

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Edsel Ford High School

Grades Served: 9,10,11,12

Principal: Mr. Hassane Jaafar

Building Code: 01092

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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

School Information

School:	Edsel Ford High School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	01092
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We see:

1. A school community that supports and builds on the strengths of each student; uses innovative instructional practices; inspires students to think critically, globally and creatively; and fosters collaboration with its stakeholders.
2. An educational partnership in which school staff, families, and members of the community share the responsibility fo educating each student in an atmosphere of trust and mutual respect.
3. A continually improving teaching and learning environment that uses appropriate assessments, technology and best practices as the basis for developing and implementing sound educational programs and instructional practices.
4. A school community that respects government mandates and insists its students meet or exceed those mandated expectations.
5. A school community that respects our similarities and differences and celebrates our diversity.
6. A school community whose members model the Core Values of Honesty, Responsibility, Respect for Self and Others, Integrity, Courtesy, and Citizenship.

Mission Statement

The Edsel Ford High School community is committed to educating all students and providing them with academic and social skills essential to become life long learners

Beliefs Statement

We believe:

1. All students can learn.
2. Education is a lifelong process.
3. Students have different learning styles that affect their learning experiences.
4. Differing backgrounds of students affect learning.
5. Values are part of the educational process.
6. Students academic achievement can be improved and measured.
7. All students need to experience success.
8. Students, parents, teachers, administrators and support staff share in the responsibility for the students' learning experience.
9. The teaching process can be enhanced by providing opportunities for teachers to learn about educational research, technology and new teaching strategies.
10. "What I do makes a difference in student outcomes."
The classroom atmosphere must be conducive to learning.
All students must understand how the democratic process works.
Students should have access to the current technology in a given field of study.

Goals

ID	Name	Development Status	Progress Status
4937	Math	Approved	Open
4941	Reading Comprehension	Approved	Open
4942	Writing	Approved	Open
14781	Student Motivation	Approved	Open

Goal 1: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will show improvement in overall math achievement as demonstrated by a 10% increase in the number of students reaching/exceeding proficiency from the PLAN test to the ACT/WorkKeys portion of the MME test.

Gap Statement : In 2009, 45% of Edsel Ford students met or exceeded state math standards. In 2010, 49% of Edsel Ford students met or exceeded state math standards. The "Safe Harbor" goal of 10% growth would have required a 4.5% improvement during 2010 at 49.5%. The current gap is .5%.

Cause for Gap : 2009 subgroups

% of students scoring a 3 or 4 (partially proficient or Basic in Math)

SE 73%

ELL 83%

ED 65%

Multiple measures/sources of data you used to identify this gap in student achievement : 1. EXPLORE Test Scores

2. PLAN Test Scores

3. ACT/MME Test Scores

4. Common Assessment Scores

5. Princeton Review/Practice ACT scores

6. District Common Math Assessment scores

7. Targeted Assistance Criteria

8. End of semester/card marking grades

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. As classroom instruction improves to include more problem solving with applied problems and sustained learning over time, students will improve benchmark scores by at least 2 points from EXPLORE--> PLAN--> ACT math.

2. All students and subgroups will demonstrate growth during departmental common assessments.

3. Student scores on the ACT/MME will increase to reach the desired 67% proficient needed to make AYP.
4. Student scores on WorkKeys will increase to reach the desired 67% proficient needed to make AYP.

Contact Name : Christine Rosbury

List of Objectives:

ID	Objective
5212	1. 9th grade students will demonstrate proficiency as measured by an increase of 5% of 9th graders scoring 18 or better on the Explore Test. 2. 10th grade students will demonstrate proficiency as measured by an increase of 5% of 10th graders scoring 19 or better on the PLAN Test. 3. 11th grade students will demonstrate proficiency as measured by an increase of 5% of 11th graders scoring 22 or better on the ACT Test. 4. 11th grade students will demonstrate proficiency as measured by an increase of 10% of 11th graders scoring 5 or better on the WorkKeys Applied Math. 5. 12th grade students will demonstrate proficiency as measured by an increase of 10% of 12th graders earning a C- or better in their Senior Math class.

1.1. Objective: Math- Desired Learning Outcomes

- Measurable Objective Statement to Support Goal :**
1. 9th grade students will demonstrate proficiency as measured by an increase of 5% of 9th graders scoring 18 or better on the Explore Test.
 2. 10th grade students will demonstrate proficiency as measured by an increase of 5% of 10th graders scoring 19 or better on the PLAN Test.
 3. 11th grade students will demonstrate proficiency as measured by an increase of 5% of 11th graders scoring 22 or better on the ACT Test.
 4. 11th grade students will demonstrate proficiency as measured by an increase of 10% of 11th graders scoring 5 or better on the WorkKeys Applied Math.
 5. 12th grade students will demonstrate proficiency as measured by an increase of 10% of 12th graders earning a C- or better in their Senior Math class.

List of Strategies:

ID	Strategy	Locked By
5212	Math teachers will use PLC and common prep time to examine outcomes of student assessments to develop and share best practices. This work will be used to inform instruction and properly address individual student needs.	
5212	Students will experience multiple exposures to common problem solving scenarios that build proficiency and improve critical thinking skills. Teachers will incorporate SLOT (Sustained Learning Over Time) and GETS (Graph, Equation, Table, Sentence) into daily instruction. Instruction will center on unit focal points as determined by the Michigan High School Content Expectations.	
5212	Staff will identify targeted student populations and provide appropriate intervention courses. Target students (Juniors) were identified as those who scored close to the proficient benchmark in Math on PLAN during 10th grade. ACT/MME Prep was developed as an elective course to	

review test taking strategies along with core content. ELL and 10th grade students were also targeted for ACT/MME Prep this year. Ninth grade students with need were scheduled into Freshman Foundations to help build problem solving, study skills and organization. 9th and 10th grade groups of varied ability were placed in Carnegie Algebra and Geometry classes. Focus on problem solving and applied problems will be evaluated and compared with the achievement of Prentice Hall Curriculum groups. The "Math Cafe" was open to Freshman during first semester and 9th, 10th and 11th graders during 2nd semester. Students with a C- or lower in Math have the opportunity to solicit help with their studies. Co-teaching in Algebra strategies are applied in Algebra 1 and 2 classes to help ALL students be successful with problem solving and critical thinking. After school tutoring is available two nights per week. Tutoring staff includes 3 math teachers, a Ford employee and several Link Leaders. Looking toward the future, we envision a Geometry/Chemistry intervention program.

1.1.1. Strategy: Assessing FOR learning

Strategy Statement: Math teachers will use PLC and common prep time to examine outcomes of student assessments to develop and share best practices. This work will be used to inform instruction and properly address individual student needs.

Selected Target Areas

- SAR 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
- SAR 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning
- SAR 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Reculturing Schools to become Professional Learning Communities-Eaker, Dufour
 Building Background Knowledge for Academic Achievement-Marzano, Robert

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Algebra, Geometry and Algebra 2 teachers will develop and implement common unit assessments. Meeting as a PLC, teachers will review item analyses and constructed response test items. Data from these assessments will be used to drive intervention and instruction.	09/08/2010	06/12/2011	Christine Rosbury and Dan Reddeman

1.1.1.1. Activity: Common Assessments

Activity Description: Algebra, Geometry and Algebra 2 teachers will develop and implement common unit assessments. Meeting as a PLC, teachers will review item analyses and constructed response test items. Data from these assessments will be used to drive intervention and instruction.

Activity Type: Revised

Planned staff responsible for implementing activity: Christine Rosbury and Dan Reddeman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/12/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Planning Time	No Funds Required	1.00	1.00
Late Start PLC	No Funds Required	1.00	1.00
Lesson Study	Title I School Improvement (ISI)	1,000.00	0.00

1.1.2. Strategy: Multiple representations of and multiple exposures to concepts

Strategy Statement: Students will experience multiple exposures to common problem solving scenarios that build proficiency and improve critical thinking skills. Teachers will incorporate SLOT (Sustained Learning Over Time) and GETS (Graph, Equation, Table, Sentence) into daily instruction. Instruction will center on unit focal points as determined by the Michigan High School Content Expectations.

Selected Target Areas

SAR 1.5 Ensures that the school's vision and purpose guide the teaching and learning process
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction
SAR 2.6 Provides teachers and students opportunities to lead

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Building Background Knowledge for Academic Achievement - Marzano, Robert

Marzano high yield strategies

Homework extends learning opportunities outside of the classroom, giving students the chance to practice, review, and apply knowledge. Practice provides students the time and repetition necessary for them to become fluent in a skill or process.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Algebra, Geometry and Algebra 2 teachers will use "SLOT" to scaffold math concepts that build to essential learnings. Students will do guided practice and homework practice over time with multiple exposures to solidify mastery of essential learnings.	09/08/2010	06/12/2011	Christine Rosbury and Daniel Reddeman

1.1.2.1. Activity: Sustained Learning Over Time

Activity Description: Algebra, Geometry and Algebra 2 teachers will use "SLOT" to scaffold math concepts that build to essential learnings. Students will do guided practice and homework practice over time with multiple exposures to solidify mastery of essential learnings.

Activity Type: Revised

Planned staff responsible for implementing activity: Christine Rosbury and Daniel Reddeman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/12/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
kuta software test and worksheet generator	No Funds Required	1.00	1.00

1.1.3. Strategy: Math Intervention

Strategy Statement: Staff will identify targeted student populations and provide appropriate intervention courses. Target students (Juniors) were identified as those who scored close to the proficient benchmark in Math on PLAN during 10th grade. ACT/MME Prep was developed as an elective course to review test taking strategies along with core content. ELL and 10th grade students were also targeted for ACT/MME Prep this year.

Ninth grade students with need were scheduled into Freshman Foundations to help build problem solving, study skills and organization.

9th and 10th grade groups of varied ability were placed in Carnegie Algebra and Geometry classes. Focus on problem solving and applied problems will be evaluated and compared with the achievement of Prentice Hall Curriculum groups.

The "Math Cafe" was open to Freshman during first semester and 9th, 10th and 11th graders during 2nd semester. Students with a C- or lower in Math have the opportunity to solicit help with their studies.

Co-teaching in Algebra strategies are applied in Algebra 1 and 2 classes to help ALL students be successful with problem solving and critical thinking.

After school tutoring is available two nights per week. Tutoring staff includes 3 math teachers, a Ford employee and several Link Leaders.

Looking toward the future, we envision a Geometry/Chemistry intervention program.

Selected Target Areas

SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Michigan ACT representative, John Carroll provided research that supports an intensive test preparation experience for these "borderline" students.

Marzano High Yield strategies include homework and practice as an effective method to build skills and capacity for problem solving.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
"Target" 11th grade students will be scheduled into this elective. Focus will be on "grappling with group work" to share strategies for problem solving in math.	09/08/2010	06/12/2011	Susan Noland, Barb Mc Aullif, Jan Hathaway, Mike Blasko and Christine Rosbury

1.1.3.1. Activity: Grappling with group work

Activity Description: "Target" 11th grade students will be scheduled into this elective. Focus will be on

"grappling with group work" to share strategies for problem solving in math.

Activity Type: None

Planned staff responsible for implementing activity: Susan Noland, Barb Mc Aullif, Jan Hathaway, Mike Blasko and Christine Rosbury

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/12/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Course Materials	General Funds	1,500.00	1,500.00

Goal 2: Reading Comprehension

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will show improvement in overall reading achievement as demonstrated by a 10% increase in the number of students reaching/exceeding proficiency from the PLAN test to the ACT/WorkKeys portion of the MME test.

Gap Statement : During 2009, 56% of all Edsel Ford students met or exceeded state ELA standards. In 2010, 68.4% of all Edsel Ford students met or exceeded state reading standards. Although we met "Safe Harbor" we missed the Michigan AYP objective for reading by 2.6%.

Cause for Gap : 2010 subgroups percentage of students NOT proficient in reading:

Special Ed: 59%

LEP: 71%

ED: 44%

Multiple measures/sources of data you used to identify this gap in student achievement : 1. EXPLORE Test Scores

2. PLAN Test Scores

3. ACT/MME Test Scores

4. Grade Level Common Assessments

5. Scholastic Reading Inventory

6. Targeted Assistance Criteria

7. End of Semester Marking Grades

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. 9th grade students will improve reading comprehension scores on the Scholastic Reading Inventory (SRI) by a minimum of one grade level by the end of 2010-2011 school year retest.
 2. Student scores on the ACT/MME will increase to reach the desired 79% proficient needed to make AYP.
 3. Identified targeted assistance students will increase their reading score on the SRI reading test by two grade levels by the end of the 2010-2011 school year.
 4. 9th and 10th grade students will raise LEXILE scores by one grade level as measured on the Scholastic Reading Inventory administered in the spring.
 5. 9th grade students demonstrating proficiency as measured by a score of 16 on the EXPLORE Test will increase by 5%.
 6. 10th grade students demonstrating proficiency as measured by a score of 17 on the PLAN Test will increase by 5%.

Contact Name : Janice Schmidt

List of Objectives:

ID	Objective
5280	1. 9th grade students will demonstrate proficiency as measured by a score of 16 on the Explore Test. 2. 10th grade students will demonstrate proficiency as measured by a score of 17 on the PLAN Test. 3. 11th grade students will demonstrate proficiency as measured by a score of 21 on the ACT Test. 4. 9th grade students will raise Lexile score by one grade level as measured on the Scholastic Reading Inventory administered in the spring.

2.1. Objective: Reading: Desired Learning Outcomes

- Measurable Objective Statement to Support Goal :**
1. 9th grade students will demonstrate proficiency as measured by a score of 16 on the Explore Test.
 2. 10th grade students will demonstrate proficiency as measured by a score of 17 on the PLAN Test.
 3. 11th grade students will demonstrate proficiency as measured by a score of 21 on the ACT Test.
 4. 9th grade students will raise Lexile score by one grade level as measured on the Scholastic Reading Inventory administered in the spring.

List of Strategies:

ID	Strategy	Locked By
5280	All teachers will use vocabulary development strategies to aid students in understanding and the application of vocabulary words in various contexts.	
5280	All 9th and 10th grade students reading two or more years below grade level as demonstrated by the SRI will be assigned to a reading comprehension intervention class. Students will improve reading comprehension score on the SRI by 2 years on a retest at the end of the 2010-2011 school year.	
5280	Content area and grade level teachers will use common teacher prep time to plan activities and common assessments, as well as discuss student progress in the area of reading comprehension.	
5280	9th grade students who are reading below grade level based on the SRI test or have Level 3 or 4	

	on the 8th Grade Reading MEAP will be placed in the Freshman Foundations intervention class. Students will learn content area reading strategies, note taking strategies, study skills, organizational skills and testing taking strategies. The Freshman Foundation teachers will collaborate with the core teachers in the 9th Grade Academy on assignments being taught.	
5280	Students scoring just below the proficient score on the PLAN Reading assessment administered in the 10th grade will be placed into an ACT/MME prep and College Readiness course.	

2.1.1. Strategy: Reading Comprehension: Content Area Vocabulary Development

Strategy Statement: All teachers will use vocabulary development strategies to aid students in understanding and the application of vocabulary words in various contexts.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Teaching Vocabulary to Improve Reading Comprehension - Nagy, W.
 Building Background Knowledge for Academic Achievement - Marzano, Robert

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will use Marzano graphic organizers to develop understading of vocabulary and concepts through concept/definition and compare/contrast model.	09/08/2010	06/10/2011	Janice Schmidt and all core and extended core teachers

2.1.1.1. Activity: Developing Vocabulary

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

Activity Type: Revised

Planned staff responsible for implementing activity: Janice Schmidt and all core and extended core teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development	No Funds Required	1.00	1.00

2.1.2. Strategy: Reading Comprehension: Show improvement in overall reading achievement.

Strategy Statement: All 9th and 10th grade students reading two or more years below grade level as demonstrated by the SRI will be assigned to a reading comprehension intervention class. Students will improve reading comprehension score on the SRI by 2 years on a retest at the end of the 2010-2011 school year.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.4 Supports instruction that is research-based and reflective of best practice
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Literature Circles: Voice and Choice in Book Clubs and Reading Groups - Harvey Davis

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
9th grade students will be grouped based on their LEXILE reading level from the SRI. The group will choose a reading selection based on their common interest and instructional reading level. Groups will conduct literature discussions based on before/during/after comprehension strategies. Story boards, character maps, and theme analysis will be developed by the group.	09/08/2010	06/10/2011	Susan Noland, Susan Beck and Marion McDonough

2.1.2.1. Activity: Reading Comprehension: Literacy Circles

Activity Description: 9th grade students will be grouped based on their LEXILE reading level from the SRI. The group will choose a reading selection based on their common interest and instructional reading level. Groups will conduct literature discussions based on before/during/after comprehension strategies. Story boards, character maps, and theme analysis will be developed by the group.

Activity Type: Revised

Planned staff responsible for implementing activity: Susan Noland, Susan Beck and Marion McDonough

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading test at different LEXILE reading levels	Title I Part A	2,000.00	0.00

2.1.3. Strategy: Reading Comprehension: Common Teacher Preps

Strategy Statement: Content area and grade level teachers will use common teacher prep time to plan activities and common assessments, as well as discuss student progress in the area of reading comprehension.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

On Common Ground: The Power of Professional Learning Communities -- Richard DuFour, Robert Eaker, and Rebecca DuFour

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Content and grade-level teachers will develop before/during/after reading strategies to improve reading comprehension of content area text.	09/08/2010	06/10/2011	Susan Noland, Janice Schmidt, core and extended core teachers

2.1.3.1. Activity: Content Area Reading Comprehension Strategies

Activity Description: Content and grade-level teachers will develop before/during/after reading strategies to improve reading comprehension of content area text.

Activity Type: Revised

Planned staff responsible for implementing activity: Susan Noland, Janice Schmidt, core and extended core teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Content Area and Grade Level Teacher Prep Time	No Funds Required	1.00	0.00

2.1.4. Strategy: Freshman Foundations

Strategy Statement: 9th grade students who are reading below grade level based on the SRI test or have Level 3 or 4 on the 8th Grade Reading MEAP will be placed in the Freshman Foundations intervention class. Students will learn content area reading strategies, note taking strategies, study skills, organizational skills and testing taking strategies. The Freshman Foundation teachers will collaborate with the core teachers in the 9th Grade Academy on assignments being taught.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.8 Implements interventions to help students meet expectations for student learning
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

On Common Ground: The Power of Professional learning Communities -- Richard DuFour, Robert Eaker, and Rebecca DuFour

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will learn content area reading strategies, note taking strategies, study skills, organizational skills and test taking strategies.	09/08/2010	06/10/2011	Susan Noland and Freshman Foundations teachers.

2.1.4.1. Activity: Freshman Foundations

Activity Description: Students will learn content area reading strategies, note taking strategies, study skills, organizational skills and test taking strategies.

Activity Type: Revised

Planned staff responsible for implementing activity: Susan Noland and Freshman Foundations teachers.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

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

2.1.5. Strategy: ACT/MME Prep and College Readiness

Strategy Statement: Students scoring just below the proficient score on the PLAN Reading assessment administered in the 10th grade will be placed into an ACT/MME prep and College Readiness course.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

John Carroll, State of Michigan ACT Representative, provided ACT research to support an intensive test preparation experience for borderline students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will use reading strategies and test taking skills to improve reading scores on ACT/MME reading and ACT WorkKeys.	09/08/2010	01/28/2011	Susan Noland and Janice Schmidt

2.1.5.1. Activity: ACT/MME Prep and College Readiness

Activity Description: Students will use reading strategies and test taking skills to improve reading scores on ACT/MME reading and ACT WorkKeys.

Activity Type: Revised

Planned staff responsible for implementing activity: Susan Noland and Janice Schmidt

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 01/28/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
No materials required	No Funds Required	0.00	0.00

Goal 3: Writing

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will show improvement in writing achievement from the 2010 ACT/MME to the 2011 ACT/MME as demonstrated by an overall gain of 10%.

Gap Statement : In 2009, 53% of all Edsel Ford students met or exceeded ELA standards. In 2010, 42.1% of all Edsel Ford students met or exceeded state writing standards. The "Safe Harbor" goal of 10% growth would have required a 5.3% improvement during 2010 at 58.3%. The current gap is 16.2%

Cause for Gap : 2010 subgroups percentage of NOT proficient in ELA:

Special Ed: 83%

LEP: 98%

ED: 75%

Multiple measures/sources of data you used to identify this gap in student achievement : 1. Explore Test Scores

2. PLAN Test Scores

3. ACT/MME Test Scores

4. Grade Level Common Assessments

5. Targeted Assistance Criteria

6. End of Semester Marking Grades

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 improve scores on ELA and social studies common assessments of persuasive writing prompts.

2. Students will demonstrate writing proficiency as demonstrated by the ACT/MME standards.
3. All students and especially subgroups will demonstrate increased scores in departmental common assessments.
4. Card marking and end-of-semester grades will be used to track the progress of identified targeted assistance students.

Contact Name : Janice Schmidt

List of Objectives:

ID	Objective
5200	1. Students will increase their ability to compose effective persuasive essays using ACT persuasive writing models as measured by an increase in the number of students consistently scoring a 4, 5, or 6 on the 6 + 1 writing traits rubric. 2. Students will demonstrate correct usage of writing conventions, ideas and content, organization, sentence fluency, word usage, 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 number of students consistently scoring a 4, 5, or 6 on the 6 + 1 writing traits rubric.
 2. Students will demonstrate correct usage of writing conventions, ideas and content, organization, sentence fluency, word usage, 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:

ID	Strategy	Locked By
5200	Departments will develop and implement common rubrics for writing practice lessons and assessments using 6+1 Writing Traits in core and elective courses.	
5200	Administrator will provide a common prep hour for 9th and 10th grade core content area teachers, 11th grade language arts teachers and math teachers teaching the same course, allowing time for grade level/course collaboration, development of grade level writing prompts, and begin using rater reliability when scoring writing.	
5200	An ACT/MME Prep and College Readiness course will be developed and implemented for 11th grade target students who scored just below the proficient score on the PLAN assessment administered in 10th grade.	
5200	9th and 10th grade students who score two or more years below grade level in reading on the	

SRI test will be enrolled in a reading/writing intervention course taught by highly qualified teachers.

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

Strategy Statement: Departments will develop and implement common rubrics for writing practice lessons and assessments using 6+1 Writing Traits in core and elective courses.

Selected Target Areas

- SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
- SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
- SAR 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
- SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- SAR 3.4 Supports instruction that is research-based and reflective of best practice
- SAR 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity
- SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will use 6 + 1 Writing Traits and rubrics to develop effective persuasive essays in core and elective classes.	09/08/2010	06/10/2011	Janice Schmidt, core and extended core teachers

3.1.1.1. Activity: Six plus One Writing Traits

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

Activity Type: Revised

Planned staff responsible for implementing activity: Janice Schmidt, core and extended core teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Six Plus One Writing Traits	No Funds Required	1.00	0.00

3.1.2. Strategy: Writing: Show improvement in overall writing achievement.

Strategy Statement: Administrator will provide a common prep hour for 9th and 10th grade core content area teachers, 11th grade language arts teachers and math teachers teaching the same course, allowing time for grade level/course collaboration, development of grade level writing prompts, and begin using rater reliability when scoring writing.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

On Common Ground: The Power of Professional Learning Communities -- Richard DuFour, Robert Eaker, and Rebecca DuFour

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop and implement common writing assessments/writing prompts across the curriculum. By departments, teachers will implement and analyze results from common assessments/writing prompts for all grade levels to determine student success and effectiveness of strategies.	09/08/2010	06/10/2011	Susan Noland, Janice Schmidt, and content area and grade level teachers

3.1.2.1. Activity: Common Assessments

Activity Description: Teachers will develop and implement common writing assessments/writing prompts across the curriculum. By departments, teachers will implement and analyze results from common assessments/writing prompts for all grade levels to determine student success and effectiveness of strategies.

Activity Type: Revised

Planned staff responsible for implementing activity: Susan Noland, Janice Schmidt, and content area and grade level teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Teacher Prep Time	No Funds Required	1.00	1.00

3.1.3. Strategy: ACT/MME Prep and College Readiness Course

Strategy Statement: An ACT/MME Prep and College Readiness course will be developed and implemented for 11th grade target students who scored just below the proficient score on the PLAN assessment administered in 10th grade.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

John Carroll, State of Michigan ACT Representative, provided research to support an intensive test preparation experience for borderline students.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
The course will be designed to provide target students with multiple opportunities to practice ACT/MME-like test components.	09/08/2010	01/28/2011	ACT/MME teachers

3.1.3.1. Activity: ACT/MME Prep and College Readiness Course

Activity Description: The course will be designed to provide target students with multiple opportunities to practice ACT/MME-like test components.

Activity Type: Revised

Planned staff responsible for implementing activity: ACT/MME teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 01/28/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Textbooks	General Funds	1,500.00	1,500.00

3.1.4. Strategy: Write to Learn Intervention Course

Strategy Statement: 9th and 10th grade students who score two or more years below grade level in reading on the SRI test will be enrolled in a reading/writing intervention course taught by highly qualified teachers.

Selected Target Areas

SAR 3.1 Develops and implements curriculum based on clearly defined expectations for student learning
SAR 3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills
SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Effective Literacy Instruction--Langer

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement -- Marzano, Pickering, and Pollack

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
9th and 10th grade students reading two or more years below grade level on the SRI test will learn effective summary writing skills using 6 + 1 Writing Traits.	09/08/2010	06/10/2011	Susan Noland and Marion McDonough

3.1.4.1. Activity: Write to Learn

Activity Description: 9th and 10th grade students reading two or more years below grade level on the SRI test will learn effective summary writing skills using 6 + 1 Writing Traits.

Activity Type: Revised

Planned staff responsible for implementing activity: Susan Noland and Marion McDonough

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/10/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Write to Learn Computer Program	Title I Part A	2,000.00	0.00

Goal 4: Student Motivation

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will demonstrate increased engagement and levels of participation in all aspects of Edsel Ford High School resulting in increased student achievement and improved graduation rates.

Gap Statement : During the 2009-2010 school year Edsel Ford's graduation rate was approximately 69%. This statistic has increased from the 2008-2009 school year by 4%.)

Cause for Gap : Due to 31% of the students not graduating with their cohort, we need to examine further the reasons, such as ELL, SE, ED, gender and mobility.

Multiple measures/sources of data you used to identify this gap in student achievement : 4th and 5th year graduation rates

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? We will examine the 4 and 5 year graduation rates and strive for at least a 1% or 2% increase. The State and the district have increased the graduation requirements and standards. The transfer students also have to demonstrate proficiency in order to garner credit.

Contact Name : Susan Noland

List of Objectives:

ID	Objective
15744	Due to academic and affective interventions at every grade level, 4 and 5 year graduation rates will increase by a minimum of 1% as measured by the state report format.

4.1. Objective: To increase graduation rates

Measurable Objective Statement to Support Goal : Due to academic and affective interventions at every grade level, 4 and 5 year graduation rates will increase by a minimum of 1% as measured by the state report format.

List of Strategies:

ID	Strategy	Locked By
15744	Each grade level will participate in specific inspirational/motivational activities to focus student attention and efforts on successful graduation.	

4.1.1. Strategy: Grade level graduation incentives

Strategy Statement: Each grade level will participate in specific inspirational/motivational activities to focus student attention and efforts on successful graduation.

Selected Target Areas

SAR 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning
SAR 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 6.1 Fosters collaboration with community stakeholders to support student learning
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Renaissance Schools: <http://www.collegecountdownkit.com/jostens.htm>

Link Crew: <http://www.boomerangproject.com/link>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Early start August Link Crew class Mentoring (Link alerts)	08/04/2010	08/14/2010	Barbara McAullif Robin Armstrong Dan Blessing Tara Haddad
Programs and incentives to participate in school functions will be continued and instituted. These programs include: Departmental Student of the week, Commitment to graduate, Career cruising, Eyes on the future and motivational/mentoring.	08/02/2010	06/12/2011	Counselors, Teachers, Parents, Students and Administration.

4.1.1.1. Activity: 9th grade

Activity Description: Early start August
 Link Crew class
 Mentoring (Link alerts)

Activity Type: None

Planned staff responsible for implementing activity: Barbara McAullif
 Robin Armstrong
 Dan Blessing
 Tara Haddad

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/04/2010, End Date - 08/14/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Link Crew training	Title I Part A	2,000.00	0.00
Paint art supplies	Staff Donation	200.00	0.00

4.1.1.2. Activity: 9th-12th grades

Activity Description: Programs and incentives to participate in school functions will be continued and instituted. These programs include: Departmental Student of the week, Commitment to graduate, Career cruising, Eyes on the future and motivational/mentoring.

Activity Type: None

Planned staff responsible for implementing activity: Counselors, Teachers, Parents, Students and Administration.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/02/2010, End Date - 06/12/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student of the week certificates	General Funds	100.00	0.00
Commitment to Graduate	donation	300.00	0.00

Career Cruising	No Funds Required	0.00	0.00
Eyes on the future incentives	Title I Part A	2,000.00	0.00
Mentoring program	Title I Part A	2,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$3,100.00	\$3,000.00
No Funds Required	\$7.00	\$5.00
Title I Part A	\$10,000.00	\$0.00
Title I School Improvement (ISI)	\$1,000.00	\$0.00
Other	\$300.00	\$0.00
Other	\$200.00	\$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
Mr.	Hassane	Jaafar	Principal	JaafarH@dearborn.k12.mi.us
Ms.	Susan	Noland	Asst. Principal	NolandS@dearborn.k12.mi.us
Mr.	Blessing	Danial	Asst. Principal	BlessiD@dearborn.k12.mi.us
Ms.	Christine	Rosbury	Math Coordinator	RosburC@dearborn,k12.mi.us
Ms.	Janice	Schmidt	Literacy Coordinator	SchmidJ@dearborn.k12.mi.us
Ms.	Barbara	McAullif	Academy Lead Teacher	mcaullb@dearborn.k12.mi.us
Ms.	Robin	Armstrong	Guidance Counselor	armstra@dearborn.k12.mi.us
Mr.	Craig	Kiefer	Guidance Counselor	kieferc@dearborn.k12.mi.us
Mrs.	Gail	Welmers	Guidance Counselor	welmerg@dearborn.k12.mi.us
Mr.	Ibrahim	Beydoun	Guidance Counselor	beydoui@dearborn.k12.mi.us
Mrs.	Tina	James	Language Arts Dept. Chair	jamest@dearborn.k12.mi.us
Mr.	Joseph	Cook	Science Dept. Chair	cookj@dearborn.k12.mi.us
Mr.	Daniel	Reddeman	Mathematics Dept. Chair	reddemd@dearborn.k12.mi.us
Mr.	Paul	Parana	Social Studies Dept. Chai	paranap@dearborn.k12.mi.us
Mr.	William	Ali	Community Liason/Parent	aliw@dearborn.k12.mi.us
Mrs.	Lori	Keveney	Secretary/Parent	kevenel@dearborn.k12.mi.us
Mrs.	Marty	Sorgan	Special Ed Dept. Chair	sorganm@dearborn.k12.mi.us
Dr.	Leila	Kanso	Bilingual Dept. Chair	kansol@dearborn.k12.mi.us
Ms.	Susan	Beck	Intervention Teacher	becks@dearborn.k12.mi.us
Mrs.	Marion	McDonough	Intervention Teacher	mcdonom@dearborn.k12.mi.us
Mrs.	Sonia	Beydoun	Intervention Teacher	beydous@dearborn.k12.mi.us
Ms.	Karen	Pikula	Intervention Teacher	pikulak@dearborn.k12.mi.us

Mrs.	Angela	Maynor	Intervention Teacher	maynora@dearborn.k12.mi.us
Ms.	Fatme	Khanafer	Intervention Teacher	khanaff@dearborn.k12.mi.us
Ms.	Carol Ann	Barr Gutkowski	Title One	gutkowc@dearborn.k12.mi.us
Mr.	James	Emerick	Social Worker	Emericj@dearborn.k12.mi.us
Ms.	Janice	Hathaway	Intervention Teacher	hathwayj@dearborn.k12.mi.us
Ms.	Jennifer	Browne	PTSA President	qgb69@yahoo.com

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

Every staff member in our building serves on a school improvement sub committee that contributes to the planning, design and evaluation of the overall plan.

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

First, a staff survey was used to assess which instructional strategies and assessment tools stakeholders were dedicated to implementing. Then, PLC groups "branched off" to do research and implement classroom strategies before sharing their results with the whole staff.

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

During the 2008-2009 school year, high stakes test scores and suggestions for improvement at the next level were shared with teachers, students and parents. Incentives (such as assemblies, lunches and prizes) were used to increase student participation. Parent Involvement will be increased using technology as well as "face to face" meetings.

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:

Robin Armstrong

Address:

20601 Rotunda

Telephone Number:

313 827 1521

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?

Math and literacy intervention strategies
Carnegie Algebra, Algebra 2 and Geometry
School wide study skills/core values program
Marzano high yield strategies
Reading in the content area- comprehension strategies
6 plus one Writing traits
Algebra, Algebra 2 and Geometry for all training
Adolescent reading and writing strategies (Kelly Gallagher)
Cooperative learning
Dufour PLC training
Co-teaching training

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

"Available fiscal resources" are still being determined at this time.

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

Technology needs assessment
Innovator and Leader teaching staff are eager to acquire and implement various technologies (ie. Promethean boards, document cameras, wireless computers, etc.) to engage students by meeting them "on their turf."

Dearborn District recommendations for the use of technology to support SIP include:

Use a District-designated data system to administer online common assessments in content areas and include accumulated student data in that system.

Action Steps

1. Provide staff development to administrators, teachers, and counselors for
 - a. the utilization of the on-line data system for creating and administering assessments.
 - b. the employment of the data system to analyze and interpret academic achievement data to determine implications for students, programs, and school improvement.

Provide timely, effective, and meaningful communication to parents and students regarding student academic performance, with suggestions for specific academic support where appropriate.

Action Steps

1. Send timely progress reports from teachers to parents, through the effective use of technology, that update and communicate to them each child's academic performance, assessment results, and areas of strengths and needs.
2. Provide specific suggestions and/or strategies to parents on how to assist students in improving and accelerating across content areas.
3. Inform parents of the School Improvement Plan and involve them in its development, implementation, and annual revision.

4. Post appropriate curriculum- or assessment-related news, revisions, and important documents in English, with Arabic and Spanish translations on the District website.
5. Conduct a parent 'needs assessment' to determine areas of interest, concern, and need in terms of data use.
6. Provide professional development to parents on the use of Parent Connect and other District resources.

Analyze student achievement results to determine staff development topics.

Action Steps

1. Examine state, district, and building-level achievement data periodically to determine gaps in curriculum, instruction or pedagogy.
2. Determine implications from the multiple student achievement measures and select staff development topics accordingly.
3. Evaluate the effectiveness of staff development and revise accordingly.

Analyze appropriate assessment data to identify the academic needs of each student in order to provide and evaluate intervention programs.

Action Steps

1. Examine the demographic, academic, and perceptual measures of each student in order to identify his or her academic needs.
2. Design and implement the most appropriate intervention programs for each student.
3. Gather and analyze pre- and post-assessment data to determine the effectiveness of a selected intervention program.
4. Determine the reasons for success or failure of intervention programs in a timely manner and modify the intervention accordingly.