

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Fordson High School

Grades Served: 9,10,11,12

Principal: Mr. Imad Fadlallah

Building Code: 01261

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:	Fordson High School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	01261
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

The staff will develop a vision statement.

Mission Statement

The mission of Fordson High School is to prepare our students to be educated, responsible, caring, well-rounded citizens who value lifelong learning.

Beliefs Statement

Dearborn Public Schools' core values are:

1. Honesty
2. Respect for Self and Others
3. Responsibility
4. Integrity
5. Courtesy
6. Citizenship

Goals

ID	Name	Development Status	Progress Status
876	Writing	Approved	Open
877	Reading	Approved	Open
878	Math	Approved	Open

Goal 1: Writing

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will improve their writing skills in all content areas as demonstrated by 10% increase of students earning a rating of proficient or higher on state writing tests.

Gap Statement : In 2007 and 2008, 30% of students met or exceeded state writing standards. The ten percent growth required to attain "safe harbor," means 33% was the 2008 goal, which means a 3% gap existed.

According to the preliminary data analysis for Fordson High School's 2009-2010 MME performance, writing performance decreased from 36.49% proficient in 2009 to 30.81% proficient in 2010, a 15.56% decline. However, all three subgroups increased in writing performance.

Cause for Gap : Only 4% of the bilingual subgroup met or exceeded state writing standards in 2007 and 43% in 2008. 26% of the economically disadvantaged subgroup met or exceeded expectations in 2007 and 40% in 2008.

The Economically Disadvantaged subgroup performance increased to 30.04% in writing, which is a 4% increase compared to 2008 ED writing performance. The English Language Learner (ELL) subgroup demonstrated 5.13% proficiency in writing, which remained the same as 2008 ELL writing proficiency. Special Education (SE) is not a sub-group for the 2009-10 school year, yet increased in writing proficiency from 5% in 2008 to 23% in 2009.

While the overall writing performance decreased, the subgroups showed an increase in writing achievement. Given this, general education classroom instruction must emphasize writing instruction.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. MME Test Scores
2. Common Assessment 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 improve scores on ELA and social studies common assessments of persuasive writing in the 9th, 10th, and 11th grades.

2. Students will demonstrate writing proficiency determined 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 students.

Contact Name : Maysam Alie

List of Objectives:

ID	Objective
624	1. Across the curriculum, students will demonstrate proficiency as measured by a score of three or higher on Six Plus One rubrics. 2. Students will compose effective persuasive essays using ACT persuasive writing models. 3. Across the curriculum in the 9th and 10th grades, students will demonstrate proficiency in organizing their writing through the use of the Frame routine. 4. Students will compose effective persuasive essays in P.E. and elective courses as a measured by a score of three or higher on Six + One rubrics. 5. Students will demonstrate proficiency in revising, editing, proofreading, and rewriting.

1.1. Objective: Writing: Desired Learning Outcomes

Measurable Objective Statement to Support Goal : 1. Across the curriculum, students will demonstrate proficiency as measured by a score of three or higher on Six Plus One rubrics.

2. Students will compose effective persuasive essays using ACT persuasive writing models.
3. Across the curriculum in the 9th and 10th grades, students will demonstrate proficiency in organizing their writing through the use of the Frame routine.
4. Students will compose effective persuasive essays in P.E. and elective courses as a measured by a score of three or higher on Six + One rubrics.
5. Students will demonstrate proficiency in revising, editing, proofreading, and rewriting.

List of Strategies:

ID	Strategy	Locked By
624	Departments will organize and implement a Professional Learning Community.	
624	Across the curriculum, teachers will use the language of six traing writing to analyze good writing.	
624	Teachers/students will analyze ACT/MME model writing samples using the ACT scoring rubric. ACT Essay-View will provide access to authentic student writing and comment feedback will be used to determine areas of weaknesses.	
624	An ACT/MME prep course will be developed and implemented for target students, 11th graders who scored just below the "proficient" score on the PLAN assessment administered in 10th grade.	

1.1.1. Strategy: PLC

Strategy Statement: Departments will organize and implement a Professional Learning Community.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Richard and Rebecca Dufour and Robert Eaker, Professional Learning Communities

<http://go.solution-tree.com/plc/>

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop and implement common writing assessments 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 in Professional Learning Communities.	09/01/2008	06/12/2009	The Learning Team (volunteer leadership team) Members Department Chairs

1.1.1.1. Activity: Common Assessments

Activity Description: Teachers will develop and implement common writing assessments 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 in Professional Learning Communities.

Activity Type: Maintenance

Planned staff responsible for implementing activity: The Learning Team (volunteer leadership team) Members
Department Chairs

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 09/01/2008, End Date - 06/30/2010

Fiscal Resources Needed for Activity:

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

1.1.2. Strategy: Six-Trait Writing

Strategy Statement: Across the curriculum, teachers will use the language of six traing writing to analyze good writing.

Selected Target Areas

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 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels
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

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 observe and manipulate model writing samples. An emphasis will be placed on the structure and style of six traits of writing. Students will use six-traits to write persuasive essays.	09/01/2008	06/12/2009	Maysam Alie

1.1.2.1. Activity: Six-Trait Writing

Activity Description: Students will observe and manipulate model writing samples. An emphasis will

be placed on the structure and style of six traits of writing. Students will use six-traits to write persuasive essays.

Activity Type: None

Planned staff responsible for implementing activity: Maysam Alie

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Six-Trait Writing	No Funds Required	1.00	1.00

1.1.3. Strategy: ACT/MME Writing

Strategy Statement: Teachers/students will analyze ACT/MME model writing samples using the ACT scoring rubric. ACT Essay-View will provide access to authentic student writing and comment feedback will be used to determine areas of weaknesses.

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 3.3 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 3.9 Maintains a system-wide climate that supports student learning
SAR 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free

Other Required Information for Strategy

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

Results Now: How We Can Achieve Unprecedented Improvements in Teaching And Learning
by Michael J. Schmoker

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will practice writing persuasive essays that meet ACT/MME writing proficiency standards in Language Arts and Social Studies classes. Some timed-writing assessments will also be administered.	09/01/2008	06/12/2009	Mary Stackpoole

1.1.3.1. Activity: Analyzing Student Writing Samples - ACT/MME

Activity Description: Students will practice writing persuasive essays that meet ACT/MME writing proficiency standards in Language Arts and Social Studies classes. Some timed-writing assessments will also be administered.

Activity Type: None

Planned staff responsible for implementing activity: Mary Stackpoole

Actual staff responsible for implementing activity: Mary Stackpoole, Jason Canfield, Amanda Durfee, Diane Bies-Rice, Sonia Beydoun, Jeff Delguidice and other 11th grade L.Arts and Social Studies teachers

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

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

1.1.4. Strategy: ACT/MME Prep Course

Strategy Statement: An ACT/MME prep course will be developed and implemented for target students, 11th graders 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 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.	01/31/2008	06/12/2009	Jeff Conway

1.1.4.1. Activity: ACT/MME Prep Course

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

Activity Type: None

Planned staff responsible for implementing activity: Jeff Conway

Actual staff responsible for implementing activity: Rosa Scaramucci, Jason Canfield, Diane Prieur

Planned Timeline: Begin Date - 01/31/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 01/31/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

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

Goal 2: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will improve their informational reading skills in a variety of contests as

demonstrated by a 10% increase in proficiency on state reading tests.

Gap Statement : In 2007, 41% of students met or exceeded state reading standards compared to 42% in 2008. The ten percent growth required to attain "safe harbor," means 45.1% was the 2008 goal, which means a 3.1% gap existed.

According to the preliminary data analysis for Fordson High School's 2010 MME performance, reading proficiency excelled from 43.59% proficient in 2009 to 60.27% proficient in 2010, which equates to a 38.27% increase.

Cause for Gap : Only 12% of the bilingual subgroup met or exceeded state reading standards in 2007 and 40% in 2008. 37% of the economically disadvantaged subgroup met or exceeded expectations in 2007 and 41% in 2008.

During the 2009-10 school year the economically disadvantaged subgroup performance increased in all three areas and demonstrated gains parallel to overall school performance with 58.89% in reading, a 19.89% higher than ED 2008 performance. The English Language Learner (ELL) subgroup demonstrated 21.37% proficiency in reading, which is 6.37% higher than 2008 reading performance. Special Education (SE) was not a sub-group for the 2009-10 school year, yet remained constant in reading compared to the 2008-2009 reading achievement.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. Explore Test Scores
2. Plan Test Scores
3. MME Test Scores
4. Common Assessment 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. Increased scores on common reading comprehension assessments developed in department for grade level courses.

2. Increased scores in reading comprehension common assessments.

3. Increased student scores on MME reading test.

4. Card marking and end-of-semester grades will be used to track the progress of identified students.

5. Scholastic Reading Inventory is also used to track the increase in student reading levels.

Contact Name : Maysam Alie

List of Objectives:

ID	Objective
636	1. Increased scores on common assessments of reading comprehension developed in department for grade level courses. 2. Increased scores in reading comprehension common assessments. 3. Increased student scores on MME reading test. 4. Card marking and end-of-semester grades will be used to track the progress of identified students. 5. Scholastic Reading Inventory (SRI) assessment is also used to track the increase in student reading levels.

2.1. Objective: Reading: Measures of Success

Measurable Objective Statement to Support Goal : 1. Increased scores on common assessments of reading comprehension developed in department for grade level courses.

2. Increased scores in reading comprehension common assessments.
3. Increased student scores on MME reading test.
4. Card marking and end-of-semester grades will be used to track the progress of identified students.
5. Scholastic Reading Inventory (SRI) assessment is also used to track the increase in student reading levels.

List of Strategies:

ID	Strategy	Locked By
636	Identify 9th-11th grade target students for a literacy intervention course for students reading below their grade level. This will compliment the FUSION supplemental reading course for 9th grade students reading three grade levels below 9th or 10th grade that was implemented in the 2009-2010 school year.	
636	Develop and implement common assessments for informational reading in grade level ELA courses.	
636	Teachers will learn and implement the following instructional strategies: * Marzano's Nine Essential Strategies Emphasis placed on: Identifying Similarities & Differences Summarizing & Note Taking Reinforcing effort & Providing Recognition Setting Objectives & Providing Feedback * CLC (Content Literacy Continuum) routines * Think-Aloud * Paraphrasing Strategy.	

2.1.1. Strategy: Reading Intervention Courses

Strategy Statement: Identify 9th-11th grade target students for a literacy intervention course for students reading below their grade level.

This will compliment the FUSION supplemental reading course for 9th grade students reading three grade levels below 9th or 10th grade that was implemented in the 2009-2010 school year.

Selected Target Areas

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

Other Required Information for Strategy

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

University of Kansas - Center for Research and Learning

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will learn a variety of reading strategies that are essential components of the FUSION and other reading intervention programs. Strategies include questioning, predicting, summarizing, retelling, etc. Additionally, Fordson will pilot the Adolescent Literacy Intervention Model for eligible and identified 9th -11th grade students. The moel will be offered as an elective.	09/01/2007	06/12/2012	Kevin Bruce, Iman Ismail, Carolyn Hannaford (Fusion) Maysam Alie, Jeannine Wilcox, Ameerah Saidi (Adolescent Literacy Model)

2.1.1.1. Activity: Reading Intervention Course

Activity Description: Students will learn a variety of reading strategies that are essential components of the FUSION and other reading intervention programs. Strategies include questioning, predicting, summarizing, retelling, etc.

Additionally, Fordson will pilot the Adolescent Literacy Intervention Model for eligible and identified 9th -11th grade students. The moel will be offered as an elective.

Activity Type: None

Planned staff responsible for implementing activity: Kevin Bruce, Iman Ismail, Carolyn Hannaford (Fusion)
Maysam Alie, Jeannine Wilcox, Ameerah Saidi (Adolescent Literacy Model)

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2007, End Date - 06/12/2012

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Staffing - Content Literacy Continuum (CLC) Grant from the University of Kansas	CLC Grant	1.00	1.00
Adolescent Literacy Model Implementation	Title I School Improvement (ISI)	20,000.00	0.00

2.1.2. Strategy: Common Assessments

Strategy Statement: Develop and implement common assessments for informational reading in grade level ELA courses.

Selected Target Areas

SAR 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning
SAR 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

Other Required Information for Strategy

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

"Professional Learning Communities"

"Whatever It Takes"

by Rebecca and Richard Dufour

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Organized by departments, teachers will implement and analyze results from common assessment multiple choice for all grade levels to determine success and effectiveness of instructional strategies.	09/01/2008	06/12/2009	Dearpartment Chairs

2.1.2.1. Activity: Common Assessments

Activity Description: Organized by departments, teachers will implement and analyze results from common assessment multiple choice for all grade levels to determine success and effectiveness of instructional strategies.

Activity Type: None

Planned staff responsible for implementing activity: Dearpartment Chairs

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Common Assessments	No Funds Required	1.00	1.00

2.1.3. Strategy: Marzano's Nine Essential Strategies & Other Reading Instruction Strategies

Strategy Statement:

Teachers will learn and implement the following instructional strategies:

- * Marzano's Nine Essential Strategies
 Emphasis placed on: Identifying Similarities & Differences
 Summarizing & Note Taking
 Reinforcing effort & Providing Recognition
 Setting Objectives & Providing Feedback
- * CLC (Content Literacy Continuum) routines
- * Think-Aloud
- * Paraphrasing Strategy.

Selected Target Areas

SAR 3.4 Supports instruction that is 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
SAR 5.3 Ensures that all staff participate in a continuous program of professional development

Other Required Information for Strategy

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

Marzano -
 Based on research by McREL Institute and the book: "Classroom Instruction That Works-- Research Based Strategies for Increasing Student Achievement," by Robert Marzano, Debra Pickering, and Jane Pollock. Published in 2001 by ASCD.

Macomb Intermediate School District - MiClass Course

Wayne Resa - Scaffolded HSCE Thematic Units

University of Kansas Center for Research and Learning

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will continue to learn and implement the following instructional strategies: Content-Literacy Continuum (CLC) frames and routines, Think-Aloud/Double-Entry Journal/Making Connections, Identifying Similarities & Differences, SIOP strategies, and the Frayer model.	09/01/2008	06/12/2009	CLC - Amira Kassem, Lisa Cantrell, Julie Dion, and Jerri Neduhall (Literacy Coach from the University of Kansas) Identifying Similarities and Differences, Compare/Contrast, Double-Entry Journal/Making Connections, Frayer Model, Think-Aloud, Paraphrasing Strategy - Maysam Alie SIOP Instruction - Iman Ismail, Monica Kubitz, Brooke Jadallah, Shadia Choucair, Nabila Mansour

2.1.3.1. Activity: Reading Instruction Strategy

Activity Description: Teachers will continue to learn and implement the following instructional strategies: Content-Literacy Continuum (CLC) frames and routines, Think-Aloud/Double-Entry Journal/Making Connections, Identifying Similarities & Differences, SIOP strategies, and the Frayer model.

Activity Type: None

Planned staff responsible for implementing activity: CLC - Amira Kassem, Lisa Cantrell, Julie Dion, and Jerri Neduhall (Literacy Coach from the University of Kansas)

Identifying Similarities and Differences, Compare/Contrast, Double-Entry Journal/Making Connections, Frayer Model, Think-Aloud, Paraphrasing Strategy - Maysam Alie

SIOP Instruction - Iman Ismail, Monica Kubitz, Brooke Jadallah, Shadia Choucair, Nabila Mansour

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Instruction Strategy	No Funds Required	1.00	1.00

Goal 3: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will show improvement in overall math achievement as demonstrated by a 10% increase in the level of proficiency on state math tests.

Gap Statement : In 2007, 32% of students met or exceeded state math standards compared to 33% in 2008. The ten percent growth required to attain "safe harbor," means 35.2% was the 2008 goal, which means a 2.2% gap existed.

According to the preliminary data analysis for Fordson High School's 2010 MME performance, mathematics also increased from 39.1% proficient in 2009 to 47.0% proficient in 2010, which equates to a 20.27% increase.

Cause for Gap : Only 7% of the bilingual subgroup met or exceeded state math standards in 2007 and only 22% in 2008. 26% of the economically disadvantaged subgroup met or exceeded expectations in 2007 and 47% in 2008.

During the 2009-10 school year the economically disadvantaged (ED) subgroup performance demonstrated gains parallel to overall school performance with 47.64% proficiency in math, which is 15.76% higher than 2008 ED performance.

During the 2009-10 school year the English Language Learner (ELL) subgroup demonstrated 15.52% proficiency in math, which is 4.52% higher than 2008 ELL performance.

Special Education (SE) is not a sub-group for the 2009-10 school year, remained constant in math compared to 2008-2009 performance.

Multiple measures/sources of data you used to identify this gap in student achievement : 1. Explore Scores
2. Plan Scores
3. MME Scores
4. Common Assessment 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. As mentioned a 10% increase in the level of proficiency on state math tests.

2. A decrease in the number of failures in all math courses.
3. A decrease in the number of 9th grade students who need remediation in Algebra 1.
4. Card marking and end-of-semester grades will be used

Contact Name : Jeff Conway

List of Objectives:

ID	Objective
645	1. Students will improve their performance in problems involving the use of trigonometry; specifica

3.1. Objective: Math: Desired Learning Outcomes

Measurable Objective Statement to Support Goal : 1. Students will improve their performance in problems involving the use of trigonometry; specifica

List of Strategies:

ID	Strategy	Locked By
645	Departments will organize and implement a Professional Learning Community.	
645	Teacher will desing and implement ACT-like math questions for bell work.	
645	An ACT/MME prep course will be developed and implemented for target students, 11th graders who scored just below the "proficient" score on the PLAN assessment administered in 10th grade.	

3.1.1. Strategy: PLC

Strategy Statement: Departments will organize and implement a Professional Learning Community.

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
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 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
SAR 3.9 Maintains a system-wide climate that supports student learning

Other Required Information for Strategy

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

Professional Learning Communities - Rebecca and Richard Dufour, Robert Eaker

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will develop and implement common writing assessments 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 in Professional Learning Communities.	09/01/2008	06/12/2009	Department Chairs

3.1.1.1. Activity: Common Assessments

Activity Description: Teachers will develop and implement common writing assessments 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 in Professional Learning Communities.

Activity Type: None

Planned staff responsible for implementing activity: Department Chairs

Actual staff responsible for implementing activity: Teachers

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
PLC - Common Planning Time	No Funds Required	1.00	1.00

3.1.2. Strategy: Timed ACT Practice

Strategy Statement: Teacher will desing and implement ACT-like math questions for bell work.

Selected Target Areas

SAR 2.5 Fosters a learning community

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

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will complete timed ACT-like math questions that focus on identified areas of weakness.	09/01/2008	06/12/2009	Chadi Farhat

3.1.2.1. Activity: Timed ACT Practice

Activity Description: Students will complete timed ACT-like math questions that focus on identified areas of weakness.

Activity Type: None

Planned staff responsible for implementing activity: Chadi Farhat

Actual staff responsible for implementing activity: Math Department Teachers

Planned Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 09/01/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Timed Practice	No Funds Required	1.00	1.00

3.1.3. Strategy: ACT/MME Prep Course

Strategy Statement: An ACT/MME prep course will be developed and implemented for target students, 11th graders 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
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Other Required Information for Strategy

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

John Carrol, State of Michigan ACT Representative

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.	01/31/2008	06/12/2009	Jeff Conway

3.1.3.1. Activity: ACT/MME Prep Course

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

Activity Type: None

Planned staff responsible for implementing activity: Jeff Conway

Actual staff responsible for implementing activity: Rosa Scaramucci, Jason Canfield, Diane Prieur

Planned Timeline: Begin Date - 01/31/2008, End Date - 06/12/2009

Actual Timeline: Begin Date - 01/31/2008, End Date - 06/12/2009

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
ACT/MME Prep Course	General Funds	1,500.00	1,500.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$3,000.00	\$3,000.00
No Funds Required	\$7.00	\$7.00
Title I School Improvement (ISI)	\$20,000.00	\$0.00
Other	\$1.00	\$1.00

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
Ms.	Kelly	Herrick	Special Ed. Dept. Chair,	herrick@dearborn.k12.mi.us
Mr.	Imad	Fadlallah	Principal, Fordson High S	fadlali@dearborn.k12.mi.us
Ms.	Lisa	Cantrell	Language Arts Teacher, Fo	cantrel@dearborn.k12.mi.us
Ms.	Maysam	Alie	Literacy Coordinator, For	aliem@dearborn.k12.mi.us
Mr.	Hussein	Berry	Parent, Fordson High Scho	husseinberry@comcast.net
Mr.	Chadi	Farhat	Math Department Chair, Fo	farhatc@dearborn.k12.mi.us
Ms.	Diana	Houssaiky	Science Teacher, Fordson	houssad@dearborn.k12.mi.us
Ms.	Nadia	Moussa	Math Teacher, Fordson Hig	moussan@dearborn.k12.mi.us
Mr.	Jeff	Conway	Math Coordinator, Fordson	conwayj@dearborn.k12.mi.us

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

After the goals were aligned with the district goals of reading, writing, and mathematics, department chairs compiled information about the best instructional practices implemented in order to meet each goal. The SIP committee, which includes all the listed stakeholders, met several times to use this information to develop and create the School Improvement Plan. The School Improvement plan was presented to central office, PTSA, and the entire staff. A district SIP committee visited Fordson High School in order to monitor and evaluate the SIP implementation. Additionally, the Literacy and Math Coordinator identified and distributed the list of students who were not meeting academic expectations to staff in order to guide teacher instruction. Additionally, the math and literacy coordinators provided professional development throughout the entire schoolyear to ensure strategies listed in the SIP were being implemented on a regular basis.

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

The Faculty Council is made up of all the department chairs and administrators. The department chairs act as the liason of open communication and represent the "voice" of each department.

Common assessments are using to formatively and summatively drive instructional decisions. Additioanlly, the

math and literacy coordinators collect, analyze, and distribute achievement data throughout the year to guide instructional decisions and practices.

Professional learning communities have been established for teachers who teach the same course to analyze common assessment data and share best instructional practices in order to increase student achievement.

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

A School Improvement Plan powerpoint includes color-coded charts and graphs that illustrate student achievement. Additionally, Microsoft Excel spreadsheets are used to organize and analyze individual student data and common assessment item analysis data.

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:

Principal, Imad Fadlallah

Address:

13800 Ford Rd. Mi 48126

Telephone Number:

313-827-1404

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?

CLC training, 6 Trait Writing, Direct Reading Instruction, Writing Analysis (Using Rubrics)
Integrating Technology into Math teaching and learning (Prometheam Boards)

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

Sufficient general funds and grant monies (CLC) will be dedicated to ensure the fulfillment of the SIP.

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

We will work with the district technology committee to ensure that best practice, research-based initiatives support our goals. Specific interventions include Prometheam Boards in math classrooms, online interventions and credit recovery options for students, expansion of online ACT test preparation opportunities, and greater integration of technology into every curricular area.