



Dearborn

Public Schools

will provide an exceptional learning environment that empowers every student to succeed in life today and in the future

– Students First –

Inspire, Educate, Celebrate

Dearborn Public Schools
Strategic Plan 2016-18

To our Dearborn Community,

It is my honor to share with you the work of dozens of diverse stakeholders throughout our community. Together this group spent months formulating a Strategic Plan to ensure our district remains a leader in education. We started by analyzing data, comparing ourselves to similar districts in test scores, budget, staffing and enrollment. We examined areas of strength, and we identified areas where the district will focus its energies in the next three years. Then we trusted our professional staff to develop the roadmap to attain the *standards of excellence* our community expects of the Dearborn Public Schools.

Through this process we developed new vision and mission statements that are a call to action.

Our Vision

Students First - Inspire, Educate, Celebrate

Our Mission

Dearborn Public Schools will provide an exceptional learning environment that empowers every student to succeed in life today and in the future.

This school district is part of a growing, vibrant area built upon quality education and outstanding city services. New schools, housing, and retail development complement the existing infrastructure to provide residents with a safe, stable community. Each and every one of our schools is a great place for your child to receive their education.

The district offers programs and services to meet the needs of all students as you will see in this document. To find out more, please contact the school in your neighborhood or the Administration Office at 313-827-3006. Thank you for taking the time to review our Strategic Plan for the future of the Dearborn Public Schools.

Dr. Glenn Maleyko
Superintendent

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Dearborn Public Schools Strategic Plan 2016

OUR VISION

Students First - Inspire, Educate, Celebrate

OUR MISSION (why we exist)

Dearborn Public Schools will provide an exceptional learning environment that empowers every student to succeed in life today and in the future.

OUR COMMITMENT (what we will do)

Dearborn Public Schools will ensure:

- a safe and nurturing environment for all students
- a rigorous and challenging instructional program designed to meet the unique needs/interests of all learners
- dynamic and individualized instruction rooted in research and established best practices – every hour, every day
- attention to the development of the whole child
- strong, collaborative partnerships with families and the community that enhance opportunities for student success at every level
- an openness to new technologies, approaches and structures that enable the District to remain a leader of educational change

INDICATORS OF SUCCESS

- Consider student needs as the first priority when making any decision.
- Differentiate instruction to meet the needs of every learner.
- Honor accomplishments through celebrations.
- Promote an attitude of lifelong learning.
- Develop strong partnerships within the community to support a culture of learning for all.
- Provide job embedded professional learning to enhance student success.
- Implement My Learning Plan (MLP) as an integral part of the daily lives of students.
- Provide a safe learning environment so every failure is a new opportunity to learn.
- Invest in staff at all levels to produce a caring and nurturing environment for students.
- Strive for best effort-everyday

OUR CORE VALUES

Honesty – To demonstrate honesty, we need to ...

- Be truthful.
- Treat all people fairly.

Respect for Self and Others – To demonstrate respect for self and others, we need to ...

- Be courteous and polite.
- Be an upstander - advocate for the rights of others
- Embrace, value and celebrate diversity
- Show kindness toward others.
- Accept others and be fair to all
- Treat others as we wish to be treated

Responsibility – To demonstrate responsibility, we need to ...

- Be transparent
- Think before we act.
- Make informed decisions.
- Be accountable for our actions.
- Admit mistakes and plan corrections.

Integrity – To exhibit integrity, we need to ...

- Be trustworthy.
- Keep our promises.
- Do our own work.
- Know and do the right thing.
- Make the right choice even when not popular.

Citizenship – To exhibit good citizenship, we must ...

- Respect the guiding principles of our country
- Respect authority/obey the law.
- Be an informed citizen.
- Volunteer within our community.
- Be environmentally responsible.
- Pursue life-long learning.

FOCUS AREAS –

Partnerships; Human Resources; Relationships and Communication; Curriculum, Instruction and Assessment; Finance; Specialized Programs

Dearborn Public Schools

Focus Area: Curriculum, Assessment and Instruction

Curriculum, instruction and assessment are the primary focus of the organization. Maximization of student learning requires a carefully aligned connection between **curriculum** (that which is learned), **instruction** (how it is learned), and **assessment** (evaluation of the effectiveness of each).

Curriculum

To meet changing needs and expectations of stakeholders, the curriculum must be broad-based, rich, and challenging. It is essential that the District's curriculum meet the needs and abilities of students at every level and is aligned so as to meet/exceed state and federal standards and benchmarks. Periodically, the curriculum must be reviewed and updated based upon current research, availability of new technologies and changing conditions internally and externally to the District.

The curriculum must be clearly articulated; committed to writing; and accessible to parents, students, teachers and administrators. The curriculum shall be consistently implemented across the district in a manner to insure the development of a common knowledge and skill base among students at specific grade levels.

The adopted curriculum must be enhanced by opportunities for students to participate in academic, co-curricular and extracurricular activities. These activities complement the instructional program in developing the skills and talents of students and the educational needs of the "whole child".

Assessment

A system of multiple assessments is routinely administered and used to determine levels of student achievement. Data about the effectiveness of curriculum and instructional practices are used to guide instruction and to ensure continuous student achievement. The system of assessments is supported with training, technology and other necessary resources.

Instruction

Instructional practice refers to the use of: teaching techniques, time and space, school equipment, and specific programs in support of the district's vision and mission. Specific instructional practices must be based on established, researched-based, "best practices." High expectations are the standard for both staff and students in every class, every day.

Differentiated instructional techniques, the need for innovation and instructional techniques that are developmentally appropriate and that are designed to create a personalized learning environment for each student, must be the standard for the District.

On-going efforts to consider and/or to adopt new approaches that emphasize student learning, the expansion of the use of technology and approaches that allow for a re-visioning of the instructional processes of the District, are critical to the success of the organization.

Action Point 1: The staff of Dearborn Public Schools will update district curriculum in content areas to meet state and district standards and will expand the efficiency of the Dearborn Education Curriculum/digital system (DEC) to provide access for students, parents and community stakeholders.

- Measurement Instrument:**
- Attendance at district curriculum committees and Curriculum Council.
 - Curriculum implementation is measured through administrator observations, review of lesson plans, and a regular schedule of walk-throughs.
 - Implementation is also observed in the School Improvement process
 - DEC: digital platform for curriculum use is measured by regular surveys

Current Status: The district Curriculum Council meets monthly, led by building administrators. Curriculum Council approves curriculum committee proposals and has a five year curriculum review cycle for academic and extended core areas. District curriculum committees meet monthly (teachers, administrators). Committees review content and standards and make recommendations for change. Curriculum maps are available on Dearborn Education Curriculum (DEC) digital platform. Instructional pacing guides and state/district standards are available in DEC for each content area. These form the plan for instructional delivery from September to June in each grade and content area. Pacing guides are included for four content areas. District staff utilize DEC for pacing and lesson planning.

Standards of Excellence	Professional Development	Timeline	Lead
1. Dearborn k-12 Science Committee will align curriculum to district and state standards.	Michigan Science Standards review	2016-2018 with completion in 2019.	Renko & Science Committee
2. For every content area, curriculum committee members will provide 20 additional lessons each year with suggested links and resources for all grades in DEC.	Curriculum design, District Committee review, DEC 2.0 orientation	Dearborn Electronic Curriculum (DEC) will be expanded to all academic and extended core areas complete with resources, lessons, and assessments.	Curriculum Co-Chairs and committees, Exec. Directors
3. Specific curriculum and lessons designed to provide direction for instructional implementation will be provided for Early Learning (K-3).	Curriculum design, District Committee review	Develop 2016-17 school year for implementation in 2017-2018	Groover, Rauch, IC's and EL Resource
4. DEC will be available to parents and community stakeholders via the district website.	Parent education	Complete by 2019	Patterson, T.

Action Point 2: Curricular resources will be updated to reflect 21st century goals and use of innovation, technology and curriculum changes.

- Measurement Instrument:**
- Instructional resources (teacher's manuals, textbooks, student workbooks, journals, manipulatives, application activities, and office supplies are available in every classroom)
 - Technology available in every classroom

Current Status: Dearborn Public Schools provides the necessary instructional materials and resources for all schools.

Most classrooms have Promethean boards in place. Dearborn schools have added many Chromebooks due to the technology section of the bond. Current ratio is four students for every desktop/Chromebook. Dearborn schools have limited facilities for science labs, hands-on materials and experiments.

Standards of Excellence	Professional Development	Timeline	Lead
1. Curriculum Committees will update the list of required resources in each content area per the review cycle.	Not applicable	Review resources for 21 st century application as part of five-year curriculum review process	Co-chairs and curriculum committees
2. Science labs and/or additional resources will be updated in each school support all students.	Teaching the Michigan Science Standards	Expand and equip science labs for all schools 2017-2018. Completed by 2019.	Renko and Science committee

Action Point 3: Staff in Dearborn Public Schools will review and implement the anti-bullying curriculum with a foundation of Restorative Practices to strengthen the learning, reduce suspensions and incidents of bullying.

Measurement Instrument:

- Suspension and discipline data for each school
- Survey results
- Number of schools and staff trained in Restorative Practices

Current Status: Dearborn Public Schools provides a curriculum for Affective Education to ensure a positive Professional Learning Community for staff and students. Character education and anti-bullying curriculum are present on DEC. PBIS is implemented in many district schools. Bucket-fillers is used by several elementary schools. Religious Journeys is a program designed for middle school students to gain understanding and exposure to World Religions. “The Leader in Me” is implemented in three schools. Restorative Practices have been implemented in six schools with several staff members certified as RP trainers. The district conducts an annual Anti-Bullying survey that is completed by students, teachers and parents. Many schools use climate surveys to assess stakeholder perceptions. School teams review office referrals monthly to determine levels of disciplinary action needed as well as areas of improvement for prevention.

Standards of Excellence	Professional Development	Timeline	Lead
1. 100% of schools have a program in place to enhance the school culture, improve character education and promote anti-bullying.	Cultural Awareness	Monthly review of office referrals	All principals and Mashhour
2. Eight additional schools will be trained in Restorative Practices are the standard for positive climate and culture.	Restorative Practices training	September 2016	Charles, D. and DeJaeger, M.
3. Two Student Empowerment Facilitators and 2.5	Restorative Practices training, Home visit training	September 2016	DeJaeger, Charles, Esselily

Student Empowerment Technicians will be hired to support students and reduce the suspension rate by 10-15%.			
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Action Point 4: The Dearborn Public Schools will create a Professional Learning Communities (PLC) handbook and implement PLCs district-wide.

- Measurement Instrument:**
- Meeting minutes and agendas
 - Sign in sheets
 - Student achievement data

Current Status: The District has PLC time scheduled for each building and district committees. The implementation of the PLC protocols and processes are inconsistent throughout the district.

Standards of Excellence	Professional Development	Timeline	Lead
1. The PLC CPI team will finalize and share the PLC handbook.	PLC training at General Administrator Meetings followed up at buildings.	2016	Aldubaily & Casebolt
2. All PLC's will use the forms and protocols provided in the district handbook in order to improve student achievement as measured by 5% increase of students scoring at or above grade level.	PLC training at General Administrator Meetings followed up at buildings. Building administrators will give feedback on building PLC forms.	2016 school year and beyond	Committee chairs, administrators and department chairs

Assessment

Action Point 1: Dearborn Public Schools District will create a well-aligned assessment system that provides important data on teaching and learning with as little impact on instructional time as possible. Data from these assessments will be used during PLC's to make instructional decisions.

- Measurement Instrument:**
- Meeting agendas, work products, teacher feedback on surveys, feedback from assessment committee members
 - District calendar of all assessments administered from September to June.
 - Student achievement data: student, class, school and district reports.
 - Data Dialogues in professional learning communities.
 - CPI meetings, reports and initiatives
 - Outcomes of CPI plans will be evaluated regularly

Current Status: The District Assessment Committee is comprised of teachers and administrators that meet to discuss assessment questions/ concerns and make recommendations for review by administration and Curriculum Council.

The district currently has an assessment system using various assessments: Northwest Evaluation Association Measures of Academic Progress (NWEA/MAP), Common Assessments, Developmental Reading Assessment (DRA), ELA Writing, Social Studies, SRI, M-STEP, PSAT, SAT.

Standards of Excellence	Professional Development	Timeline	Lead
1. Increase Assessment committee meetings to monthly.	Not applicable	2016-2017 school year and beyond	Patterson, D.
2. Increase attendance at District Assessment Committee to 90% of schools	Not applicable	2016-2017 school year and beyond	Patterson, D.
3. Consistently implement all assessments, and regular and consistent use of data in all schools and Professional Learning Communities (PLCs) to improve student achievement by 5-10% increase in students at grade level.	Testing regulations, application and formative assessment	2016-2017 school year and ongoing	Patterson, D. and school assessment teams
4. Use of common unit assessments across district in lieu of teacher created unit tests to improve student achievement by 5-10% increase in students at grade level.	Illuminate training, Assessment design, Using testing data to inform instruction	2018 school year	Patterson, D. and coordinators

Action Point 2: Professional development to support the assessment system will be made available in face-to-face meetings, iLearn courses, and screencasts. Our system will align three important types of assessment with curriculum:

Measurement Instrument:

- Feedback from teachers on assessment results, pacing and value captured in minutes from PLC meetings
- Attendance at professional development sessions, rosters from iLearn courses, number of hits on training videos and feedback on professional development and professional learning community minutes and agendas.
- Annual schedule/Calendar of workshops

Current Status: Professional development has been provided by outside vendors and volunteers throughout the district. It has only been offered face-to-face on a limited scale. The district is in the process of increasing the quantity and accessibility of high quality professional development on evaluation and assessment related topics.

Standards of Excellence	Professional Development	Timeline	Lead
1. Complete 3 courses: NWEA analysis, Illuminate and formative assessments. Regular improvements to courses will be based on user feedback.	Provided face-to-face, on-line and at PLC meetings	2017 Illuminate & NWEA courses complete. 2018 Formative Assessment course complete	Patterson, D.
2. One complete course on program evaluation is offered through internal and external sources. Improvements to courses are regularly made based on user feedback.	Ongoing	2017 and ongoing	Patterson, D.

3. Consistent and frequent high quality professional learning is offered on numerous assessment and evaluation related topics using various methods of delivery (face-to-face, online courses, webinars and screencasts.)	Ongoing	Assessment PD offered 2017-18 and updated annually	Patterson, D.
Instructional			
Action Point 3: Continuous Process Improvement (CPI) will be used to evaluate and strategically plan for improvement of district processes and programs.			
Measurement Instrument: <ul style="list-style-type: none"> • Additional staff trained in the CPI process. • CPI meetings, reports and initiatives • Outcomes of CPI plans will be evaluated regularly 			
Current Status: CPI training has been provided to 80 employees. Continuous Process of Improvement (CPI) teams have been created to address several programs and processes including: substitutes, customer service, student achievement, Read by Third Grade and blogs.			
Standards of Excellence	Professional Development	Timeline	Lead
1. CPI teams will be convened twice a year to review District processes and programs, recommend improvements to improve efficiency and/or student achievement by an increase of 5-10%.	Joint Henry Ford College-Dearborn Public Schools CPI facilitator training	September 2016 and ongoing	Jensen, Peterson, Mosallam, Y., Aldubaily, Ball
Instructional			
Action Point 1: Dearborn Public Schools will implement research-based instructional practices to meet the needs of all learners to close the achievement gap.			
Measurement Instrument: <ul style="list-style-type: none"> • Increased student achievement (measured by NWEA, MSTEP, PSAT and SAT) and narrowing of the achievement gap. • Increased graduation rates in every high school. • Schedule of and documentation on implementation based on the School Improvement visits • Academic success of students and successful transition of students to their comprehensive high school. • Every classroom/every school: increased fidelity of the implementation of all instructional strategies in every school (measured by instructional observations, and walk throughs as part of the teacher and administrator evaluation-see HR section) 			
Current Status: The district has a school improvement process in place to observe instruction and practice in every school. Twice a year, every school in the district is visited by a team of central office staff, administrators and teachers. The team visits every classroom in the school to assess implementation of instructional strategies, and review school achievement data. The team provides verbal and written feedback based on the school plan for improvement. Every school improvement plan and action steps are grounded in multiple sets of data.			
Standards of Excellence	Professional Development	Timeline	Lead
1. Each school will have at least two School Improvement visits per year. Feedback will be provided to schools within two weeks of the visit to improve instructional	Review of School Improvement Process	Ongoing review of the process every year.	Faraj, School SIP teams

practice and student achievement by an increase of 5-10%.			
2. Each school will create a calendar for professional learning based on student need and best practices.	Building plan	September of each year	Building principals

Action Point 2: Every teacher will post daily Content/Language Objectives and formatively assess during instruction to adjust and ensure learning for all.

Measurement Instrument

- Examination of posted objectives by EL resource teachers and school support staff and administrators
- Student engagement and use of strategies during instructional observations-teacher evaluation process
- Documentation during the School Improvement process

Current Status: Posting of content and language objectives has been a district goal. Some schools post learning targets and I can statements.

Standards of Excellence	Professional Development	Timeline	Lead
1. Content objectives identify the standard and cognitive rigor of the objective and will be posted in every classroom for each lesson and used for formative assessment.	Depth of Knowledge, Common Core Standards, Writing Content Objectives	2016 and ongoing	EL Department, Ex. Directors of Student Achievement, Principals
2. Language objectives specify speaking, listening, reading and writing outcomes for student products, will be posted in every classroom for each lesson and used for formative assessment.	Depth of Knowledge, Common Core Standards, Writing Content Objectives	Full implementation in every classroom by 2017.	EL Department, Ex. Directors of Student Achievement, Principals
3. Fidelity to co-teaching models documented in research by Marilyn Friend and Anne Benninghoff will be observed in all co-taught classrooms.	Co-teaching – Anne Benninghoff	Relaunch of secondary co-teaching model 2016. Pilot elementary co-teaching in two schools in 2016.	DeJaeger, Building Principals
4. Co-teaching teams will engage in collaborative planning weekly.	Co-teaching Planning– Anne Benninghoff	2016 and beyond	DeJaeger, Building Principals

Action Point 3: The district will strengthen the implementation of the MTSS in every school to meet the needs of all students to ensure academic and emotional success.

Measurement Instrument <ul style="list-style-type: none"> • Student achievement • Increase of achievement in the bottom 30% of students • Team meeting schedule and notes

Current Status
 The district promotes a Multi-tiered System of Support (MTSS) for all students. MTSS is a systematic structure for students needing additional time, attention and focus in academic social and emotional areas. Many schools have formed an MTSS team that meets regularly to review performance of students who are of concern either academically or behaviorally.

Standards of Excellence	Professional Development	Timeline	Lead
1. The MTSS team at every school will meet weekly by school or department and maintain a record of students reviewed and status.	MTSS process, using assessment to design instruction	Full implementation by 2017	Building Leadership teams
2. Consistent implementation in all elementary schools.		Full implementation by 2017	Resouce Teachers, Principals, Teachers
3. Consistent implementation in all middle schools.		Full implementation by 2017	



Action Point 4: Dearborn Public Schools will continue to implement My Learning Plan (MLP), a program to engage each student in developing academic and personal goals.

Measurement Instrument <ul style="list-style-type: none"> • Every school implements My Learning Plan according to school improvement plan. • Improved graduation rates • Improved attendance • Post-secondary success
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Current Status: Every school implements My Learning Plan according to the school PLC plan. Every student has an academic goal and a personal interest. There is a variety and range of implementation strategies to fit the goals and students I every school community.

Standards of Excellence	Professional Development	Timeline	Lead
1. Every student will have a learning plan focused on academic and personal interests in order to increase graduation rates by 1-2% per year.	Best practices, learning styles	2016	Teachers, Counselors, Administrators, Graduation Intervention Specialists, Peterson, Chochol, Mosallam, Y.
2. Teachers will use student interests to enhance instruction and increase student achievement by 5-10% and student attendance by 5%.		2016	

Focus Area: Partnerships

Capitalizing on the support, talents and resources of the Dearborn school community, Wayne County, and the State of Michigan at-large is essential to achieving the district’s vision and mission. To that end, the Dearborn Public Schools will invite the active participation of all stakeholders to support and enhance the District’s instructional and student activity programs.

District partnership programs shall be guided by the following important concepts:

- Communication with current and prospective partners must be consistent, honest, transparent, timely, clear and interactive.
- The district must establish clear parameters that guide District relationships with volunteers/partners.
- District efforts must be in the direction of developing new and maintaining existing relationships.
- Capitalizing on all available resources (human and physical) must be a District priority.
- Continual improvement in the levels of student academic achievement; pride; respect; and genuine appreciation for diversity must be the hallmarks.

Partnerships			
<p>Action Point 1: Dearborn Public schools will continue to strengthen the home-school connection through providing PTA support for parent workshops at every school. Parent Talk will continue to be provided as scheduled by individual schools. Parent University will be offered to parents of children from birth to age four to strengthen early learning and increase kindergarten readiness.</p>			
<p>Measurement Instrument:</p> <ul style="list-style-type: none"> • PTA membership • Parent-teacher conference attendance • Schedule of workshops in school improvement plans • Parent attendance at workshops and events • Attendance at District parent events 			
<p>Current Status: The Dearborn PTA Council includes the president of the PTA of every school and meets monthly. The district partners with the council in many areas. The District Improvement plan includes a list of workshops for parents conducted at every school. Opportunities are offered for parents at every school and range from educational workshops to make it--take it sessions to create earning activities. Parent Talk sessions are available through the district at schools and are offered on a rotating basis.</p>			
Standards of Excellence	Professional Development	Timeline	Lead
1. Parent University will be created and education opportunities scheduled 9 times a year at 10 locations.	Not applicable	2016-17	Early Learning Coalition, Chochol, Principals,
2. Parent volunteer opportunities will be compiled and lists/links posted on each school’s site.	Not applicable	2016-17	Principals
3. School home project visits – pilot schools have identified 2 classroom and teachers will visit three families each, at least twice during the school year.	Home visits and parent support	2016 and beyond	Jakubus, AbuRus Pilot at Oakman and Long

Action Point 2: Dearborn Public Schools' staff will participate on the Dearborn Early Learning Coalition to ensure that kindergarten students are physically healthy, and emotionally and socially prepared to be successful at school.

Measurement Instrument:

- Active participation from a variety of community groups.
- Student achievement data – NWEA, WIDA, MStep, DRA
- Kindergarten entry testing
- Attendance at parent workshops

Current Status: In 2014, 30% of kindergarten students began school at the NWEA norm predicting they would be on track for career and college readiness. In 2015, 15% of kindergarten students began school at the NWEA norm predicting on track for career and college readiness.

Standards of Excellence	Professional Development	Timeline	Lead
1. Improve kindergarten readiness evidenced by an increase in the number of kindergarten students beginning school at the norm predicting on track for career and college readiness. By 2018, 50% of our kindergarteners will begin school on track.	Foundations in reading, Reading Academy, Interventions	By 2018, the number of kindergarteners beginning school on track for career and college readiness will double.	Elementary principals and kindergarten teachers
2. 80% of the students who attend our preschool program will begin Kindergarten at the norm predicting on track for career and college readiness.	Not applicable	2018	Preschool staff
3. DPS will work with the Dearborn Early Learning Coalition to pass out book bags at pediatricians' offices for students who live in the Dearborn Public School boundaries.	Not applicable	2016 school year and annually	Chochol
4. Provide at least 90 parent education meetings each year focused on early learning to improve kindergarten readiness by 5-10%.	Not applicable	2016 school year and annually	Dearborn Early Learning Coalition, Building Teams, GSRP teachers

Action Point 3: Dearborn Public Schools will increase partnerships with colleges and universities.

Measurement Instrument:

- Increased student enrollment in dual enrollment, early college and the Henry Ford Collegiate Academy.
- Increased enrollment and number of teachers participating in teacher education programs.
- Number of partnerships with colleges/universities.

Current Status: Currently, Dearborn Public Schools has two early colleges: HFEC-Health System and HFEC-Advanced Manufacturing. There are approximately 1000 students dual enrolled every school year. Forty-six of 48 Henry Ford Collegiate Academy students graduated with their Associate Degree and high school diploma. The Dearborn Public Schools has multiple partnerships with Henry Ford College, and Teacher Education partnerships

with Wayne State University, University of Michigan-Dearborn, College of Creative Studies and Madonna. Salina Intermediate and Stout Middle School have college students tutoring middle school students.

Standards of Excellence	Professional Development	Timeline	Lead
1. Expand HFEC- Teacher Preparation Early College	Not applicable	September 2017 opening of HFEC-Teacher Preparation	Fadlallah, Peterson
2. Increase the number of students in the Henry Ford Collegiate Academy by an additional 50.	Not applicable	2018	Peterson, Counselors
3. Increased educational opportunities for current staff, on-site.	Not applicable	2018	Peterson, Aldubaily
4. Solicit Dearborn Public Schools' alumni currently attending college, to come back and speak with 6 th -9 th grade students about their journey and promote college and career readiness behaviors.	Not applicable	2017 and ongoing	Principals

Action Point 4: Dearborn Public Schools will continue to create and increase meaningful community and union/staff connections that support learning for all.

Measurement Instrument:

- Active participation in community groups and city partnerships.
- Attendance at community events.
- Letters of agreement on file.
- Collaboration of staff and administration regarding staffing plans, hiring committees and support.
- DFT leadership with home visits

Current Status: Dearborn Public Schools' administration participate at monthly or quarterly meetings and attendance at events for community groups. Seven elementary schools, 4 middle, and 3 high schools have ACCESS 21st Century programs and summer programs at their school. The HFEC-Adv. Manufacturing currently partners with Ford Next Generation Learning. The district and city share facilities to benefit the community. Currently, Dearborn Public Schools administration team are members of: Dearborn Rotary, Optimist Club, Kiwanis, Wayne County Curriculum Directors, Interfaith Council, Parent Teacher Association Council, Exchange Club, Lebanese American Heritage Club, Dearborn Education Foundation, Dearborn Community Arts Council. Dearborn Public Schools partners with City of Dearborn, Dearborn Community Fund, Chamber of Commerce, Alumni clubs, ACCESS.

Dearborn Public Schools piloted the Teacher Home Visit Project (a national program) sponsored by the American Federation of Teachers and the Dearborn Federation of Teachers (DFT). Teachers are trained to conduct visits to family homes to strengthen the relationships with families between teachers and school staff.

Standards of Excellence	Professional Development	Timeline	Lead
1. Increased partnerships with Ford. Fordson High School	Not applicable	2018	Peterson,

will partner with Ford.			Alcodray, Fadlallah
2. Increase city partnerships to provide playground attendants with educational games for summer fun at two different parks.	Not applicable	2018	Dearborn City/School committee representatives
3. Create opportunities for job shadowing. At least 10 of our HFEC-Advanced Manufacturing students will be placed with the Dearborn Department of Public Works.	Not applicable	2017	Building leadership teams
4. 5% Increase in teacher participation in community groups	Not applicable	2017-18	Sipperley
5. 5% increase in number of new members participating on hiring committees.	Not applicable	2016 and ongoing	Alie-Bazzi
6. Collaboration to make addendums to the contract for the betterment of all - "Pre-negotiations"	Not applicable	2016-2017	Alie-Bazzi

Dearborn Public Schools

Focus Area: Finance

Dearborn Public Schools recognizes that in order to address the learning needs of students and staff in the most effective and efficient manner, communication is critical. The district will pursue and maintain the partnerships and communication methods necessary to support learning and achievement across the district, and to provide fair and sufficient funding for public education across the state.

Finance			
<p>Action Point 1: Dearborn Public Schools will create and share regular and varied communications on school finance, current financial status, and funding implications for the Dearborn Public Schools, including articles on these eight topics: fund balance, state aid foundation allowance, capital planning, transportation tier system, feedings students lunch every day, budget/expenses for schools (staffing costs), property taxes and effect for schools, grant accounting.</p>			
<p>Measurement Instrument:</p> <ul style="list-style-type: none"> • Communication plan on articles and announcements regarding financial issues for the district varied for each stakeholder group. • Contact frequency will be measured. • Calendar of events published. • Increased number of active community advocates 			
<p>Current Status: Dearborn Public Schools conducts meetings locally at school buildings on topics as needed or requested. District receives notification of grant opportunities by outside agencies.</p>			
Standards of Excellence	Professional Development	Timeline	Lead
1. Create a calendar of events related to published articles that are communicated through multi-media means on those specified eight topics.		Publish monthly throughout 2016-17 school year-Assess calendar annually in February	Mustonen, Wall
2. Work with our Parent/Teacher organizations and community groups on advocating for legislation that provides fair and sufficient funding for public schools. Grass roots movement by community and parents that advocate for sufficient funding for public schools		Winter 2017	Mustonen, Wall
3. Transparency of financial issues achieved through library of links for information created.		Winter 2017	Wall
4. Strategic planning of grant selection and approval that align with instructional objectives		Winter 2018	Wall
<p>Action Point 2: Establish an administrative process to review conditions and future needs of the school district's facilities, grounds, safety and security.</p>			
<p>Measurement Instrument:</p> <ul style="list-style-type: none"> • Priority list of capital improvements based upon the facility conditions, needs and available funding. 			
<p>Current Status: General Fund contribution for building and site needs are at the bare minimum. The 2013 Smart bond work and additions are being completed.</p>			

Standards of Excellence	Professional Development	Timeline	Lead
1. Administrative handbook for reviewing conditions and future needs of district facilities, grounds and safety/security. 2. Fully functional and updated infrastructure and facilities.		2017 Biannual review	Wall, <u>Gruszczynski</u> Operations Dept.
Action Point 3: Continuously look for efficiencies in business services and operations of the district.			
Measurement Instrument:			
<ul style="list-style-type: none"> Recognize areas and log changes that were implemented with estimated savings Utilize Continuous Process Improvement (CPI) model to look at areas for improvement 			
Current Status: Easy items implemented with limited communications. Some changes require contract negotiations and are more difficult to implement.			
Standards of Excellence	Professional Development	Timeline	Lead
1. Efficient operations with celebrations on our achievements at least once annually. 2. Monthly review with updates on 8 finance topics to board. 3. Create list of topics for review using the CPI process.		2017 2017 2016	Wall Business Dept. Wall
Action Point 4: Dearborn Public Schools will develop an inclusive budget process that guides and explains the direction for the future of the district.			
Measurement Instrument:			
<ul style="list-style-type: none"> Track involvement in the budget by calendar, groups included and results of planning 			
Current Status: Dearborn Public Schools engages in a limited review by others with communication to District stakeholders after the fact.			
Standards of Excellence	Professional Development	Timeline	Lead
1. Clear expectations of budget development and direction to all District users. 2. Earn ASBO Meritorious Budget Award	Budget basics for administrators	June 2017-18 approved budget June 2017-18 ASBO certification	Wall Wall

Dearborn Public Schools

Focus Area: Human Resources

Dearborn Public Schools recognizes the rapidly changing environment in which we educate students. In order to address the learning needs of students and staff in the most effective and efficient manner, the district will develop and nurture partnerships and professional development opportunities that help our staff, and by extension our students, learn and develop optimally. These will help the district meet not only legal requirements, but standards for individual and district accountability, and goals for retention of qualified and dedicated staff.

Action Point 1: The District will actively recruit and retain high quality teacher candidates who will meet the needs of all learners.

Measurement Instrument:

- Track number of new hires from each university
- Conduct exit survey/conference
- Number of teachers with ESL endorsements

Current Status: The District actively recruits at college fairs. In 2014-2015 the number Bilingual/ESL endorsed or teachers working towards their endorsement was 204 (28% of the district). In the 2015-2016 school year, 52 additional teachers were hired and committed to completing their ESL endorsement in five years.

Onsite ESL endorsement classes are offered through collaboration with local universities (Wayne State, University of Michigan-Dearborn, and Madonna University.) Thirty new hires took two ESL endorsement classes in the Fall/Winter through a Title II grant through the University of Michigan-Dearborn. Wayne State continued offering one ESL endorsement class per semester.

Standards of Excellence	Professional Development	Timeline	Lead
1. Partnerships with Universities & Community and enhance the Student Teaching using Paired Teaching Model.		Present-June, 2019	Alie-Bazzi
2. Subscribe to APPLITRAK to increase candidates.	Administrator training to access, sort and locate resumes	September 2016 2016 and beyond	Seeterlin Alie-Bazzi
3. Collaborate with DFT Schedule to create a competitive salary schedule. The number of appointees that accept offers will increase by 5%.		2016 and beyond	Human Resources and DFT
4. 5% reduction in the number of resignations during the first five years of being appointed.			
5. Each school year, increase the number of Bilingual/ESL endorsed teachers and/or teachers working on their endorsement by at least 10%	ESL endorsement courses	Increase annually	Aldubaily, Seeterlin, Executive Directors of Student Achievement
6. 2% Increase number of onsite ESL endorsement classes offered through collaboration with local universities to decrease barriers to teachers to obtain endorsement		Increase onsite course offerings by 2018	Aldubaily

Action Point 2: The District will actively recruit and retain high quality, non-instructional staff.			
Measurement Instrument: Track ability to meet the demand for non-instructional positions (bus drivers, custodians, paraprofessionals, and other groups)			
Current Status: Implemented and Ongoing			
Standards of Excellence	Professional Development	Timeline	Lead
<ol style="list-style-type: none"> Increased pool of quality applicants to fill non-instructional vacancies by 10% Non-Instructional professional development will include two full days per school year for the office staff. Other non-instructional professional development will be explored during the 2016-17 school year with implementation during 2017-18 school year 	Customer Service, technology updates, climate and culture	<p>Ongoing</p> <p>2017 and ongoing</p>	<p>Bankhead</p> <p>Bankhead, Alie-Bazzi</p>
Action Point 3: The District will provide quality professional development in a variety of formats.			
Measurement Instrument:			
<ul style="list-style-type: none"> Staff PD survey feedback Staff PD Attendance Increased staff retention 			
Current Status: Professional development is offered by a variety of departments. In an effort to provide differentiated learning to our staff, a Teacher University is being developed to allow staff to participate in necessary professional learning throughout the year via face-to-face or on-line.			
Standards of Excellence	Professional Development	Timeline	Lead
<ol style="list-style-type: none"> Fully implement Teacher University including 20 professional learning opportunities this year. Continue participation in Galileo consortium. Five teacher-leaders will be selected for each cadre. 	Teacher University offerings will be posted.	<p>2016 school year and ongoing</p> <p>2016 and ongoing</p>	<p>Faraj, Fouani</p> <p>Peterson</p>
Action Point 4: The District will provide career advancement opportunities and training.			
Measurement Indicators:			
<ul style="list-style-type: none"> Track internal employee advancement each year Number of applicants for Administrative Internship program Number of Administrative Interns Intern & Hosting Administrator Feedback (survey) 			
Current Status: The administrative internship program has been implemented. Assistant principal professional learning is provided.			
Standards of Excellence	Professional Development	Timeline	Lead
<ol style="list-style-type: none"> 100% of interns who complete program are successful administrators. 	Aspiring Administrators Program Administrative Internships	2016 and annually	Alie-Bazzi, principals

2. Increase by 3-5% the number of internal employees that advance in the district annually.		2016 and annually	Executive Cabinet
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Action Point 5: The District will build capacity in school administrators to improve instruction, achievement and culture.

Measurement Indicators:

- New Administrator Feedback collected as part of administrator evaluation process
- Administrator survey feedback
- Improved implementation of teacher evaluation
- Teacher survey data reflects positive feedback on the evaluation process and implementation
- Effective Instructional Leadership fosters positive building culture, growth model, and trust

Current Status: Leadership coaching has been provided on a limited basis. Administrators have participated in professional learning for teacher evaluation, best practices and co-teaching. Specifically planned professional learning sessions addressing diversity were presented in the 2015-2016 school year.

Standards of Excellence	Professional Development	Timeline	Lead
1. Increased success for new administrators measured to improve instructional practice and student achievement in order to improve student achievement as measured by 5% increase of students scoring at or above grade level .	Mentoring, Leadership	2016 and ongoing	Executive Directors of Student Achievement, Faraj, Fouani
2. Leadership coaching opportunities provided by internal and external individuals. 7-10 principals will be mentored each year.	Mentoring	2016-2017 school year	Faraj, Fouani, Faraj
3. Engage in school improvement coaching to ensure 100% of our school improvement plans are implemented with high fidelity.	School Improvement Process, data driven instruction	2016-2017 school year and ongoing	Alie-Bazzi
4. Training on the implementation of the Danielson rubric and evaluation process to improve instructional practice and student achievement in order to improve student achievement as measured by 5% increase of students scoring at or above grade level.	Learning focused conversations, "Talk about Teaching", Teachscape Reflect, calibration and Danielson rubric	2015 school year and ongoing	Charles, Mashhour
5. Administrators will participate in 4-7 sessions each year.	Diversity training, 2 additional speakers		
6. Diversity training for all administrators will increase understanding and improve climate/culture of district.			

Action Point 6: The District will continue implementation of the Danielson Teacher Evaluation Program focusing on growth and improvement.

Measurement Instrument:

- Danielson Framework
- Measurable Student Growth

Current Status: Fully Implemented

Standards of Excellence	Professional Development	Timeline	Lead
1. Continuously improving classroom instruction in order to improve student achievement as measured by 5% increase of students scoring at or above grade level	Danielson Rubric, best practices	Present - June, 2019	Instructional Cabinet, Administrators
2. Increased number of teachers rated highly effective and effective		Present - June, 2019	Alie-Bazzi, Administrators

Action Point 7: The District will implement an Administrator & Instructional Cabinet Evaluation Program based on Dr. Doug Reeves Leadership Performance Matrix based on growth and improvement.

Measurement Instrument:

- Dr. Doug Reeves Leadership Performance Matrix
- Measurable Building Growth

Current Status: Rollout plan begins June, 2016 for 2016-17 school year

Standards of Excellence	Professional Development	Timeline	Lead
1. 5% increase in students performing at or above grade level.	Reeves Leadership Performance Matrix	Present - June, 2019	Instructional Cabinet, Administrators
2. 5 % increase in number of teachers rated highly effective and effective.		Present - June, 2019	
3. 100% district and building SIP implementation		Present-June, 2019	Alie-Bazzi

Action Point 8: The District will continue implementation of the Non-instructional Evaluations based on growth and improvement.

Measurement Instrument:

- District Developed
- Survey data – customer service

Current Status: Implemented with improvements identified

Standards of Excellence	Professional Development	Timeline	Lead
1. Clearly established high expectations for all staff.	Customer service, technology, custodian checklists	Implement 2015-16 and beyond annually	Bankhead, Patterson, T.

Dearborn Public Schools

Focus Area: Communications (Internal and External) and Relationships

Effective school organizations maintain on-going, two way communications with all segments of the school and the community at-large. It is imperative that employees at every level and the school-community at-large be well informed. Information relative to the district and its students, which is easily understood, must be communicated openly, honestly and in a timely-manner.

Action Point 1: Provide all staff and community with up-to-date and relevant information utilizing the latest effective communication tools.

Measurement Instruments:

- Track number/topic of department and school blogs/postings
- Track number of hits and comments on district website
- Assess content of electronic internal staff newsletter
- Track analytics on district created video programs available for viewing on district cable channel, district Youtube channel, and streaming on district website
- Review attendance data for Fireside Chat with Superintendent
- Online district calendar
- Continuous positive relationship with local media
- Staff surveys
- Social Media Outreach
- Messaging system to automatically send text messages to those who sign up for service

Current Status: The district currently provides communication via face-to-face, newsletters, web-based, television and phone calls. We also partner with Schoollife. Information is available on district website and school blogs. Communications Office shares school event and achievements via press releases with all local media. Dearborn Schools also has a Twitter and Facebook account. District Facebook page has 5,000 followers. District Twitter account has 3,200 followers.

Standards of Excellence	Professional Development	Timeline	Lead
1. Regular weekly postings by staff and departments increase views of staff blogs and website traffic.	iLearn, iBlog, technology	All instructional staff created blog- fall 2015, departments Spring 2016	Departments, Principals
2. 5% increase web hits as tracked by internet analytics by providing wider variety of content		Full implementation by 2017-18	Kenniburg
3. Increase viewers/followers by 5% as tracked by internet analytics by providing wider variety of content, regular series, and special programs.		New programs added each month to our Youtube channel	Mustonen
4. Utilize the messaging system to automatically send text messages to those who sign up for service.	Technology, MiStar	Fall 2016	Mustonen
5. Increase in number of positive stories appearing in local media. Press Releases sent as needed.		2016-17 school year and	Mustonen

Minimum of 40 per school year.		ongoing	
6. Conduct annual surveys to obtain consistent to examine the fidelity of services or initiatives.	Program Evaluation	2016 and annually.	Departments, Directors Mustonen
7. Increase our social media outreach by an additional 500 followers each year.	Technology, social media	2016 and annually	

Action Point 2: Actively engage all stakeholders in order to utilize community resources to support the development of successful learning opportunities for all students

Measurement Indicators:

- Active monthly meeting participation
- Number of coordinating events
- Number of sponsorship opportunities
- Number of coordinated civic projects, tutoring, and shared resources

Current Status: Active monthly participation, coordinating events, sponsorship, civic projects, tutoring, and shared resources. The district and city share facilities to benefit the community. Currently, Dearborn Public Schools administration team are members of: Dearborn Rotary, Optimist Club, Kiwanis, Wayne County Curriculum Directors, Interfaith Council, Parent Teacher Association Council, Exchange Club, Lebanese American Heritage Club, Dearborn Education Foundation, Dearborn Community Arts Council. Dearborn Public Schools partners with City of Dearborn, Dearborn Community Fund, Chamber of Commerce, Alumni clubs, ACCESS.

Standards of Excellence	Professional Development	Timeline	Lead
1. Increase enrollment by 100 students annually.		Annually	Cabinet
2. Increase parent participation at school and community events by 5% documented by sign in sheets.		Annually	Administrators
3. Reduce operational costs by 5% through partnerships.		2016-17 school year and beyond	Wall
4. Increase scholarship money for students by 5%.		Annually	Exec. Directors and Counselors
5. Increased cabinet attendance at district and community events by 5%.		2016-2017	Maleyko
6. Increase opportunities to celebrate diversity and an increase in cultural competence.		Annually	Executive Cabinet, Charles, Mashhour

Dearborn Public Schools

Focus Area: Specialized Programs and Resources

Intentional efforts to meet the needs of every student are critical to the success of the district. Students of all ability levels – those with specialized learning needs and/or specialized learning interests – are provided challenging and developmentally appropriate opportunities to advance. Students of special populations include students that are at-risk of struggling such as English language learners, students with disabilities, students with economic needs, and any student that may struggle in the learning process. Parents are involved in program planning and evaluation of specific learning plans for students.

English Language Learning Program

All students, regardless of their language proficiency, will be educated in the State of Michigan Standards based on their appropriate grade level. Through strategic and comprehensive best practices, ELs will attain English language proficiency and core academic content competency in their daily academic classes. Content and language objectives will be an everyday component of all students’ academic environment. DPS is committed to interventions that provide language support allowing students to achieve academic success on state standards in all content areas while attaining English Language proficiency. In addition, DPS thrives in preparing all our students for college and career readiness. The EL Department provides:

- A structured research based Alternative Language Program based on SIOP and Language and Literacy for ELs
- Use of students’ home language as needed to assist students in understanding and acquiring new concepts in all subject areas
- Instruction by Highly Qualified bilingual and/or ESL staff.
- A summer school program and/or after school programs
- Small group instruction that aims at developing fluency and literacy in English
- Computer assisted instruction that allows for individual learning, problem solving, and acceleration of students’ language and skills
 - (System 44 and Imagine Learning)
- Provision of additional books, games and family learning activities which include workshops, field trips, and family projects.

<p>Action Point 1: EL Department team will attend professional development targeting the ED population to widen the scope of our professional learning we provide resource teachers and to incorporate it quarterly in the professional development calendar. Professional development will support small group instruction and best practices for working with EL and ED student populations.</p>			
<p>Measurement Instrument:</p> <ul style="list-style-type: none"> • EL department professional development calendar 			
<p>Current Status: EL team develops and prepares professional development as well as attends professional development.</p>			
<p>Language and Literacy and SIOP trainers facilitate training monthly for bilingual Resource Teachers, for the new teacher academy, and at buildings (staff meetings and late starts) by feeder school.</p>			
Standards of Excellence	Professional Development	Timeline	Lead

1. 100% of EL Team attends and supports professional development to improve the EL student achievement by 10%.	Small group instruction, running records, conferring, formative assessment	2016 school year, Daily support ongoing	Aldubaily
2. 100% of Title I resource teachers will attend monthly professional development with the expectation that they present at their buildings.		Implement Fall 2017-18 with annual updates	Aldubaily

Action Point 2: The Economically Disadvantaged population will receive continued support in small groups or in the classroom from our Title 1 Resource Teachers on a daily basis.

Measurement Instruments:

- ELL and Title I Resource Teacher weekly logs
- MiStar student activity records

Current Status: The economically disadvantaged students receive support through differentiated instruction.

Standards of Excellence	Professional Development	Timeline	Lead
1. 100% of economically disadvantaged students will be impacted by Title 1 supplemental support to improve student achievement by 10%.	Small group instruction, running records, conferring, formative assessment	2016 school year, Daily support ongoing	Aldubaily, Mosallam, M., Principals

Action Point 3: All staff will implement the English Language Development Standards to meet the needs of EL students.

Measurement Instrument:

- School Improvement Plan school visits
- Feeder and Forum classroom observations
- Classroom walk-throughs and observations
- Increased NWEA and State Assessment scores
- Increased Graduation Rates

Current Status: English Language Learner classrooms are being serviced by teachers that have an ESL endorsement or are attaining an ESL endorsement to support English Language Development Standards.

Standards of Excellence	Professional Development	Timeline	Lead
1. Continued 10% increase of EL classroom teachers that systematically implement the English Language Development Standards-in the domains of Listening, Speaking, Reading, and Writing.	English Language Development Standards, Language and Literacy, SIOP	Implement Fall 2017-18	Aldubaily, EL Coordinators
2. Student achievement of English Language Learner sub group will increase by 5% each year.		2017 and ongoing	Aldubaily, EL Coordinators and

			Resource Teachers
Action Point 4: Increase Special Education and EL Department shared professional development by one meeting.			
Measurement Instrument:			
<ul style="list-style-type: none"> • EL and Special Education Departments yearly Professional Development calendars • Attendance records from co-planned professional learning 			
Current Status: EL New Teacher support personnel works with new teachers to provide job-embedded training on the job - modeling in classrooms. EL and SpEd have met in collaborative PD - Feb, April and May 2016. 2015-2016 the EL and Special Education Departments collaborated during two meetings.			
Standards of Excellence	Professional Development	Timeline	Lead
1. 25% of meetings will include English language and special education collaboration (co-teaching)	Co-teaching with the English Language Learner and Special Needs in Mind; Co-teachers and Administrators	Implement Fall 2017-18	Aldubaily, DeJaeger
Action Point 5: The Dearborn Public Schools will provide extended day and extended-year programs for English Language learners including ASAP summer program for EL newcomers at Elementary, Middle, and High School.			
Measurement Instrument:			
<ul style="list-style-type: none"> • Program Summary • Pre and Post assessments based on school's focus for instruction. • Observations: SIOP; Language and Literacy • WIDA Standards • Academic Language; Content and Language; Objectives • WIDA ACCESS results • AMAOs • Increased NWEA and State Assessment scores • Increased Graduation Rates 			
Current Status: Bilingual Resource Teachers who speak Arabic are in every building. Arabic-speaking classroom teachers. Highly qualified paraprofessionals who speak Spanish, Urdu and Chinese. Still need to acquire a pool of HQ native language speakers like Somali and Vietnamese. Extended Day was implemented in a number of elementary and secondary buildings this year.			
Standards of Excellence	Professional Development	Timeline	Lead
1. Each year the number of students invited to participate in ASAP and actually attended will increase by 10% to improve the achievement of EL students by 20% moving up a level on the WIDA.	English Language Learning on-site support for teaching EL's to all new staff. Partnerships with Wayne State University and University of Michigan-Dearborn.	2018 and beyond	Aldubaily

<p>2. Increase by 10% the number of EL high school students who earn Michigan Merit Curriculum Credit based classes for newcomers.</p>		<p>Offer summer program by 2018-19 school year</p>	<p>Aldubaily</p>
<p>3. Provide extended day tutoring for EL's increasing attendance by 10% each year.</p>		<p>Track use, observation data and attendance monthly with annual report</p>	<p>Aldubaily</p>

Action Point 6: EL Department team will attend professional development targeting the ED population to widen the scope of our professional learning we provide resource teachers and to incorporate it quarterly in our professional development calendar. Professional development will support small group instruction and best practices for working with EL and ED student populations.

Measurement Instrument:

- EL department professional development calendar

Current Status: EL team develops and prepares professional development as well as attends professional development. Language and Literacy and SIOP trainers facilitate training monthly for bilingual Resource Teachers, for the new teacher academy, and at buildings (staff meetings and late starts) by feeder school.

Standards of Excellence	Professional Development	Timeline	Lead
<p>1. 100% of EL Team attends and supports professional development.</p>		<p>Annually, train the trainer approach to build capacity</p>	<p>Aldubaily</p>
<p>2. We will provide 100% of Title I resource teachers monthly professional development with the expectation that they present at their buildings.</p>		<p>Implement Fall 2017-18 with annual updates</p>	<p>Aldubaily, Mosallam, M.</p>

Dearborn Public Schools

Focus Area: Specialized Programs and Resources

Special Education Program

The Special Education Department provides services that include, but are not limited to:

- Identification, evaluation, programming, providing related services and maintaining the educational records of children who are disabled. Each student who qualifies for special education services under the Individuals with Disabilities Education Improvement Act has an Individual Educational Program (IEP). Support personnel may include Speech and language Pathologists, Teacher Consultants, School Psychologists, School Social Workers, and Occupational & Physical Therapists.
- A full range of educational programs for academically and physically challenged students in compliance with state and federal laws. These services are provided to qualified individuals residing within our school district based on the LRE (least restrictive environment) appropriate for each student. Programs through Special Services vary for each child and are customized to the student's individual needs.
- Many disabilities can only be identified after educational interventions have been implemented systematically, over an extended period of time, with modifications, as needed, during their implementation. Special education staff can provide preventative supports to our yet-to-be-identified students through a Multi-Tiered System of Supports (MTSS) process in the hopes that these interventions will prevent more significant delays that would otherwise warrant special education services.
- Special education center programs that provide services to students from Dearborn and nearby Wayne County school districts who are eligible for “low incidence” special education programs.
- Support in the areas of academic skill development, social skills development, vocational and high school planning, and transitions to post-secondary programs for eligible students. Services are provided to students with social/emotional needs and through consultation with classroom teachers in providing appropriate classroom accommodations.

Our Special Education Beliefs:

We believe that ...

- All students can achieve high levels of learning and progress in the general curriculum.
- We all teach one curriculum and how we teach it depends on our students individual needs
- Special education is a service provided to help students progress. It is not a place.
- All students are general education students.
- All students should have opportunity for interaction with their general education peers

Our Special Education Department Vision:

Upon graduation or completion, every student with an IEP will exit Dearborn Public Schools prepared for the next stage of a self-determined life after school. Each student will exit school with a diploma or a certificate of completion as well as viable plan for achievement of his or her future goals and needed supports.

Our Special Education Department Mission:

The mission of the Dearborn Public Schools Special Education Department is to ensure high levels of personal, social and academic achievement for all students by equipping them with necessary supports to through a continuum of programs and services that are provided in the least restrictive environment.

Action Point 1: Implementation of the co-teaching model at middle and high school levels and the collaborative model for elementary students.			
Measurement Instruments:			
Current Status: Co-teaching is implemented at all middle and high schools but with inconsistency. Elementary schools currently have a push-in model. Dearborn schools have implemented specialized co-taught programs for moderate, severe, and severe multiple impairment classes.			
Standards of Excellence	Professional Development	Timeline	Lead
1. Consistent implementation of co-teaching in math and language arts in all middle and high schools. The instruction will include fidelity to co-planning and go beyond the “one teach-one assist” model.	Co-teaching, specially designed instruction	2016-17 School year	DeJaeger
2. Pilot co-teaching in two elementary schools in the subjects of math and language arts.		2016-17 School year	DeJaeger
3. Co-teaching will be scheduled and implemented whenever possible in math and language arts.		2018-19 School year	DeJaeger, Principals
4. Implementation of intensive specialized co-taught programs for elementary and middle school students with mild cognitive impairments including hiring highly competent staff that are able to meet the needs of students with Mild Cognitive Impairments.		2018-19 School year	DeJaeger

Action Point 2: Implementation of curriculum and pacing guides alternate ELA and Math pacing guides for Students with Cognitive Impairments.

Measurement Instruments:

- NWEA Data
- State Assessments
- MIACCESS
- Common Assessments
- Formative Assessments
- MIACCESS

Current Status: Implemented in high schools.

Standards of Excellence	Professional Development	Timeline	Lead
<ol style="list-style-type: none"> 1. Highly trained staff that are able to meet the needs of students with Cognitive Impairments 2. Pacing guides published on DEC and available on Special Education Department website. 		Full implementation by 2017-2018 school year 2017	DeJaeger DeJaeger, Special Education Coordinators

Action Point 3: Implementation of support services and extended school year for Special Education students to provide equitable and systematic services for students.

Measurement Instruments:

- Formative assessment
- SIP visits
- Pre and post assessments
- Daily Progress monitoring tools
- Students enrolled in community mental health services

Current Status: Summer programming is provided for Implementation for students with Low Incidence Disabilities. The 18-26 Transition Program partnership provides wrap-around services for students with disabilities. The program focuses on collaboration between special education, community mental health, and Michigan rehab services.

Standards of Excellence	Professional Development	Timeline	Lead
<ol style="list-style-type: none"> 1. Expansion of Summer Acceleration Program for 3rd -6th grade students with disabilities. 2. Recruit and hire highly trained staff that are able 		Continue implementation and expansion through 2020 Continue implementation and	DeJaeger DeJaeger

<p>to provide specialized instruction.</p> <p>3. Recruit and hire highly trained staff that are able to build and maintain relationships with outside organizations.</p>		<p>expansion through 2020</p> <p>Continue implementation and expansion through 2020</p>	<p>DeJaeger</p>
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Dearborn Public Schools

Focus Area: Specialized Programs and Resources

Early Childhood Programs

It is the mission of the Dearborn Public Schools Preschool Staff to provide our preschool children with learning experiences that will establish a foundation for lifelong learning. This district will:

- Provide a safe, stimulating and nurturing learning environment
- Implement a high quality early-childhood curriculum based on measurable, developmentally appropriate standards and goals
- Actively engage parents and community members in the education process
- Invest in specialized, collaborative staff and ensure ongoing professional development
- Develop a school spirit that will nurture personal responsibility, self-esteem, and respect for all

Providing a high quality education is the purpose of Dearborn Public Schools. Our commitment to the district's youngest learners, through partnerships with families and the community, and is respected and valued. The recruitment, eligibility and selection of prekindergarten children and their families for Early Childhood programs within the Dearborn Public Schools is an ongoing process throughout the school year.

Great Start Readiness Program (GSRP) - Grant Funded

The district has provided the Great Start Readiness Program funded by Michigan Department of Education since 1998. Dearborn residents must be four years of age by September 1st of the year of entry. Students selected for the Great Start Readiness Program must meet guidelines as set forth by Michigan Department of Education (MDE).

The Great Start Readiness Program is a state-funded prekindergarten program for four-year-old children with factors which may place them at risk of educational failure. The program is sponsored by the Michigan Department of Education (MDE) and administered by Wayne RESA. Class size is limited to 16 students, meets four days per week (M-Th) and the program provides educational, health, social work, mental health and parent involvement services. Classrooms are located within the Dearborn Schools at Cotter Early Childhood Center, Becker, Long, McCollough Elementary, McDonald Elementary, Oakman, River Oaks Elementary, Miller Elementary, Salina Elementary, Salina Intermediate, William Ford and Whitmore-Bolles Elementary.

GSRP prekindergarten classroom curriculum is aligned with the National Early Childhood Standards and the Michigan State Board of Education, Early Childhood Standards of Quality. To ensure fidelity to the standards, the GSRP program is monitored through an inclusive and collaborative approach. The building principal monitors teaching and learning through the prekindergarten classroom visitation system, teacher evaluation, weekly collaboration, Professional Learning Communities, student assessments (Child Observation Record (COR), and through a formalized process, the Program Quality Assessment.

Childcare Program Tuition Based Options

Special Registration

On days when the Dearborn Public Schools are closed (Winter Break, Mid-winter Break, Spring Break, Conference days, etc.), additional sessions may be available for any child registered in our program. Parents must sign up and pay for the session in advance. All Day Preschool fees will apply.

Wee Scholars: This program is for adults and children together. Families participate in a variety of social and sensory activities, learning games, and musical activities through a series of one hour sessions for six weeks. Children range from 18-36 months.

Mini Scholars and Little Scholars: Programs foster independence and emphasize constructive play in math, science and literacy skills. Three year-old classes meet Tuesday and Thursday for 2 hours, four year-old classes meet Monday, Wednesday and Friday for 3 hours.

Montessori Preschool: This preschool program that follows the child-centered methodology of Maria Montessori. This program operates on the school calendar. The Montessori Method is both a philosophy of child growth and a rationale for guiding such growth. It is based on the child's developmental needs of freedom within limits and a carefully prepared environment that guarantees exposure to materials and experiences which develop intelligence as well as physical and psychological abilities. It is designed to take full advantage of the self-motivation and unique ability of children to develop their own capabilities. Through this process the child will develop skills in mathematics, literacy, science, social studies and self-help.

All Day Preschool: Programs promote learning through constructive play and includes literacy and numeracy activities for 3 and 4 year olds. This program is available from 7 am to 6 pm.

Half Day Preschool: A program based on activity and exploration of centers with a mixed age group of 3 and 4 year olds who can excel at their own pace. This program is offered five days a week from 8 am to noon.

Kid's Club: The school-aged before and after school program offers students the opportunity to complete homework, engage in physical activity through the CATCH program and enjoy a variety of crafts, activities and games along a common theme.

Great Start Readiness Program: Students selected for the Great Start Readiness Program, must meet guidelines as set forth by Michigan Department of Education (MDE). Dearborn Public School's prekindergarten classroom curriculum is aligned with the National Early Childhood Standards and Michigan State Board of Education, Early Childhood Standards of Quality. To ensure fidelity to the standards, the early childhood programs are monitored through an inclusive and collaborative approach. The building principal monitors teaching and learning through the prekindergarten classroom visitation system, teacher evaluation, weekly collaboration, Professional Learning

Communities, student assessments (Child Observation Record (COR)), and through a formalized process, the Program Quality Assessment (PQA).

Action Point 1: Expand Early Childhood - Great Start Readiness Program (GSRP).			
Measurement Instruments: <ul style="list-style-type: none"> • Program Quality Assessment • Ages and Stages (ASQ) Assessment • Child Observation Records (COR), Daily ongoing observation • Michigan’s Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) • SIP visits • Monthly required parent meeting 			
Current Status: GSRP program is currently implemented at different sites within the school district for all students who are eligible (Cotter, Miller, Becker, Long, McDonald, McCollough Unis, Oakman, River Oaks, Salina Elementary, Salina Intermediate, Whitmore-Bolles and William Ford.) Implemented for all students that are at risk and qualify. Children engage in activities with adults that support, develop and increase their oral language, letter /sound, recognition and writing skills.			
Standards of Excellence	Professional Development	Timeline	Lead
1. 80% of students will score Kindergarten Ready		2020	Lamberti GSRP teachers
2. Continue to increase ZA endorsed teachers to meet the growing needs for Early-Childhood education.		2018	
3. Paraprofessionals, have a Child Development Associates (CDA)		2020	
4. Two teachers per classroom to meet the at risk needs of the diverse students.		2020	
5. Staff is highly qualified to meet the needs of all the at risk children in the program.		2018	

Acronyms Used in Publication

ACCESS- Arab Community Center for Economic and Social Services

ADSA - Association of Dearborn Schools Administrators'

COR - Child Observation Record

CPI - Continuous Process Improvement

DFSE - Dearborn Federation of School Employees

DFT-Dearborn Federation of Teachers

DSEHP - Dearborn Schools Employee Healthcare Program

DSOEA - Dearborn Schools Operating Engineers Association

HFEC – Henry Ford Early College

LAHC – Lebanese American Heritage Club

NWEA – North West Educators Association

MDE - Michigan Department of Education

PQA - Program Quality Assessment

PTA – Parent Teacher Association

WIDA- World Class Instructional Design and Assessment