rd Period	8A	(PREP)	8D AP/T-I	8C	8A
4th Period	8B	8C	(PREP)	8A	8B
5th Period	8D	8A AP/T-I	8C	8B	(PREP)
6th Period	8C	8A	8D	8B AP/T-I	6C
7th Period	8B STEM	8A STEM	8D STEM	8C STEM	6D
Home Room					