

School Improvement Plan

School Year: 2010

School District: Dearborn City School District

Intermediate School District: Wayne RESA

School Name: Henry Ford Elementary School

Grades Served: K,1,2,3,4,5

Principal: Dr. Adnan Moughni

Building Code: 01635

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:	Henry Ford Elementary School
District:	Dearborn City School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5
School Code Number:	01635
City:	Dearborn
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

We envision a school community where

- Research based strategies are incorporated for learning and teaching using best practices and technology to meet state driven curriculum.
- Responsibilities for educating and building on the strengths of all students are shared by staff, families, and the community.
- A detailed intervention plan will be implemented in a timely manner when a student needs additional support.
- Honesty, responsibility, respect, integrity, courtesy, and citizenship are expected, appreciated, and integrated into daily life.
- Cultural diversity and similarities are respected and valued.

Mission Statement

The mission of Henry Ford Elementary School is to provide quality learning experiences that will empower our students to become competent, thoughtful, respectful and contributing members of our changing world. Our environment respects and values the cultural diversity that encompasses our community and provides our students opportunities to develop skills that produce life time achievers.

Beliefs Statement

We believe that a combination of factors are required in addition to a high quality school improvement plan in order to insure successful students.

These required factors are

- * a no excuses culture
- * highly qualified professionals
- * caring professionals willing to go the extra mile

Goals

ID	Name	Development Status	Progress Status
3562	Reading	Approved	Open
3563	Writing	Approved	Open
3564	Math	Approved	Open

Goal 1: Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their reading comprehension by 5% on the reading component of the MEAP (Grades 3-5), and increase 5% on the DRA 2 (K-5).

Gap Statement : 5th Grade Reading (2009 MEAP Results)

The economically disadvantaged students are performing 15% lower than the fifth grade aggregate,(84 ED students @ 75% and 20 non-ED students @ 90%).

The ELL students are performing 33% lower than the fifth grade aggregate, (34 ELL students@ 56%, and 70 and non-ELL students @ 89%).

The students with disabilities are performing 3% lower than the fifth grade aggregate (8 LD students @ 75%, and non-LD 96 students @ 78%).

The fifth grade male students are performing 15% lower than the female students,(50 male Students @ 70 % and 54 Female students @ 85%).

4th Grade Reading (2009 MEAP Results)

The economically disadvantaged are performing 17% lower than the fourth grade aggregate, (107 ED students @ 68%, and 13 non-ED students @ 85%).

The ELL students are performing 47% lower than the fourth grade aggregate, (41 ELL students@ 39%, and 79 non-ELL students @ 86%).

The students with disabilities are performing 36% lower than the fourth grade aggregate, (13 LD students @ 38%, and non-LD 107 @ 74%).

The fourth grade male students are performing 19% lower than the fourth grade female students,(52 male students @ 65% and 68 Female students @ 74%).

3rd Grade Reading (2009 MEAP Results)

The economically disadvantaged are performing 16% lower than the third grade aggregate,(105ED students @ 76%, and 11 non-ED students @) 82%).

The ELL students are performing 14% higher than the third grade aggregate, (42 ELL students @ 86%, and 74 non-ELL students @ 72%).

The students with disabilities are performing 15% lower than the third grade aggregate (8 LD students @ 63%, and non-LD 108 @ 77%)

Third grade male students are performing 16% lower than third grade female students, (61 male students @ 69% and 55 Female students @ 85%).

Cause for Gap : 5th Grade Reading (2009 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in reading for the 22% or the 23 students (104 students were tested) who did not pass the reading component of the MEAP are: Reading comprehension, word study, and narrative and informational text.

4th Grade Reading (2009 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in reading for the 30% or the 36 students (120 students were tested) who did not pass the reading component of the MEAP are: Reading comprehension, word study, and narrative and informational text, and constructed response.

3rd Grade Reading (2009 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in reading for the 23% or the 27 students (116 students were tested) who did not pass the reading component of the MEAP are: Reading comprehension, word study, narrative and informational text, and constructed response.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, ELPA, DRA 2, local common assessments, classroom & teacher observations, ongoing formative assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Criteria for success: Each student will improve reading comprehension by 5% on the reading component of the MEAP (Grades 3-5), and on the DRA 2 (K-5).

Contact Name : Adnan Moughni

List of Objectives:

ID	Objective
5177	Increase the students' reading levels by a predesignated percentage at different points in the year.

1.1. Objective: DRA2

Measurable Objective Statement to Support Goal : Increase the students' reading levels by a predesignated percentage at different points in the year.

List of Strategies:

ID	Strategy	Locked By
5177	The school staff will provide differentiated instruction and/o activities through the utilization of the Daily 5 & Café model to address the needs of all students inside and outside the classroom. All teachers will receive professional development on and implement - DRA2 administration & Analysis (includes Word Analysis)-strengths, areas of concern, next steps - Running Records Analysis-strengths, areas of concern, next steps - Record of Oral Language - Guided Reading-(teacher prompting, book selection, etc?) - Comprehension Strategies (including problem solving, analyzing, inferencing, critical thinking, questioning) - Shared Reading - Independent Reading All students will receive - DRA2 Assessment - Guided Reading - Comprehension Strategies - Shared Reading - Independent Reading	

1.1.1. Strategy: Differentiation

Strategy Statement: The school staff will provide differentiated instruction and/o activities through the utilization of the Daily 5 & Café model to address the needs of all students inside and outside the classroom.

All teachers will receive professional development on and implement

- DRA2 administration & Analysis (includes Word Analysis)-strengths, areas of concern, next steps
- Running Records Analysis-strengths, areas of concern, next steps
- Record of Oral Language
- Guided Reading-(teacher prompting, book selection, etc?)
- Comprehension Strategies (including problem solving, analyzing, inferencing, critical thinking, questioning)
- Shared Reading
- Independent Reading

All students will receive

- DRA2 Assessment
- Guided Reading
- Comprehension Strategies
- Shared Reading
- Independent Reading

Selected Target Areas

SAR 2.5 Fosters a learning community
SAR 2.6 Provides teachers and students opportunities to lead
SAR 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership

Other Required Information for Strategy

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

Ample research is available regarding differentiated instruction through Ann Benninghof, Marzano, and Dufour.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Parents will be exposed and familiarized with ways and approaches children's reading skills can be supported and improved outside the school.	09/07/2010	06/17/2011	Ashar Maktari Taghrid Bazi

1.1.1.1. Activity: Parent Education

Activity Description: Parents will be exposed and familiarized with ways and approaches children's reading skills can be supported and improved outside the school.

Activity Type: None

Planned staff responsible for implementing activity: Ashar Maktari
Taghrid Bazi

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
support materials for parents, copying costs	Title I School Improvement (ISI)	500.00	0.00

Goal 2: Writing

Content Area : English Language Arts
Goal Source : Continuous Improvement
Development Status : Approved

Student Goal Statement : All students will improve their writing by increasing one level in Voice, Conventions, and Organization on the 6+1 Traits Writing Rubric.

Gap Statement : 5th Grade Writing (2008 MEAP Results)
 The economically disadvantaged are performing 12% lower than the fifth grade aggregate, (73 ED students @ 52% and 22 non-ED students @ 64%).

The ELL students are performing 43% lower than the 5th grade aggregate,(42 ELL students @ 31%, and 53 non-ELL students @ 74%).

The students with disabilities are performing 5% lower than the 5th grade aggregate (6 LD students @ 50%, and 86 non-LD @ 55%)

The fifth grade male students are performing 18% lower than female students,(50 male students @ 46%, and 45 Female students @ 64%).

4th Grade Writing (2008 MEAP Results)

The economically disadvantaged are performing 19% lower than the fourth grade aggregate,(81 ED students @ 33% and 25 non-ED students @ 56%).

The ELL students are performing 52% lower than the fourth grade aggregate, (51 ELL students @ 12%, and 55 non-ELL students @ 64%)

The students with disabilities are performing 30% lower than the fourth grade aggregate (9 LD students @ 11%, and 97 non-LD @ 41%).

The fourth grade male students are performing 17% lower than fourth grade female students,(53 male students @ 30% and 53 Female students @ 47%).

3rd Grade Writing (2008 MEAP Results)

The economically disadvantaged are performing 13% lower than the third grade aggregate, (90 ED students @ 54%, and 18 non-ED students @ 67%).

The ELL students are performing 3% higher than the third grade aggregate,(59 ELL students @ 58% and 49 non-ED students @ 55%)

The students with disabilities are performing 13% lower than the third grade aggregate,(11LD students @ 45%, 97 and non-LD @ 58%)

The Third grade male students are performing 13% lower than the third grade female students,(43 male students @ 49% and 65 Female students @ 62%).

Cause for Gap : 5th Grade Writing (2008 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in writing for the 45% or the 43 students (95 students were tested) who did not pass the writing component of the MEAP are: writing genre, writing process, grammar and usage, personal style, and spelling.

4th Grade Writing (2008 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in writing for the 61% or the 65 Students (106 students were tested) who did not pass the writing component of the MEAP are: writing process, grammar and usage, and spelling.

3rd Grade Writing (2008 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in writing for the 44% or the 47 students (108 students were tested) who did not pass the writing component of the MEAP are: writing process, personal style, grammar and usage, and spelling.

Multiple measures/sources of data you used to identify this gap in student achievement : The MEAP, ELPA,

and 6+1 Traits Writing Rubric results along with teacher observation and formative assessments, and the District's Writing Common Assessments were used to identify the achievement gap.

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? Each student will improve overall writing by one level in Voice, Conventions, and Organization on the 6+1 Traits Rubric.

Contact Name : Adnan Moughni

List of Objectives:

ID	Objective
5398	The percentage of students scoring at or above 4 for each trait on Dearborn's 6+1 Traits rubric will increase by 10%.

2.1. Objective: 6+1 Traits

Measurable Objective Statement to Support Goal : The percentage of students scoring at or above 4 for each trait on Dearborn's 6+1 Traits rubric will increase by 10%.

List of Strategies:

ID	Strategy	Locked By
5398	Parent education sessions related to writing will be provided to familiarize parents with things that can be done outside of school to support and/or improve the students' reading abilities.	
5398	Teachers will receive professional development on the 6+1 traits of writing and implement it leading students to improve their writing skills.	

2.1.1. Strategy: Parent Education

Strategy Statement: Parent education sessions related to writing will be provided to familiarize parents with things that can be done outside of school to support and/or improve the students' reading abilities.

Selected Target Areas

SAR 1.3 Identifies goals to advance the vision
SAR 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
SAR 2.12 Assesses and addresses community expectations and stakeholder satisfaction

Other Required Information for Strategy

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

- Making Content Comprehensible For English Learners: The SIOP Model (Jana Echevarria, MaryEllen Vogt & Deborah J. Short
- Shaping Literate Minds: Developing Self-Regulated Learners (Linda J. Dorn & Carla Soffos
- Apprenticeship in Literacy: Transitions Across Reading and Writing (Linda J. Dorn, Cathy French & Tammy Jones)
- The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher At A Time (Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase & William K. Poston, Jr.
- 6+1 Traits of Writing: Everything You Need to Teach and Assess Student Writing With This Powerful Model. By Ruth Culham

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A series of meetings will take place during the school year keeping parents informed of their student's progress. Parents will receive information on the adoption of the Daily 5 and Cafe accompanied by strategies on how to effectively work with and support their child at home.	09/07/2010	06/17/2011	Adnan Moughni

2.1.1.1. Activity: Parent Meetings

Activity Description: A series of meetings will take place during the school year keeping parents informed of their student's progress. Parents will receive information on the adoption of the Daily 5 and Cafe accompanied by strategies on how to effectively work with and support their child at home.

Activity Type: None

Planned staff responsible for implementing activity: Adnan Moughni

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
training materials for parents (6 1), copying costs	Title I School Improvement (ISI)	350.00	0.00

2.1.2. Strategy: Professional Development

Strategy Statement: Teachers will receive professional development on the 6+1 traits of writing and implement it leading students to improve their writing skills.

Selected Target Areas

SAR 1.3 Identifies system-wide goals and measures to advance the vision
SAR 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.5 Monitors and communicates the results of improvement efforts to stakeholders

Other Required Information for Strategy

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

Use research based sources in district and school.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will receive PD addressing research-proven strategies to improve student writing skills.	09/07/2010	06/17/2011	Ron Hastie

2.1.2.1. Activity: PCL

Activity Description: Teachers will receive PD addressing research-proven strategies to improve student writing skills.

Activity Type: None

Planned staff responsible for implementing activity: Ron Hastie

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
6 1 manuals, Linda Dorn Scaffolding Young Writers	Title I School Improvement (ISI)	0.00	0.00

Goal 3: Math

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their Mathematics proficiency by 5% by meeting or exceeding grade level expectations on the MEAP (Grades 3-5) and on the district's Math Common Assessments (k-5).

Gap Statement : 5th Grade Math (2009 MEAP Results)

The economically disadvantaged are performing 16% lower than the fifth grade aggregate, (84 ED students @ 74% and 20 non-ED students @ 90%).

The ELL students are performing 27% lower than the fifth grade aggregate, (34 ELL students @ 59%, and 70 non-ELL students @ 86%).

The students with disabilities are performing 29% lower than the fifth grade aggregate (8 LD students @ 50%, and 96 non-LD @ 79%)

The fifth grade male students are performing 13% lower than the fifth grade female students,(50 male students @ 70% and 54 Female students @ 83%).

4th Grade Math (2009 MEAP Results)

The economically disadvantaged are performing 8% lower than the fourth grade aggregate,(107 ED students @ 92% and 13 non-ED students @ 100%).

The ELL students are performing 4% lower than the fourth grade aggregate, (41 ELL students @ 90%, and 79 non-ED students @ 94%).

The students with disabilities are performing 1% lower than the fourth grade aggregate,(13 LD students @ 92%, and 107 non-LD @ 93%)

The fourth grade male students are performing 3% higher than fourth grade female students,(52 male students @ 94%, and 68 Female students @ 91%).

3rd Grade Math (2009 MEAP Results)

The economically disadvantaged are performing 10% lower than the third grade aggregate,(105 ED students @ 90%, and 11non-ED students @ 100%).

The ELL students are performing 6% higher than the third grade aggregate, (42 ELL students @ 95%, and 74 non-ELL students @ 89%)

The students with disabilities are performing 5% lower than the third grade aggregate (8 LD students @ 88%, and 108 non-LD @ 91%)

The third grade male students are performing 4% higher than the third grade female students,(61 male students @ 93% and 55 Female students @ 89%).

Cause for Gap : 5th Grade Math (2009 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in math for the 23% or the 24 students (104 students were tested) who did not pass the math component of the MEAP are: Compare decimals fractions, understand fractions, use factors and multiples, multiply and divide wholes, number rotation and place values, add and subtract fractions, add and subtract decimals, estimate, measure tools and units, convert measurement unit, use perimeter and area formulas, understand right angles, basic geometric shapes, symmetry and transformation, solve problems for given data

4th Grade Math (2009 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in math for the 7% or the 8 students (120 students were tested) who did not pass the math component of the MEAP are: Relate fractions to whole numbers, multiply and divide whole numbers, elements of geometric shapes, properties of shapes, explore 3D solids, meaning of areas and perimeter, solve measurement problems i.e. length, weight, temperature, time, and use bar graphs, and number notation and place values

3rd Grade Math (2009 MEAP Results)

Item analysis of the MEAP indicated that the weakest areas in math for the 9% or the 10 students (116 students were tested) who did not pass the math component of the MEAP are: Base ten number system, work with unit fractions, identify and describe shapes, meaning of multiplication and division, understand concept of area, read thermometers, solve problems with pictograph, add and subtract whole numbers, add and subtract money, solve measurement problems, and tell time and solve time problems.

Multiple measures/sources of data you used to identify this gap in student achievement : The MEAP, district common assessments, along with teacher assessments and observation were used to identify achievement gaps.

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? Each student will improve in math by a 5% on the MEAP and on the District's Math Common Assessments.

Contact Name : Adnan Moughni

List of Objectives:

ID	Objective
5402	The percentage of students scoring at advanced and proficient performance levels on the 3rd, 4th and 5th grade MEAP will increase by 5%. Also, the number of students demonstrating proficiency on the district common assessment will increase by 5%.

3.1. Objective: MEAP & District Common Assssments

Measurable Objective Statement to Support Goal : The percentage of students scoring at advanced and proficient performance levels on the 3rd, 4th and 5th grade MEAP will increase by 5%. Also, the number of students demonstrating proficiency on the district common assessment will increase by 5%.

List of Strategies:

ID	Strategy	Locked By
5402	Differentiation will take place in every classroom through the use of Marzano's essential 9 strtegies .	

3.1.1. Strategy: Differentiation

Strategy Statement: Differentiation will take place in every classroom through the use of Marzano's essential 9 strtegies .

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.2 Communicates the vision and purpose to build stakeholder understanding and support
SAR 2.5 Fosters a learning community
SAR 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
SAR 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
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?

List differentiation research from available resources in district and building (TBD)

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will receive professional development highlighting and modeling differentiated instruction for students in mathematics.	09/07/2010	06/17/2011	Ashar Maktari Taghrid Bazi Ron Hastie Select Teachers with Strengths in Differentiation Administrators

3.1.1.1. Activity: Professional Development

Activity Description: Teachers will receive professional development highlighting and modeling differentiated instruction for students in mathematics.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Ashar Maktari

Taghrid Bazi

Ron Hastie

Select Teachers with Strengths in Differentiation

Administrators

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/17/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Copy Materials	Title I Schoolwide	500.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title I School Improvement (ISI)	\$850.00	\$0.00
Title I Schoolwide	\$500.00	\$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
Dr.	Adnan	Moughni	Assistant Principal	moughna@dearborn.k12.mi.us
Mrs.	Kathleen	Kocher	Principal	kocherk@dearborn.k12.mi.us

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

Out of building stakeholders, like parents and community leaders, are kept informed and are invited to participate in decision making activities and meetings. Staff members are all considered stakeholders, and are also informed about and involved in major decisions affecting the education of their students.

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

All decisions at Henry Ford Elementary are based on up to date information. Needs are determined based on the latest standardized and local data in addition to professional observations by staff members in the building and observations from parents. Addressing needs is considered the responsibility of all stakeholders. Therefore, we first gain consensus regarding what the data is telling us and how we will address Needs. Our students' needs are addressed through the School Improvement Plan (SIP) which guides our approach and delivery of research based interventions. The SIP committee has representatives from all stakeholder groups; staff committee members are involved more frequently than other stakeholders. However, all stakeholders are always kept informed and asked for participation when needed. The work on the committee includes, but isn't limited to, analysis of MEAP items and local assessments, dialoguing with stakeholders about data and what it means, gaining consensus and informing all stakeholders regarding how needs will be addressed.

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

Information is broken down and discussed at all levels of the school (administration, leadership, teachers). Through these dialogues, the information becomes clearer and we are more able to address it in an understandable format. Meetings are scheduled and held with parents to discuss the results and ways they can help their kids. At the same time, the same approach is used with teachers through the development of a data analysis process where all teachers are involved. Parents are also encouraged and given the opportunity to ask questions regarding test results (state & local). Henry Ford Elementary addresses the needs of many ESL students, and many parents are in need of translation. We also provide translators to parents when needed to clarify test results.

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:

Superintendent of Schools

Address:

18700 Audette

Telephone Number:

(313)827-3022

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?

- Professional Learning Communities (PLC)
- Making Meaning program
- DRA 2 assessment tool
- Design of formative common assessments
- SIOP
- Provide PD for all staff
- Phase in implementation through bilingual model classrooms
- Writing Proficiency Benchmark/Rubric
- 6 + 1 Traits
- design of formative common assessments (writing prompts)
- Relevant technology (software & hardware)
- Design of formative common assessments

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

*We increased the position given by the district for a coach from half-time to full time in order to provide teachers more support and training. (half of our literacy coach's position is paid through the Henry Ford budget).

*We have two half-time interventionists who work with students on literacy. (half their salaries are paid through the Henry Ford budget).

*We've purchased three computers for our 2 resource teachers and our literacy coach. They frequently work with staff on professional development. Our literacy coach has weekly grade level meeting with teachers where he provides professional development and answers any questions staff members may have. The computers help provide better communication and quality within the whole experience for the staff members using the machines and those receiving the help and support from them.

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

Based on what we know about differentiated instruction, and the flexibility technology provides the teacher for differentiation, Henry Ford Elementary is striving to ensure that every classroom is equipped with a Promethean board. Professional development has been provided to staff members regarding the use of the board and ways the technology can be used to do many activities and attention holding activities with students. Students are also more involved in the lessons and are excited to participate. We believe that technology is a tool which can be used to address many needs in the school. With math, students are able to come up and manipulate things more conveniently and neatly. This improves the quality of the lesson, and provides the teacher and students a better opportunity to communicate, discuss, and explain. The teacher is also able to project reading passages for discussions with the whole class or within a smaller group. The boards also give the students a more enjoyable and quality experience to participate during writing lessons. The availability of the many features, (including font size, color, and pictures) makes lessons more full and effective.