

# SIP

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Henry Ford Early College

Grades Served: 9,10,11,12

Principal: Ms. Heyam Alcodray

Building Code: 09775

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# SIP

## Contents

Introduction ..... 3

School Information ..... 5

Vision ..... 6

Goals ..... 7

    Goal 1: Reading ..... 7

    Goal 2: Numeracy ..... 23

    Goal 3: Writing ..... 34

Resource Profile ..... 45

Title I Required Components ..... 46

Stakeholders ..... 47

Statement of Non-Discrimination ..... 48

Conclusion ..... 49

## Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Henry Ford Early College</b>
District:	<b>Dearborn City School District</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>9,10,11,12</b>
School Code Number:	<b>09775</b>
City:	<b>DEARBORN HEIGHTS</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## Vision Statement

Students who successfully complete the requirements of our program will:

- 1.) Have necessary knowledge, training, skills and experience to be immediately employed by the Health Care industry in their chosen pathway.
- 2.) Have the academic and collaborative skills necessary to successfully work with diverse groups of individuals in society.
- 3.) Have the ability to demonstrate knowledge and skill attainment through extended intern and externship experiences.
- 4.) Through exposure to leading edge and innovative technology, adapt to an ever-changing and technical social world.

## Mission Statement

Building positive and collaborative relationships between parents, faculty, students and partnership stakeholders (Henry Ford Community College and Henry Ford Health System), Henry Ford Early College will prepare a talented group of diverse students for careers in the healthcare industry while promoting a safe and orderly environment that will be academically challenging, technologically innovative, and designed to promote higher level thinking through active participation.

## Beliefs Statement

- 1.) All students can learn, especially when provided with adequate and immediate support structures.
- 2.) A safe, supportive and orderly school environment supports learning.
- 3.) Diversity must be recognized and respected.
- 4.) Character education, defined by established Core Values, is paramount to proper student development.
- 5.) Positive, collaborative expectations will promote academic and social achievement in an ever-changing society.

## Goals

Name	Development Status	Progress Status
Reading	Complete	Open
Numeracy	Complete	Open
Writing	Complete	Open

### Goal 1: Reading

**Content Area :** English Language Arts

**Development Status :** Complete

**Student Goal Statement :** Students will demonstrate proficiency in reading comprehension by:

- 1) Third year students will show improvement in overall reading achievement as demonstrated by a 15% increase in the number of students reaching/exceeding proficiency from the PLAN test to the MME and COMPASS test.
- 2) Second year students will show improvement in overall reading achievement as demonstrated by a 15% increase in the number of students reaching/exceeding proficiency from the EXPLORE test to the PLAN test.
- 3) 75% of first year students will be reading at or above grade level as measured by the SRI reading assessment.

**Gap Statement :** 1) 30% passed the COMPASS reading test. Reading interventions were not in place early enough for third year students.

2) COMPASS testing will only be done in the junior year, rather than in the sophomore year.

3) 66% of first year students are at grade level or above reading level as measured by the SRI reading test as compared to 53% in August of 2009. Although some students did not reach grade level, they made significant improvements over the year.

**Cause for Gap :** Goals were not achieved due to lack of generated data when establishing these goals. Student population were drawn from multiple Wayne County School Districts, and in some cases, test data was not available. Reading interventions geared toward college readiness were not implemented early enough for the third year students. COMPASS testing will only take place in the junior year and no longer in the sophomore year.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 1) SRI reading scores

- 2) EXPLORE/PLAN test scores
- 3) MME exam
- 4) Grades
- 5) COMPASS

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Results of MME assessments will indicate progression toward college program placement.

Ninth grade students demonstrating proficiency as measured by a score of 16 on the Explore Test will increase by 5%.

Tenth grade students demonstrating proficiency as measured by a score of 17 on the Plan Test will increase by 5%.

Student scores in the ACT/MME will increase by 10% to meet the reading proficiency standard.

5% increase in the number of freshmen reading at or above grade level as measured by the SRI test.

**Contact Name :** Lisa Stevens

**List of Objectives:**

Name	Objective
Reading	1. Ninth grade students will demonstrate proficiency as measure by a score of 15 on the Explore test. 2. Tenth grade students will demonstrate proficiency as measure by a score of 17 on the PLAN test. 3. Eleventh grade students will demonstrate proficiency as measured by a score of 21 on the ACT test. 4. Ninth grade students will raise LEXILE score by one grade level as measured the SRI.

## 1.1. Objective: Reading

**Measurable Objective Statement to Support Goal :** 1. Ninth grade students will demonstrate proficiency as measure by a score of 15 on the Explore test.

- 2. Tenth grade students will demonstrate proficiency as measure by a score of 17 on the PLAN test.
- 3. Eleventh grade students will demonstrate proficiency as measured by a score of 21 on the ACT test.
- 4. Ninth grade students will raise LEXILE score by one grade level as measured the SRI.

**List of Strategies:**

Name	Strategy
ACT/MME Prep Course	An ACT/MME prep course will be provided for the eleventh grade target students who scored just below the proficient score on the PLAN assessment administered in the tenth grade.
Diversifying Information	Core teachers will research and develop best practice to diversity instruction to meet the needs of all students.
Homework Feedback	All core teachers will use the Marzano strategy of reviewing homework daily in class.
Overall Improvement in Reading Comprehension	Content area teachers will provide a variety of engaging, relevant, and age-appropriate reading selections and strategies to increase student interest and ability in reading (medical biographies, nonfiction, articles, etc.).
Providing Feedback	All core teachers will use the Marzano strategy of providing concrete feedback on all written papers.
Reading	1. Provide a variety of engaging, relevant, and age-appropriate reading selections to

	increase student interest and ability in reading (medical biographies, nonfiction, etc.). 2. Continue READ 180 course with the freshmen and sophomores scoring below grade level and administer SRI test to all students. 3. Juniors will participate in a practice ACT test through Princeton Review. 4. Implement Marzano double-column notes and double-entry journal strategies. 5. Implement Marzano summarizing and identifying similarities and differences strategies. 6. Model and implement ACT-style multiple choice assessments. 7. Incorporate test-taking strategies and ACT practice questions as bellwork. 8. Communicate ACT and SIP strategies to all stakeholders through parent newsletter and school website. 9. Summer reading assignments based on lexile scores.
Reading Comprehension: READ 180	Ninth and tenth grade students reading below grade level as demonstrated by the SRI will be assigned to READ 180 as a reading comprehension intervention class.
Reinforcing Effort	Teachers will praise student effort and motivation daily in the classroom.
Setting objectives and agendas	All core teachers will use the Marzano strategy of setting objectives and agendas by writing them on the board in each class.
Vocabulary Development	All teachers will use Marzano's vocabulary development strategies to aid students in understanding and the application of vocabulary words in various contexts and content areas.

### 1.1.1. Strategy: ACT/MME Prep Course

**Strategy Statement:** An ACT/MME prep course will be provided for the eleventh grade target students who scored just below the proficient score on the PLAN assessment administered in the tenth grade.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

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.

#### Other Required Information for Strategy

Differentiating instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. (Tracey Hall, Ph.D., Senior Research Scientist, NCAC 2009)

Six + one general features have been linked to changes in teacher performance and/or student learning in four rigorous studies (Desimone et al., 2002; Garet, et al., 2001; Cohen & Hill, 1998; Kennedy, 1998).

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano, Debra Pickering, Jane Pollock).

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT/MME Prep Course	2010-09-07	2011-06-11	Mark Rummel and Andrew Saigh

#### 1.1.1.1. Activity: ACT/MME Prep Course

- Activity Description:**
1. Teachers in the ACT/MME prep course will model a variety of reading strategies for students to use when reading ACT and ACT WorkKeys text.
  2. Teachers in the ACT/MME prep course will model various test taking strategies for students to use when taking standardized tests, i.e. ACT/ACT WorkKeys/MME.
  3. ACT software will be provided for practice tests.

**Planned staff responsible for implementing activity:** Mark Rummel and Andrew Saigh

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mark Rummel and Andrew Saigh	General Funds	0.00	0.00

#### 1.1.2. Strategy: Diversifying Information

**Strategy Statement:** Core teachers will research and develop best practice to diversity instruction to meet the needs of all students.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

### Other Required Information for Strategy

Differentiated instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. (Tracy Hall, Ph.D., Senior Research Scientist, NCAC 2009)

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
SIOP training	2010-09-08	2011-06-11	Lisa Stevens and Mark Rummel

#### 1.1.2.1. Activity: SIOP training

**Activity Description:** Across the curriculum, staff training on successful reading strategies for SIOP.

**Planned staff responsible for implementing activity:** Lisa Stevens and Mark Rummel

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-08, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lisa Stevens and Mark Rummel	General Funds	0.00	0.00

### 1.1.3. Strategy: Homework Feedback

**Strategy Statement:** All core teachers will use the Marzano strategy of reviewing homework daily in class.

#### Selected Target Areas

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.

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.

### Other Required Information for Strategy

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Homework Feedback	2010-09-07	2011-06-10	Core Teachers

#### 1.1.3.1. Activity: Homework Feedback

**Activity Description:** Students will present homework results in class. Teachers will establish a homework policy with advice--such as keeping a consistent schedule, setting, and time limit--that parents and students may not have considered.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

#### 1.1.4. Strategy: Overall Improvement in Reading Comprehension

**Strategy Statement:** Content area teachers will provide a variety of engaging, relevant, and age-appropriate reading selections and strategies to increase student interest and ability in reading (medical biographies, nonfiction, articles, etc.).

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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.

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.

**Other Required Information for Strategy**

Differentiating instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. (Tracey Hall, Ph.D., Senior Research Scientist, NCAC 2009)

Six + one general features have been linked to changes in teacher performance and/or student learning in four rigorous studies (Desimone et al., 2002; Garet, et al., 2001; Cohen & Hill, 1998; Kennedy, 1998).

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano, Debra Pickering, Jane Pollock).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Literacy Circles	2010-09-07	2011-06-11	Andrew Saigh and Lisa Stevens
Reading Strategies	2010-09-07	2011-06-11	Core Teachers

**1.1.4.1. Activity: Literacy Circles**

**Activity Description:** Students will be placed in groups to conduct literature discussions based on before/during/after comprehension strategies. Story boards, character maps, and theme analysis will be developed by the group.

**Planned staff responsible for implementing activity:** Andrew Saigh and Lisa Stevens

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Andrew Saigh and Lisa Stevens	No Funds Required	0.00	0.00

**1.1.4.2. Activity: Reading Strategies**

- Activity Description:**
1. Content area teachers will develop before/during/after reading strategies, including graphic organizers, to improve reading comprehension of content area text.
  2. The tenth and eleventh grade language arts teacher will use Kelly Gallagher's Article of the Week reading activity following a variety of guided reading comprehension questions and a reflective essay.
  3. Language Arts teachers will demonstrate to students how to develop double-entry journals in order to assist them in organization, reading comprehension, and improvement of study skills.
  4. Science teachers will have students read science-related articles to increase content area reading comprehension.
  5. Social studies teachers will present students with multiple opportunities to read ACT/MME-type reading passages during routine class time.
  6. Math teachers will use guided notes to assist students to keep information organized and improve study skills.
  7. Core Teachers will receive training in SIOP strategies.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	No Funds Required	0.00	0.00

**1.1.5. Strategy: Providing Feedback**

**Strategy Statement:** All core teachers will use the Marzano strategy of providing concrete feedback on all written papers.

**Selected Target Areas**

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.

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.

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.

**Other Required Information for Strategy**

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Providing Feedback	2010-09-07	2011-06-10	core teachers

**1.1.5.1. Activity: Providing Feedback**

**Activity Description:** Students will receive graded papers with comments from their teacher. Teachers will find ways to personalize recognition by giving awards for individual accomplishments.

**Planned staff responsible for implementing activity:** core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

### 1.1.6. Strategy: Reading

- Strategy Statement:** 1. Provide a variety of engaging, relevant, and age-appropriate reading selections to increase student interest and ability in reading (medical biographies, nonfiction, etc.).
2. Continue READ 180 course with the freshmen and sophomores scoring below grade level and administer SRI test to all students.
  3. Juniors will participate in a practice ACT test through Princeton Review.
  4. Implement Marzano double-column notes and double-entry journal strategies.
  5. Implement Marzano summarizing and identifying similarities and differences strategies.
  6. Model and implement ACT-style multiple choice assessments.
  7. Incorporate test-taking strategies and ACT practice questions as bellwork.
  8. Communicate ACT and SIP strategies to all stakeholders through parent newsletter and school website.
  9. Summer reading assignments based on lexile scores.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

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.

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.

#### Other Required Information for Strategy

Differentiating instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. (Tracey Hall, Ph.D., Senior Research Scientist, NCAC 2009)

Six + one general features have been linked to changes in teacher performance and/or student learning in four rigorous studies (Desimone et al., 2002; Garet, et al., 2001; Cohen & Hill, 1998; Kennedy, 1998).

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano, Debra Pickering, Jane Pollock).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
In-service staff on double-sided journal entries	2010-09-07	2011-06-11	Core Teachers
Late Start PLC Meetings	2010-09-07	2011-06-11	Core Teachers
Technology Use	2010-09-07	2011-06-11	Core Teachers

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### 1.1.6.1. Activity: In-service staff on double-sided journal entries

**Activity Description:** Training will occur during Late Start. Teachers will implement double-sided journal reading strategies in language arts, science, math, and social studies.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	No Funds Required	0.00	0.00

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### 1.1.6.2. Activity: Late Start PLC Meetings

**Activity Description:** Staff will use bi-monthly late start time to meet, discuss, and implement strategies related to reading improvement.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	No Funds Required	0.00	0.00

**1.1.6.3. Activity: Technology Use**

**Activity Description:** Staff will utilize technology to enrich instruction, using Promethean boards, ILearn, computers, internet, elmos, and blogs to appeal to visual learners.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

**1.1.7. Strategy: Reading Comprehension: READ 180**

**Strategy Statement:** Ninth and tenth grade students reading below grade level as demonstrated by the SRI will be assigned to READ 180 as a reading comprehension intervention class.

**Selected Target Areas**

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

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.

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.

**Other Required Information for Strategy**

Differentiating instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. (Tracey Hall, Ph.D., Senior Research Scientist,

NCAC 2009)

Six + one general features have been linked to changes in teacher performance and/or student learning in four rigorous studies (Desimone et al., 2002; Garet, et al., 2001; Cohen & Hill, 1998; Kennedy, 1998).

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (Robert Marzano, Debra Pickering, Jane Pollock).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Read 180 Intervention Course	2010-09-07	2011-06-11	Lisa Stevens and Andrew Saigh

### 1.1.7.1. Activity: Read 180 Intervention Course

**Activity Description:** 1. Ninth and tenth grade students who score below grade level will be placed in the READ 180 intervention course.

2. Ninth and tenth grade students in the READ 180 intervention course will be grouped based on their LEXILE reading level as determined by the SRI assessment.

3. Each group will choose a reading selection based on their common interest and instructional reading level.

4. Groups will conduct literature discussions based on before/during/after comprehension strategies which include character maps, theme analysis, and plot pyramids.

5. At the end of each card marking, students will be given an SRI test to check for growth in reading comprehension.

**Planned staff responsible for implementing activity:** Lisa Stevens and Andrew Saigh

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Lisa Stevens	No Funds Required	0.00	0.00

### 1.1.8. Strategy: Reinforcing Effort

**Strategy Statement:** Teachers will praise student effort and motivation daily in the classroom.

**Selected Target Areas**

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.

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.

**Other Required Information for Strategy**

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reinforcing Effort	2010-09-07	2011-06-10	all core teachers

**1.1.8.1. Activity: Reinforcing Effort**

**Activity Description:** All core teachers will engage students in conversation about their effort and work. Students will also keep a log of their weekly efforts and achievements and reflect on it.

**Planned staff responsible for implementing activity:** all core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

**1.1.9. Strategy: Setting objectives and agendas**

**Strategy Statement:** All core teachers will use the Marzano strategy of setting objectives and agendas by

writing them on the board in each class.

### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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.

### Other Required Information for Strategy

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Setting objectives and agendas	2010-09-07	2011-06-10	all core teachers

#### 1.1.9.1. Activity: Setting objectives and agendas

**Activity Description:** Students will enter each classroom and observe the objective(s) for the day as well as the agenda.

**Planned staff responsible for implementing activity:** all core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

## 1.1.10. Strategy: Vocabulary Development

**Strategy Statement:** All teachers will use Marzano's vocabulary development strategies to aid students in understanding and the application of vocabulary words in various contexts and content areas.

### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

### Other Required Information for Strategy

Teaching Vocabulary to Improve Reading Comprehension -- Nagy, W.

Buidling Background Knowledge for Academic Acheivement -- Marzano, Robert

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Developing Vocabulary	2010-09-07	2011-06-11	Core Teachers

### 1.1.10.1. Activity: Developing Vocabulary

**Activity Description:** Students will use Marzano graphic organziners to develop understanding of vocabulary and concepts through concept/definition and compare/contrast model.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	No Funds Required	0.00	0.00

**Goal 2: Numeracy****Content Area :** Math**Development Status :** Complete

**Student Goal Statement :** Students will demonstrate increased proficiency in basic computational skills, math fact mastery, and estimation, as measured by reduced failure rates and increased scores on standardized and common assessments.

There will be at least 30% increase in the second year students meeting the PLAN cutoff scores.

Third year students will show improvement in overall math achievement as demonstrated by a 40% increase in the number of students reaching/exceeding proficiency from the PLAN test to the MME.

**Gap Statement :** 1. 10% of third year students scored 46 or better on the COMPASS math test (30% increase from the beginning of the year).

2. 25% of second year students were proficient on the PLAN math test.

**Cause for Gap :** We did meet the COMPASS goal. The PLAN goal was not achieved due to lack of generated data when establishing this goal.

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

EXPLORE/PLAN test

MME test

common assessments

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 1. Ninth grade students will demonstrate proficiency as measure by a score of 17 or higher on the Explore test.

2. Tenth grade students will demonstrate proficiency as measure by a score of 19 or higher on the PLAN test.

3. Eleventh grade students will demonstrate proficiency as measured by a score of 22 or higher on the ACT test.

4. Eleventh grade students will demonstrate proficiency as measured by a score of algebra 46 or higher on the COMPASS test.

**Contact Name :** Brian Riley

**List of Objectives:**

Name	Objective
Numeracy	1. Ninth grade students will demonstrate proficiency as measured by an increase of 15% of freshmen

scoring 17 or higher on the Explore test. 2. Tenth grade students will demonstrate proficiency as measured by an increase of 30% of sophomores scoring 19 or higher on the PLAN test. 3. Eleventh grade students will demonstrate proficiency as measured by an increase of 40% of juniors receiving a 1 or 2 on the math portion of the MME test. 4. Eleventh grade students will demonstrate proficiency as measured by an increase of 15% of juniors scoring 46 or higher on the COMPASS algebra test.

## 2.1. Objective: Numeracy

**Measurable Objective Statement to Support Goal :** 1. Ninth grade students will demonstrate proficiency as measured by an increase of 15% of freshmen scoring 17 or higher on the Explore test.  
 2. Tenth grade students will demonstrate proficiency as measured by an increase of 30% of sophomores scoring 19 or higher on the PLAN test.  
 3. Eleventh grade students will demonstrate proficiency as measured by an increase of 40% of juniors receiving a 1 or 2 on the math portion of the MME test.  
 4. Eleventh grade students will demonstrate proficiency as measured by an increase of 15% of juniors scoring 46 or higher on the COMPASS algebra test.

### List of Strategies:

Name	Strategy
Assessing For Learning	Math teachers will examine outcomes of students assessments to develop and share best practices to inform instruction and properly address student needs.
Differentiated Math Instruction	Math teachers will include SIOP strategies in the classroom.
Homework Feedback	Core teachers will use the Marzano strategy of reviewing homework daily in class.
Improved Math Skills	1. Marzano strategies on identifying similarities and differences, homework and daily practice, non-linguistic representation, and generating and testing hypotheses. 2. MME/ACT test-taking strategies will be modeled in the classroom. 3. Model and implement ACT-style multiple choice assessments. 4. Incorporate test-taking strategies and ACT practice questions as bell work. 5. ACT and SIP strategies will be communicated to all stakeholders via newsletter and school website.
Providing Feedback	All core teachers will use the Marzano strategy of providing concrete feedback on all written papers.
Reinforcing Effort	All core teachers will engage students in conversation about their effort and work.
Setting objectives and agendas	All core teachers will use the Marzano strategy of setting objectives and agendas by writing them on the board in each class.

### 2.1.1. Strategy: Assessing For Learning

**Strategy Statement:** Math teachers will examine outcomes of students assessments to develop and share best practices to inform instruction and properly address student needs.

### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

I.1.A.4 The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

### Other Required Information for Strategy

Building Background Knowledge for Academic Achievement -- Marzano, Robert

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Assessment of Student Comprehension	2010-09-07	2011-06-11	Brian Riley
Item Analysis	2010-09-07	2011-06-11	Brian Riley and Mario Foley

#### 2.1.1.1. Activity: Assessment of Student Comprehension

**Activity Description:** Active expressions technology and active questioning will be used to formatively assess student comprehension during guided practice and group work.

**Planned staff responsible for implementing activity:** Brian Riley

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Brian Riley	No Funds Required	0.00	0.00

### 2.1.1.2. Activity: Item Analysis

**Activity Description:** Math teachers will analyze data from tests to drive intervention and instruction.

**Planned staff responsible for implementing activity:** Brian Riley and Mario Foley

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Brian Riley	No Funds Required	0.00	0.00

### 2.1.2. Strategy: Differentiated Math Instruction

**Strategy Statement:** Math teachers will include SIOP strategies in the classroom.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

#### Other Required Information for Strategy

Enhancing Student Achievement Through Cross Curricular Projects.

Applied Problems: Encourage Students to Clarify Understanding (Van Essen & Hamaker, 1990: Van Garderen, 2006).

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Numeracy	2010-09-07	2011-06-11	Brian Riley and Mario Foley

### 2.1.2.1. Activity: Numeracy

**Activity Description:** All students will be offered before and after school and lunch time tutoring. Math teachers will receive training on SIOP strategies and Accelerated Math Program. Mandatory tutoring for juniors focusing on COMPASS test-taking skills. Accelerated math program will be implemented for targeted assisted students beginning in the summer of 2010.

**Planned staff responsible for implementing activity:** Brian Riley and Mario Foley

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Brian Riley and Mario Foley	No Funds Required	0.00	0.00

### 2.1.3. Strategy: Homework Feedback

**Strategy Statement:** Core teachers will use the Marzano strategy of reviewing homework daily in class.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.5 The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

#### Other Required Information for Strategy

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Homework Feedback	2010-09-07	2011-06-10	Core Teachers

**2.1.3.1. Activity: Homework Feedback**

**Activity Description:** Students will present homework results in class daily. Teachers will establish a homework policy with advice--such as keeping a consistent schedule, setting, and time limit--that parents and students may not have considered.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

**2.1.4. Strategy: Improved Math Skills**

- Strategy Statement:**
1. Marzano strategies on identifying similarities and differences, homework and daily practice, non-linguistic representation, and generating and testing hypotheses.
  2. MME/ACT test-taking strategies will be modeled in the classroom.
  3. Model and implement ACT-style multiple choice assessments.
  4. Incorporate test-taking strategies and ACT practice questions as bell work.
  5. ACT and SIP strategies will be communicated to all stakeholders via newsletter and school website.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

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.

### Other Required Information for Strategy

Enhancing Student Achievement Through Cross Curricular Projects.

Applied Problems: Encourage Students to Clarify Understanding (Van Essen & Hamaker, 1990; Van Garderen, 2006).

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
ACT/MME practice test taking skills	2010-09-07	2011-06-11	Brian Riley, Mario Foley, Andrew Saigh, and Mark Rummel
Late Start PLC Meetings	2010-09-07	2011-06-11	Core Teachers
Technology Use	2010-09-07	2011-06-11	Core Teachers

#### 2.1.4.1. Activity: ACT/MME practice test taking skills

**Activity Description:** Math teachers will implement ACT/MME style bell work questions.

All targeted assisted juniors will take the ACT/MME class.

Math students will practice ACT, PLAN, and EXPLORE type questions in math classes multiple times.

Students will take a practice ACT test with Princeton Review.

**Planned staff responsible for implementing activity:** Brian Riley, Mario Foley, Andrew Saigh, and Mark Rummel

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Brian Riley	No Funds Required	0.00	0.00

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### 2.1.4.2. Activity: Late Start PLC Meetings

**Activity Description:** Staff will use bi-monthly late start time to meet, discuss, and implement strategies related to increased math skills.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

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### 2.1.4.3. Activity: Technology Use

**Activity Description:** Staff will utilize technology to enrich instruction by using the Promethean boards, computers, internet, ILearn, elmos, graphing calculators, and blogs to aid visual learners.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	No Funds Required	0.00	0.00

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### 2.1.5. Strategy: Providing Feedback

**Strategy Statement:** All core teachers will use the Marzano strategy of providing concrete feedback on all written papers.

**Selected Target Areas**

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.

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.

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.

**Other Required Information for Strategy**

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Providing Feedback	2010-09-07	2011-06-10	Core Teachers

**2.1.5.1. Activity: Providing Feedback**

**Activity Description:** Students will receive feedback on their written papers. Students will also keep a log of their weekly efforts and achievements and reflect on it.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

## 2.1.6. Strategy: Reinforcing Effort

**Strategy Statement:** All core teachers will engage students in conversation about their effort and work.

### Selected Target Areas

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.

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.

### Other Required Information for Strategy

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Reinforcing Effort	2010-09-07	2011-06-10	core teachers

### 2.1.6.1. Activity: Reinforcing Effort

**Activity Description:** All core teachers will engage students in conversation about their effort and work.

**Planned staff responsible for implementing activity:** core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

## 2.1.7. Strategy: Setting objectives and agendas

**Strategy Statement:** All core teachers will use the Marzano strategy of setting objectives and agendas by writing them on the board in each class.

### Selected Target Areas

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.

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.

### Other Required Information for Strategy

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Setting objectives and agendas	2010-09-07	2011-06-10	math teachers

### 2.1.7.1. Activity: Setting objectives and agendas

**Activity Description:** Students will enter each math classroom and look to the board to note the day's objective(s) and agenda.

**Planned staff responsible for implementing activity:** math teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Math Teachers	General Funds	0.00	0.00

**Goal 3: Writing****Content Area :** English Language Arts**Development Status :** Complete

**Student Goal Statement :** All students will demonstrate increased skills in writing as measured by multiple measures, including class writing assignments, 6+1 and ACT writing rubrics, and the COMPASS College Readiness Writing test.

**Gap Statement :** 37% of the third year students scored a 78 or better on the COPASS writing test administered in February 2009.

**Cause for Gap :** Goals were achieved.

**Multiple measures/sources of data you used to identify this gap in student achievement :** 1) COMPASS writing test (college placement exam)  
2) Grades on essays  
3) EXPLORE/PLAN English test scores

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 1. Students will show improvement in writing achievement from the 2009 ACT/MME to the 2010 ACT/MME as demonstrated by an overall gain of 10%.  
2. Card making and end-of-semester grades will be used as well as scores from writing assignments to track the progress of identified targeted assisted students.  
3. Juniors receiving a score of 78 or higher on the COMPASS writing will increase by 5%.

**Contact Name :** Lisa Stevens

**List of Objectives:**

Name	Objective
Writing	1. Students will increase their ability to compose effective persuasive essays using ACT persuasive writing models as measured by an increase in the numbers of students consistently scoring a 4, 5, or 6 on the 6+1 writing traits rubric. 2. Students will demonstrate correct usage grammar, focus, organization, coherence, and voice on all writing assignments as indicated by students consistently scoring a 4, 5, or 6 on the 6+1 writing traits rubric.

**3.1. Objective: Writing**

**Measurable Objective Statement to Support Goal :** 1. Students will increase their ability to compose effective persuasive essays using ACT persuasive writing models as measured by an increase in the numbers of students consistently scoring a 4, 5, or 6 on the 6+1 writing traits rubric.

2. Students will demonstrate correct usage grammar, focus, organization, coherence, and voice on all writing assignments as indicated by students consistently scoring a 4, 5, or 6 on the 6+1 writing traits rubric.

#### List of Strategies:

Name	Strategy
6+1 Writing Traits Development and Implementation	Core teachers will develop and implement common rubrics for writing practice lessons and assessments using 6+1 Writing Traits.
Diversifying Instruction	Core teachers will research and develop best practice to diversity instruction to meet the needs of all students.
Providing Feedback	All core teachers will use the Marzano strategy of providing concrete feedback on all written papers.
Reinforcing Effort	All core teachers will engage students in conversation about their effort and work.
Setting objectives and agendas	All core teachers will use the Marzano strategy of setting objectives and agendas by writing them on the board in each class.
Writing	1. Implement Marano strategies on note-taking and summarizing, identifying similarities and differences, and homework (writing assignments and journaling). 2. Integrate persuasive writing in a variety of formats (debates, position papers on medical issues, etc.) as evaluated by ACT writing rubrics. 3. Model and implement standardized test-type writing assessments in all classrooms.
Writing Improvement	All students will show improvement in writing achievement as demonstrated by an overall gain of 10% from the 2009 ACT/MME results.

### 3.1.1. Strategy: 6+1 Writing Traits Development and Implementation

**Strategy Statement:** Core teachers will develop and implement common rubrics for writing practice lessons and assessments using 6+1 Writing Traits.

#### Selected Target Areas

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

**Other Required Information for Strategy**

Six + One Traits of Writing: The Complete Guide Grades 3 and Up ? Ruth Culham

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
6+1 Writing Model	2010-09-07	2011-06-11	Lisa Stevens, Andrew Saigh, Mark Rummel, Laura Smykowski, Brian Riley, Gloria McKenzie

**3.1.1.1. Activity: 6+1 Writing Model**

**Activity Description:** 1. Students will use 6+1 Writing Traits models and rubrics to develop effective persuasive essays in core classes.

2. Students will learn how to write summaries and think critically about topics using 6+1 Writing Traits in the writing portion of the READ 180 course.

3. Core teachers will develop and implement R.A.F.T.S. writing strategy to teach 6+1 writing traits and will score writing using the 6+1 rubric.

4. Teachers will develop and implement common rubrics for writing practice lessons and assessments using 6+1 writing traits.

5. Teachers will implement 6+1 writing activities in all core classes.

6. Language Arts teachers will develop and implement 6+1 Writing Traits as a model for effective writing.

7. Science teachers will require that students write data and error analysis questions as part of lab reports to improve their analytical skills.

8. Social studies teachers will give students multiple opportunities to write ACT/MME-type writing prompts during class time.

9. All core teachers will teach grammar and mechanics in context to help students improve their revising and editing skills.

**Planned staff responsible for implementing activity:** Lisa Stevens, Andrew Saigh, Mark Rummel, Laura Smykowski, Brian Riley, Gloria McKenzie

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Lisa Stevens	No Funds Required	0.00	0.00

### 3.1.2. Strategy: Diversifying Instruction

**Strategy Statement:** Core teachers will research and develop best practice to diversity instruction to meet the needs of all students.

#### Selected Target Areas

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.

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.

#### Other Required Information for Strategy

Differentiated instruction maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. (Tracy Hall, Ph.D., Senior Research Scientist, NCAC 2009)

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Diversifying Information	2010-09-07	2011-06-10	Lisa Stevens and Mark Rummel

#### 3.1.2.1. Activity: Diversifying Information

**Activity Description:** Across the curriculum, staff training on successful reading strategies for SIOP.

**Planned staff responsible for implementing activity:** Lisa Stevens and Mark Rummel

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Lisa Stevens and Mark Rummel	General Funds	0.00	0.00

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### 3.1.3. Strategy: Providing Feedback

**Strategy Statement:** All core teachers will use the Marzano strategy of providing concrete feedback on all written papers.

**Selected Target Areas**

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
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.
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.
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.

**Other Required Information for Strategy**

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Providing Feedback	2010-09-07	2011-06-10	core teachers

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#### 3.1.3.1. Activity: Providing Feedback

**Activity Description:** Students will receive feedback on all written papers.

**Planned staff responsible for implementing activity:** core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

### 3.1.4. Strategy: Reinforcing Effort

**Strategy Statement:** All core teachers will engage students in conversation about their effort and work.

**Selected Target Areas**

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.

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.

**Other Required Information for Strategy**

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Reinforcing Effort	2010-09-07	2011-06-10	Core teachers

#### 3.1.4.1. Activity: Reinforcing Effort

**Activity Description:** All core teachers will engage students in conversation about their effort and work.

**Planned staff responsible for implementing activity:** Core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

### 3.1.5. Strategy: Setting objectives and agendas

**Strategy Statement:** All core teachers will use the Marzano strategy of setting objectives and agendas by writing them on the board in each class.

**Selected Target Areas**

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.

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.

**Other Required Information for Strategy**

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

ROBERT J. MARZANO, DEBRA J. PICKERING, JANE E. POLLOCK

ASCD, Alexandria, VA 2001

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Setting objectives and agendas	2010-09-07	2011-06-10	All core teachers

#### 3.1.5.1. Activity: Setting objectives and agendas

**Activity Description:** Students will enter each class and look to the board to note the day's objective(s) and agenda.

**Planned staff responsible for implementing activity:** All core teachers

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-10

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

### 3.1.6. Strategy: Writing

- Strategy Statement:**
1. Implement Marano strategies on note-taking and summarizing, identifying similarities and differences, and homework (writing assignments and journaling).
  2. Integrate persuasive writing in a variety of formats (debates, position papers on medical issues, etc.) as evaluated by ACT writing rubrics.
  3. Model and implement standardized test-type writing assessments in all classrooms.

**Selected Target Areas**

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.

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.

**Other Required Information for Strategy**

Six+One general features have been linked to changes in teacher performance and/or student learning in four rigorous studies (Desimone, et al.,2002; Garet, et al.,2001; Cohean & Hill, 1998; Kennedy, 1998).

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
6+1 writing rubric in Language Arts classes	2010-02-02	2010-06-11	Lisa Stevens
Journal/Writer's Notebook	2010-09-07	2011-06-11	Andrew Saigh and Lisa Stevens
Late Start PLC Meetings	2010-09-07	2011-06-11	Core Teachers
Technology Use	2010-09-07	2011-06-11	Core Teachers

### 3.1.6.1. Activity: 6+1 writing rubric in Language Arts classes

**Activity Description:** Teachers will be trained to use the 6+1 writing rubric. They will use them in all Language Arts classes.

**Planned staff responsible for implementing activity:** Lisa Stevens

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-02-02, End Date - 2010-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lisa Stevens	No Funds Required	0.00	0.00

### 3.1.6.2. Activity: Journal/Writer's Notebook

**Activity Description:** Language Arts teachers will enhance student writing skills through self-reflection by requiring students to keep a journal/writer's notebook based on Kelley Gallagher's writing models.

**Planned staff responsible for implementing activity:** Andrew Saigh and Lisa Stevens

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Andrew Saigh and Lisa Stevens	No Funds Required	0.00	0.00

### 3.1.6.3. Activity: Late Start PLC Meetings

#### Activity Description:

Staff will use bi-monthly late start time to meet, discuss, and implement strategies related to reading improvement.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

### 3.1.6.4. Activity: Technology Use

**Activity Description:** Staff will utilize technology to enrich instruction by using Promethean boards, ILearn, blogs, computer, and internet.

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

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
Core Teachers	General Funds	0.00	0.00

### 3.1.7. Strategy: Writing Improvement

**Strategy Statement:** All students will show improvement in writing achievement as demonstrated by an overall gain of 10% from the 2009 ACT/MME results.

**Selected Target Areas**

I.1.A.1 The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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.

### Other Required Information for Strategy

Six + One Traits of Writing: The Complete Guide Grades 3 and Up ? Ruth Culham

#### List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Persuasive Writing Rubrics	2010-09-07	2011-06-11	Lisa Stevens, Andrew Saigh, Mark Rummel, Laura Smykowski, Gloria McKenzie, Brian Riley

### 3.1.7.1. Activity: Persuasive Writing Rubrics

**Activity Description:** 1. Students will compose effective persuasive essays using ACT persuasive writing models.

2. Students will demonstrate correct usage of grammar, focus, organization, coherence, and voice on all writing assignments.

3. Students will write in a journal/writer's notebook based on Kelly Gallagher's writing models.

**Planned staff responsible for implementing activity:** Lisa Stevens, Andrew Saigh, Mark Rummel, Laura Smykowski, Gloria McKenzie, Brian Riley

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 2010-09-07, End Date - 2011-06-11

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

#### Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Lisa Stevens	No Funds Required	0.00	0.00

# Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
General Funds	\$0.00	\$0.00

## Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted

## Stakeholders

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

Title	First Name	Last Name	Position	E-mail
	Heyam	Alcodray	principal	alcodrh@dearborn.k12.mi.us

***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

The 2010-2011 School Improvement Year will begin with an analysis of our surveys from staff, parents, and students taken in May 2010. All stakeholders will be invited to assess the data. The results will be used to stimulate discussion of future objectives and to revisit our vision and mission statement. Our school improvement team consists of all staff members and several parents and students who signed up in May 2010. We will conduct monthly meetings to review our School Improvement effort

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

Henry Ford Early College will follow the Michigan Department of Education guidelines for developing curriculum and utilizing assessment data to drive instruction. All stakeholders will have regular opportunities to review assessment results and to provide input.

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

All Henry Ford Early College improvement decisions will be shared with parents, students, and community members through the monthly PTA newsletter, school newsletter and website. Each month a representative of the Improvement Team will give an update on school improvement activities to parents and students.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

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

## Contact Information

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

Position of Contact:

Heyam Alcodray

Address:

22586 Ann Arbor Trail, Dearborn Heights, MI  
48127

Telephone Number:

313.317.1588

## References

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

## Conclusion

***1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?***

The district has planned late-arrival staff development twice a month. In addition, the staff contractually has mandated department and staff meetings to meet the professional learning needs of all staff members. The professional development session will focus on instructional strategies to meet the needs of all students.. Additional opportunities include access to PD 360 online PD, opportunities for training through Wayne County RESA and other professional association workshops and conferences, and district PD offerings. In addition, the Early College national and state consortiums offer professional development for staff.

***2. How has the institution integrated its available fiscal resources to support this school improvement plan?***

The school improvement plan informs and directs building instructional activities and is inherently supported by building and district funds as well as Title One targeted assistance funds and a grant for the Middle College National Consortium for professional development. We have the support of the district which provides PD time, data, and other support.

***3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?***

The building has implemented a number of initiatives that integrate technology into our school improvement activities, including:  
online interventions for students (NovaNet, Read 180, ACT Test Prep and Accelerated Math Program), teaching and learning  
social interaction sites (iBlog, iLearn), multi-media applications (online textbooks, video streaming, D-Tube, Promethean Boards), communication (Parent Connect, Student Connect, email, teacher blogs), professional development (PD 360), and online assessment (Zangle, Class A). Teachers have requested additional training in integrating technology.