



School Improvement Plan

Henry Ford Academy: School for Creative Studies

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Henry Ford Academy: School for Creative Studies (P

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Henry Ford Academy: Elementary School opened its doors to K-5 students in the Fall of 2012. It is located in Detroit's historic Boston-Edison area. In 2013-1014 we had 379 students up from 357 during the 2012-1013 school year. 87% of our students qualify for free/reduced lunch. 98% of our students identify as African American; 1% percent identify as Caucasian; and 1% of our students chose not to identify. We have a total of 30 highly qualified staff members who are diverse in culture, ideology, and experiences.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

School Mission: HFA: Elementary School is an exemplary Detroit Elementary School that prepares students for college and career success through real world experiences that have an explicit focus on innovation, creativity, art and design.

School Vision: HFA: Elementary School will be the national model in public education for innovative teaching, active learning, and responsible global citizenship.

Core Values/Beliefs: As a school we believe that if students have the following skills and/or experiences (Academic Skills and Content, Personal Development, Thinking and Learning, Technology and Communication) then they will set up for future success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We are in our second year but we have the following areas of achievements and improvement:

Achievement: Students have made significant academic gains in reading and math according to the NWEA MAP results.

Students have made significant academic gains in reading according to Fountas and Pinnell Benchmark Assessments across grade levels.

Improvement: Students needs to improve their writing skills.

Students need to improve upon their daily attendance.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As a new school, we've established and maintained a great school culture, where students and parents are welcomed and feel at home. We've also developed and cultivated a number of great community partnerships in our first two year that we will continue to work closely with in the upcoming year. Both our staff and student body has grown. We have successfully established our reputation as a desirable school, which is reflected by the wait-list we have for all grade levels.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

On our School Improvement Team we had administrators, teachers, and parents to help develop and provide feedback in the planning and writing of our School Improvement Plan. Stakeholders were asked to join and we explained the requirements of the role of a school improvement team member at which point they could agree to join or decline the invitation. Meetings were scheduled at the same time monthly so that people could have work their schedule accordingly. We also did meetings in the evening to allow for parents who could not get the time off of work.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The responsibilities of the stakeholders where to gather and analyze data and provide recommendations for strategies for the SIP. The stakeholders were also required to provide feedback on proposed SIP items. The writing of the plan itself was completed by administrators and teachers.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan was communicated to all stakeholders at an after school meeting and we will now meet monthly to inform everyone on the progress of the plan.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As a second year school we do not have student enrollment trends. Our school grew from 357 to 379. Our original capacity was 360 and was raised 396 we continue to operate very close to capacity.

How do student enrollment trends affect staff recruitment?

Again as a second year school we do not have established enrollment trends we staff ourselves in anticipation of operating at capacity.

How do student enrollment trends affect budget?

Since we are a second year school and do not have enrollment trends our budget is based on operating at or near capacity as we have done the past two years.

How do student enrollment trends affect resource allocations?

As a second year school we do not have any established enrollment trends.

How do student enrollment trends affect facility planning and maintenance?

As a second year school we do not have any established enrollment trends.

How do student enrollment trends affect parent/guardian involvement?

As a second year school we do not have any established enrollment trends.

How do student enrollment trends affect professional learning and/or public relations?

As a second year school we do not have any established enrollment trends.

What are the challenges you noticed based on the student enrollment data?

As a second year school we do not have any established enrollment trends.

What action(s) will be taken to address these challenges?

As a second year school we do not have any established enrollment trends.

What are the challenges you noticed based on student attendance?

We have noticed a challenge with tardiness as well as early pick up particularly on Fridays. Furthermore we are noticing a challenge to reach our attendance goals of 95%.

What action(s) will be taken to address these challenges?

We are pushing the importance of attendance at all of our parent meetings. We have posted our goal of 95% attendance on a board in our "Welcome Center" and we track each months attendance in comparison to that goal. We have established automated communication for student absences and are continually brainstorming for more attendance strategies.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Math indicated the highest level of student achievement

Which content area(s) show a positive trend in performance?

As a second year school we do not have established trends.

In which content area(s) is student achievement above the state targets of performance?

Our student achievement data indicates that our students are not above the state targets for performance. However, our student achievement indicated that we were above the national average for growth.

What trends do you notice among the top 30% percent of students in each content area?

As a second year school we do not have established trends.

What factors or causes contributed to improved student achievement?

Quality professional development and the implementation and fidelity of curriculum and pedagogical strategies contribute to improved student achievement. Also data driven instructional decisions that led to individualized student plans assisted in improved student achievement.

How do you know the factors made a positive impact on student achievement?

We tracked students' progress and interventions used determined the impact on student achievement.

Which content area(s) indicate the lowest levels of student achievement?

Writing, Science, and Social Studies.

Which content area(s) show a negative trend in achievement?

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As a second year school we do not have any established trends.

In which content area(s) is student achievement below the state targets of performance?

Our student achievement is below the state targets in all content areas. Again however, our student achievement showed growth above the national average.

What trends do you notice among the bottom 30% of students in each content area?

As a second year school we do not have any established trends.

What factors or causes contributed to the decline in student achievement?

There was no decline in student achievement.

How do you know the factors made a negative impact on student achievement?

N/A

What action(s) could be taken to address achievement challenges?

Teachers will continue to receive professional development, the RTI process will continue to be implemented with fidelity and students will receive the appropriate resources and support that will help to maximize their learning opportunities.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- White
- Male
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- African American or Black
- Male
- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

The achievement gap is closing in math and reading.

How do you know the achievement gap is closing?*

The NWEA MAP tests in particular show that the gap is closing.

What other data support the findings?

Students have made gains on the Fountas and Pnnell benchmark assessments, unit assessment, and the MEAP.

What factors or causes contributed to the gap closing? (Internal and External)*

Parents are more involved and teachers are very intentional about providing instruction that would lead to greater gains. The lowest performing students also received Tier 2 interventions.

How do you know the factors made a positive impact on student achievement?

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Students in intervention improved on average above the school average indicating that they had a positive impact on student achievement.

What actions could be taken to continue this positive trend?

We will continue to use data to inform decision making in regards to curriculum, instruction and assessment.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

The achievement gap is not widening.

How do you know the achievement gap is becoming greater?*

The achievement gap is not widening because our students have shown growth within all subjects according to the NWEA MAP tests.

What other data support the findings?*

The Fountas and Pinnell benchmark assessments, unit assessments, and the MEAP.

What factors or causes contributed to the gap increasing? (Internal and External)*

The gap is not increasing.

How do you know the factors lead to the gap increasing?*

The gap is not increasing.

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What actions could be taken to close the achievement gap for these students?*

The gap is not widening for any sub group of our students.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have a population of ELLs

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We ensure that students with disabilities have access to intervention programs by making sure that examine the needs of each student individually and develops a plan that provides the best opportunity for success.

How are students designated 'at risk of failing' identified for support services?

We have regular SST (Student Study Team) as well as weekly grade level team planning meetings that give teachers the opportunity to develop the support and resources needed to assist students who are "at risk of failing."

What Extended Learning Opportunities are available for students (all grade configurations respond)?

We offer after school activities as well as a summer enrichment program to extend learning opportunities.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	40.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Information is sent out through newsletters, posted bulletins, phone and email alerts, updates to teacher webpages, and through monthly parent meetings.

Label	Question	Value
	What is the total FTE count of teachers in your school?	27.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	16.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	7.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	4.0

Label	Question	Value
	How many teachers have been teaching >15 years?	0.0

What impact might this data have on student achievement?

This data would have a limited impact on student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	6.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	20.0

What impact might this data have on student achievement?

When teachers are out of the building it could have a negative impact on student achievement because students are not receiving the level of instruction needed to improve student achievement.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Students were very satisfied with clear expectations, collaboration between teachers and parents, and technology.

Which area(s) show a positive trend toward increasing student satisfaction?

As a second year school we do not have established trends.

What area(s) indicate the lowest overall level of satisfaction among students?

Students indicated the lowest level of satisfaction in regard to safety in the areas surrounding the school.

Which area(s) show a trend toward decreasing student satisfaction?

As a second year school we do not have established trends.

What are possible causes for the patterns you have identified in student perception data?

A possible cause for what we see in student perception data in terms of collaboration between parents and teachers is the constant communication between parents and students. Displayed rules, expectations, and learning objectives within classrooms probably help the perception of clear expectations. Satisfaction with technology most likely comes from the fact that classrooms are equipped with Polyvision interactive boards, document cameras, and iPads. As for the perception that the surrounding areas are not safe that could be as a result of the fact that there are some abandoned homes and vacant lots in the immediate area.

What actions will be taken to improve student satisfaction in the lowest areas?

We have added safety patrol during drop off and dismissal to along with increased adult supervision to try and address safety concerns.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Our parents our most satisfied by the safety of our school, our school culture, and our technology.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

We are a second year school we do not have any established trends.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents would like to see greater opportunity for involvement within the school. They would like to see a more active parent organization that meets more regularly, has more members, and takes on more responsibility.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

We are a second year school we do not have any established trends.

What are possible causes for the patterns you have identified in parent/guardian perception data?

What we noticed is that our parents want a greater opportunity to be involved, especially in terms of a more active parent organization. A possible cause for this is that our parent organization is new just like the school and while they have been working hard they have encountered a lack of enthusiasm despite the call for more opportunity.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

We are going to make sure the parent organization begins meeting earlier and meets more frequently. Furthermore, we are going to survey parents to find out specifically what they want to get from our parent organization and then work to meet their needs.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The highest level of satisfaction amongst teachers is that they have access to state of the art technology to integrate into their lessons. They also have a very high level of satisfaction with the school environment. Though their was high satisfaction from teachers across the board.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

As a second year school we have no established trends.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Teachers did not indicate any low levels of satisfaction.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

As a second year school we have no established trends.

What are possible causes for the patterns you have identified in staff perception data?

We credit our excellent perception data amongst teachers because we offer state of the art technology, small class sizes, a positive school environment, quality professional development, and highly complete salary and benefits.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Our management company and school administration meet frequently to examine data and how that data informs curriculum, instructional and assessment decisions.

What evidence do you have to indicate the extent to which the standards are being implemented?

All of our implemented curriculum is Common Core aligned. All units and lessons begin with Common Core standards. Furthermore, we employ standard based grading which is completely derived from the common core and therefore all of our tracking and assessment is based upon the Common Core.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A we are K-5	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	N/A	

Label	Assurance	Response	Comment	Attachment
	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 institution 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 institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	I.D. Jegede 313-481-4000 485 Milwakee, Detroit, MI 48202	

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

Health and Safety (HSAT) Diagnostic

Introduction

The content for this tool comes directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess its school health environments. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

This diagnostic is optional and should be completed only if you took the HSAT.

Health and Safety (HSAT)

The following assurances come directly from the [Healthy School Action Tool \(HSAT\) Assessment](http://www.mihealthtools.org/hsat), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

	Statement or Question	Response	Rating
Question 1	Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 2	All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.	Yes	N/A

	Statement or Question	Response	Rating
Question 3	Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.	Yes	N/A

	Statement or Question	Response	Rating
Question 4	Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.	Yes	N/A

	Statement or Question	Response	Rating
Question 5	Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 6	All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.	Yes	N/A

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	Statement or Question	Response	Rating
Question 7	The health education curriculum used in our school is the Michigan Model for Health® Curriculum.	Yes	N/A

	Statement or Question	Response	Rating
Question 8	The health education curriculum used in our school involves student interaction with their families and their community.	Yes	N/A

	Statement or Question	Response	Rating
Question 9	Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 10	At our school, physical education teachers annually participate in professional development specific to physical education.	No	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Other curriculum	N/A

	Statement or Question	Response	Rating
Question 12	At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.	No	N/A

	Statement or Question	Response	Rating
Question 13	Our school offers the following amount of total weekly minutes of physical education throughout the year.	150 minutes or more at elementary level, 225 minutes or more at middle/high level	N/A

	Statement or Question	Response	Rating
Question 14	Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 15	The food service director/manager participated in professional development related to food or nutrition during the past 12 months.	Yes	N/A

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	Statement or Question	Response	Rating
Question 16	The food service director/manager supports/reinforces in the cafeteria what is taught in health education.	Yes	N/A

	Statement or Question	Response	Rating
Question 17	During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.	No	N/A

	Statement or Question	Response	Rating
Question 18	Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.	Yes	N/A

	Statement or Question	Response	Rating
Question 19	Our school has a health services provider or school nurse accessible to students.	Yes, we have a health services provider or school nurse for every 650 students	N/A

	Statement or Question	Response	Rating
Question 20	Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 21	Our school has a system in place for collecting relevant student medical information.	Yes	N/A

	Statement or Question	Response	Rating
Question 22	Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.	Adopted policy, but not fully implemented	N/A

	Statement or Question	Response	Rating
Question 23	During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.	Yes	N/A

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	Statement or Question	Response	Rating
Question 24	During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 25	During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.	Yes	N/A

	Statement or Question	Response	Rating
Question 26	During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.	Yes	N/A

	Statement or Question	Response	Rating
Question 27	Our school's mission statement includes the support of employee health and safety.	Yes	N/A

	Statement or Question	Response	Rating
Question 28	During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.	No	N/A

	Statement or Question	Response	Rating
Question 29	During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.	No	N/A

	Statement or Question	Response	Rating
Question 30	Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.	Written policy, fully implemented	N/A

	Statement or Question	Response	Rating
Question 31	Our school has a parent education program.	Yes	N/A

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	Statement or Question	Response	Rating
Question 32	During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.	Yes	N/A

	Statement or Question	Response	Rating
Question 33	During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).	Access to no indoor facilities	N/A

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Our School Improvement Team began the process for conducting a comprehensive needs assessment when we opened in the fall of 2012. We have continued the process throughout our second year. Our team consisted of our principal, teacher representatives from each team, support staff, social worker, and parent leaders. We collected and analyzed student achievement data, perception data, school programs/process data and demographic data.

The sources for the student achievement data were the Michigan Education Assessment Program (MEAP), Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) testing, and Fountas & Pinnell (F & P) reading benchmark assessments. The MEAP was given in accordance with state regulations. The NWEA MAP testing, which is a self adjusting, computer based, national assessment, is administered three times annually in the fall, winter, and spring. The NWEA MAP is administered in three subjects - reading, math and language usage. It gives us a comprehensive picture about where our students are, it helps to level and differentiate instruction, and helps to track growth in student achievement. The Fountas and Pinnell reading benchmarks provide a running record that is given to each student to monitor and assess reading in a comprehensive manner. The running records are taken at least four times annually to help inform instruction and track student growth. Also used this year were unit assessment that tracked mastery of common core math standards that were given at the end of all math units.

Our perception data was collected through the administration of surveys to the students, staff, and parents.

Program/process data consisted of our SPR40.

Demographic data included examining the racial/ethnic background of our students, their socio-economic background, the number of students we serve, the grade levels we offer, the male/female ratio of our students, the number of students who receive special education services, the number of staff members we have, the experience of our staff, as well as the participation of parents in parent/teacher conferences.

2. What were the results of the comprehensive needs assessment? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student Achievement Data

There have been some exciting advances in student achievement this year. We rely heavily upon the NWEA MAP test that is administered three times throughout the school year. We use the MAP to inform instruction as well as track growth. Our charter institution Grand Valley State University promotes our strong reliance on the NWEA MAP test. The MAP results help us track our student progress both within the school as well as across the nation. Almost all grades in all subjects had student growth that was an improvement upon last years growth and that was higher than the national average.

Kindergarten

Unlike last year we began testing with our Kindergarteners in the fall. In math our students began the year with a mean score of approximately 134 around nine points off the national average of 143. By May our Kindergartners had a mean score of approximately 161

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almost a full five points above the national average of 156. They also grew an average of almost 27 points much higher than the national average of around 13. In reading our students went from a fall mean of around 140 to a spring mean of around 156 compared to the 142 to 155 national average. The growth of around 16 points again outstrips the national average of approximately 13. This Kindergarten growth is particularly exciting because it marks the first time that we have a class whose mean score is above the national average. If we can keep this group progressing at the rate of 1 years growth then we will maintain an above average group throughout their time in elementary school.

1st Grade

Unlike last year we began testing with our 1st in the fall. In math our students began the year with a mean score of approximately 157 around eight points off the national average of 163. By May our 1st graders had a mean score of approximately 178 just one point below the national average of 179. They also grew an average of almost 21 points much higher than the national average of around 17. In reading our students went from a fall mean of around 154 to a spring mean of around 172 compared to the 160 to 176 national average. The growth of around 18 points again outstrips the national average of approximately 16.

2nd Grade

In math and reading our students began the year with a significant gap in achievement however we were proud and excited about our growth. In math they grew an average of almost 19 points which much higher than the national average of around 13. In reading our students from fall to spring grew around 14 points compared to the 13 point national average. By continuing to grow ahead of the national average which determines one years growth we are ensuring that are students are closing the the gaps in achievement that we see across Detroit.

3rd Grade

In math and reading our students began the year with a significant gap in achievement however we were proud and excited about our growth. In math they grew an average of almost 15 points which much higher than the national average of around 11. In reading our students from fall to spring grew around 11 points compared to the 9 point national average. By continuing to grow ahead of the national average which determines one years growth we are ensuring that are students are closing the the gaps in achievement that we see across Detroit.

4th Grade

In math and reading our students began the year with a significant gap in achievement however we were proud and excited about our growth. In math they grew an average of almost 10 points which is higher than the national average of around 9. In reading our students from fall to spring grew around 9 points compared to the 7 point national average. By continuing to grow ahead of the national average which determines one years growth we are ensuring that are students are closing the the gaps in achievement that we see across Detroit.

5th Grade

In math and reading our students began the year with a significant gap in achievement however we were proud and excited about our growth. In math they grew an average of over 9 points which much higher than the national average of around 8. In reading our students from fall to spring grew around 5 points which equalled the 5 point national average. By continuing to grow ahead of the national average which determines one years growth we are ensuring that are students are closing the the gaps in achievement that we see across Detroit.

Perception Data

Our perception Data was collected primarily through the 5E survey. Parents, students, and teachers all participated in survey specifically designed for them. The 5E survey is designed by the University of Chicago Consortium on School Research and is reflective of more than 20 years of research. It measures essential components for school success: effective Leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. We were excited to be highly in all five categories.

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The results of the perception data from the staff confirmed an overall positive school culture and climate. Overall, the staff seems to be most pleased with the access and ability to integrate technology into their lessons and daily routines. The staff also favored the environment of the school, noting that they feel safe within the institution. Other areas that scored favorably included: feeling the school is orderly, the presence of successful preventive strategies in place for helping at-risk students, the quality of professional development, and the emphasis on higher-level thinking within the school. The results also revealed that the staff would like opportunities for parents to become more involved in the school. Parents also expressed that they would like more opportunities to be more active in the school environment.

Additional results from the parent survey noted that parents feel strongly positive about the learning environment at Henry Ford Academy: Elementary School. Parents agreed that the primary focus of the school is on teaching and learning. They also expressed positive feedback on the overall structure of the school being run in an orderly fashion.

The student perception data revealed these perceived strengths: student expectations are clearly understood, parents and teachers work together to make the school a better place, and technology is successfully integrated into the classroom. Areas of growth included making a school a safer place, and from further conversations, this was defined as making the school a safe-place where bullying is less prevalent.

Demographic Data

Our demographic data revealed that we have 385 students in our school which serves grades K-5. This was up from 357 last year. 51% of our students were male and 49% female compared with 47% female and 53% male last year. Approximately 10% of our students receive special education services which remained consistent from last year.

Our demographic data also revealed that 98% of our students are identified by their parents as African-American, 1% are identified as Caucasian by their parents, and 1% of our students' parents choose not to provide a racial/ethnic background for our students. Which was essentially consistent with last years data.

We have 30 staff members and our professional educators have an average experience of 4 years of teaching.

We have conducted two rounds of parent/teacher conferences with over 90% participation on each occasion.

Program/Process Data

An analysis of our SPR40 revealed that our scheduling, curriculum, student support services, classroom instruction, professional development, school environment/culture, and our after school academic enrichment efforts are all contributing to our growth in student achievement and overwhelmingly positive perception data. We are looking to improve by strengthening our successful programs, as well as finding more ways to increase opportunity for parental involvement

3. How are the school goals connected to priority needs and the needs assessment? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals were reestablished after conducting and analyzing the comprehensive needs assessment. The address the needs of our students in order to improve growth. By using all of our data points we determined that it was important for us to continue our academic goals in reading, writing, and math. The NWEA MAP test, the MEAP, Fountas and Pinnell benchmark assessments, and unit assessments were all used in our student achievement data analysis. This triangulation of data gave us confidence that our analysis and decision making process was sufficiently data driven. Our continued analysis and a district initiative has caused us to add goals to address science and social studies as well. Our SIP team analysis and conversations also decided that it was important to continue our goal in social emotional support

and development.

Item analysis of our student achievement data identified the following sub areas as priority within our goals: Reading comprehension, vocabulary development, phonemic awareness, mathematical computation, numbers and operations, geometry, measurement and data, number sense, and algebraic thinking, academic language skills in science and social studies.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

As a school wide Title I building our goals, strategies, and activities are always paying special attention to disadvantaged children. Our goals are designed to be inclusive to our entire student body. They focus on the major content areas reading, writing, math, science, and social studies. Our curriculum has been adjusted to meet the needs of our students and differentiation especially through workstations in both reading and math help to pay special attention to all students individual needs while addressing collective needs simultaneously. Our goals were supported by our comprehensive needs assessment. Which pointed to positive trends in student growth with wide variation in student skills with some significant gaps still to be closed.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Our school uses multiple strategies to help all students reach and master the State's standards. We have reduced class sizes so that the learning environment is enhanced and more individualized for all students. We provide ongoing professional development and coaching that is directly related to our adopted curriculum and assessment which targets instruction for all students. Finally we use the same instructional strategies and practices, adapted developmental levels, and curriculum programs for all grades. This provides all students consistency in instructional focus, scope and sequence context, and skills.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

We are employing several strategies to increase the quality of instruction. A range of impactful strategies from the Balanced Literacy program support rich instruction in ELA. Small groups within small class sizes allow for highly flexible student grouping to allow for the most targeted instruction. Guided reading groups and focused work stations inspired by Debbie Diller helps increase the efficiency and effectiveness of each instructional minute. Our writing program has been given more specificity by the Lucy Caulkins "Units of Study in Opinion, Informational, and Narrative Writing Elementary Series." Also math leads with administrative support spearheaded curriculum mapping and planning to best deliver instruction using our "Everyday Math" curriculum. This initiative along with the addition of math intervention proved to have a big impact on our math achievement data and we will be continuing this work focusing on "complex instruction" in math.

Supplemental support initiatives such as after school programs and Title 1 remediation increases the quality and quantity of individualized instructional time for our highest need students.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The analysis of the comprehensive needs assessment highlighted that despite our significant gains many students are still below grade level across content areas. Furthermore because our gains have been significant we know have an even larger variation in student skill sets. In order to address our gaps and our discrepancies in skills our implementation of differentiated instruction, especially through workstations, as well as authentic projects we cater instruction to students' strengths and skill sets.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Our school uses the RTI (Response to Intervention) approach to intervention so our intervention is leveled into three tiers. On tier 1 we have interventions at the classrooms level. These include accommodations to students work to provide more targeted or more frequent instruction such as daily guided reading. Tier 2 is advanced intervention which is conducted by our Title student support team which includes two math

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interventionist and two reading interventionist. Our interventionists are highly qualified teachers who possess advanced degrees and training in specific intervention curriculum. Both tier 1 and 2 are supported by or SST (Student Study Team) who work as a group to brainstorm impactful strategies for each individual student that have the highest need. Tier 3 is special education which is led by our special education teacher following a full inclusion model for all students.

5. Describe how the school determines if these needs of students are being met.

Assessment is our primary method of determining if student needs are being met. We assess regularly so we can track growth and alter instruction as needed. The MEAP is the only annual assessment we use in our data analysis. F&P benchmark assessments are conducted quarterly, the NWEA MAP test is administered seasonally, and unit assessments are administered regularly. Through these mechanisms we track student growth to ensure that progress is being made on our formal measures of assessment. Additionally informal assessment is done weekly and for students in tier 2 it is even more closely monitored so that we can be sure student needs are being met.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals meet the NCLB requirements for being highly qualified certified. Staff qualifications are monitored by our Director of Business.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for being highly qualified certified. Staff qualifications are monitored by our Director of Business.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

There was a turnover of 6 teachers out of 27 from the 2012-2013 to the 2013-2014 school year. Of those six changes two teachers were not asked back, two moved out of state, and two changed positions within the building.

2. What is the experience level of key teaching and learning personnel?

Henry Ford Academy: Elementary School currently has 30 key teaching and learning personnel. This includes all classroom teachers, special subject teachers, remedial (Title 1) teachers, special education Teacher, instructional coach, social worker and principal.

Our professional teaching staff has an average experience level of between 4 and 5 years.

The experience level break down is as follows:

1-3 years- 17

4-6 years- 8

7-10 years- 3

11+ years- 2

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Henry Ford Academy: Elementary Schools main strategy for attracting and retaining high quality teachers centers around creating and maintaining an environment and culture that is attractive to quality staff. That environment is created by maintaining a safe, student centered, learning focused (for both students, staff, and families), supportive, collaborative culture that aligns to innovative practices in school reform. Specific perks include onsite coaching, state-of-the-art facilities, teacher technology (cell phones, iPads, and laptops), and classrooms fully equipped for 21st century learning. Other attractions include collaborative teams, competitive salaries, and community partnerships.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

District administration has committed too and supports the school initiatives to attract and retain highly qualified teacher. They also participate in strategic networking with colleagues and through professional organizations such as MAPSA, the Grand Valley State University SY 2014-2015

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Network of Charter School network, and Teach For America. The hiring process is rigorous and focused on finding teachers with vision and mission alignment, strong individualized skills, and a commitment to engaging in professional development to meet the ever changing needs of our students.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not consider our turnover rate high.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment and the goals of the school improvement plan.

Each summer before we open our doors for students our staff goes through a two week summer institute in which we provide differentiated support and coaching for our teachers. The support and coaching helps us refocus on our mission, model, and team mindset. Furthermore it provides support in our curriculum including Balanced Literacy, complex math instruction, Battle Creek Science Kits, and History Alive. It also includes support in coaching in our programs that support social emotional growth; Responsive Classroom and Restorative Justice.

Additionally all new instructional and support staff go Design Thinking training from our management company Henry Ford Learning Institute (HFLI). Design Thinking training is a 3 day project based summit to help teachers design authentic, standards driven projects. It is a major piece to our curriculum and is used to help push critical thinking that better prepares our students for the world challenges of the 21st century.

Throughout the year teachers also receive professional development and coaching from our instructional coach. They also will receive professional development and support in classroom organization as well as math and literacy workstations from renowned educational researcher and consultant Debbie Diller. Additionally some teachers will be sent to content specific conferences to push their development within specific content.

2. Describe how this professional learning is "sustained and ongoing."

The professional development is sustained and on going because it is embedded in in our comprehensive teacher growth and development and monitored by school administrators. We continue to allocate funds, time and resources to help teachers better implement various educational approaches including but not limited to ongoing monthly professional development work days, staff meeting sessions, professional learning communities (PLCs), and grade level planning teams. We ask for regular teacher feedback on their level of satisfaction with their professional development and adjust our PD according to the emerging needs and strengths of both our teachers and students. Professional development is ongoing throughout the year which allows our instructional staff to continue to learn and implement best practices in all core subject areas.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Our Profesional Learning Plan is a living document that we adjust based on the needs of our teachers and students. (!CURTIS CHECK!)	

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Our School Improvement Team is comprised of teachers, administrators, and parents. Our team have met regularly throughout the year to evaluate and design our school wide plan. Parental input was explicitly sought through surveys, parent events, and through our parents as partners meetings. Parents also provide informal feedback constantly through meeting, phone calls, and conferences with teachers, our social worker and administrators.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved with the implementation of our school wide plan through a variety of parent events. We open every year with a meet the teacher open house before the start of school. That is followed by curriculum night during the second week of school. After that monthly parent meetings where parents have the opportunity to attend workshops in different strategies, curriculum, and technology that we use to help their scholars. Teachers also provide parents with resources through their classroom websites which are updated minimally biweekly. Parents communication with teachers is also done through phone call, text messaging, emails, and conferences with teachers where instructional and social emotional strategies are discussed and shared. Through our School -Parent Compact parents are asked to commit to supporting our instructional goals through their own child's academic achievement.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

As members of our learning community, parents help evaluate the conditions at our school related to climate, academics, and community engagement. Those parents on the School Improvement Team further assess the plans activities as they participate in the process of school improvement and evaluation.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	<p>Henry Ford Academy Elementary School has a parent Involvement Plan that addresses the required activities of ESEA Section 1118 (c) through (f).</p> <p>The Board directs that actions be implemented by the administration to ensure compliance with state and federal law to invite parent(s)/guardian(s) to become highly involved in the education of their children.</p> <p>Parents were involved in the development of a school-level Parent Involvement Plan (policy), jointly developed with, and distributed to parents with children participating in the Title I program. Section 1118 (b).</p>	

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Section 1118(e)(1)

Henry Ford Academy: Elementary School will provide assistance to parents of children served by the school as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their child. We provide information regarding our Title I programs and services that are available to students through whole school parent meetings, newsletters, our website and other forms of direct communication. Teachers and counselors also inform parents directly of support services available to students not meeting state standards. We provide opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning, by providing a syllabus for every class that identifies the goals and objectives for that class, what assessments will be used, and what standards are expected. Parents are able to use Power School to access their child's attendance information, grades, behavior, information about assignments, and if there are modifications made for students who need or require them. During Parent Teacher Conferences, and direct contact through emails, phone calls, or requested and informal meetings, parents receive additional information about the student's academic performance and progress, behavior, and suggestions for how parents can help their child at home.

Section 1118(e)(2)

Provide materials and training for parents. This first year we shared strategies and materials for being more involved in their child's educational programs. Parents are also given a Student Handbook which allows them to become familiar with all policies and procedures related to the Henry Ford Academy: Elementary School. The feedback we receive through our parent surveys will allow us to develop additional parent training programs and opportunities for learning according to the needs and interests of parents and our students.

Section 1118(e)(3)

With assistance of parents, provide professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies. We have ongoing conversation, dialogue and training that occurs during PLC, staff meetings, and general PD sessions. Parents are encouraged to provide input regarding specific needs via PTO meetings and parent events. Parent involvement is a crucial component of successful student achievement, and our teaching staff is always exploring ways in which we can promote parent involvement.

Section 1118(e)(4)

Integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs. We collaborate with our sister school, Henry Ford Academy: School for Creative Studies (grades 6-12), to align instructional programs in order facilitate smooth transition for students moving from elementary to middle school. We foster collaboration and parent involvement between our middle and high school programs. As an elementary school that serves grades K-5, we facilitate transition strategies for our incoming kindergarteners and for our outgoing 5th graders. We require all new families to attend summer registration, an orientation meeting, and a Welcome Night prior to fall school start. During these meetings families receive information on our basic school structure, educational programs, supplemental services, additional learning opportunities, and parent involvement activities. We actually seek them as partners in our student learning.

Section 1118(e)(5)

Provide information related to school and parent programs, meetings and other activities to parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

Monthly newsletters, information on our website, and direct communication (telephone, email, School Messenger) are all provided in parent friendly language with translation services available as necessary.

Section 1118(e)(14)

Provide other reasonable support for parental involvement activities as parents may request. Through ongoing communication between parents and staff members, we stress that we view parents as partners and encourage them to let us know if they have any special needs or requests. We are always willing to support our families when and how it may be possible.

Section 1118(e)(f)

Accessibility for disabled parents, LEP parents, parents of migratory children.

Our school is fully ADA compliant and we make an effort to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless children, and parents of migratory children. Information and reports are provided with as little educational jargon as possible to improve parents' understanding. This will include interpretation of educational terms and translation services as necessary.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The parent component of our school wide plan will be evaluated mostly by parent feedback. Parent feedback will be received through both formal and informal channels. We are confident that we provide plenty of opportunities for feedback and that we receive feedback from across an extensive majority portion of our parent population.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The voice of parents and families is highly valued and is reflected in our School Improvement Team. Parent satisfaction is something we keep at the forefront of our work because it is their children we are serving as students. When parents express dissatisfaction it is discussed and by the administration, teachers, and the School Improvement Team so that our results are at the forefront of the school wide program.

8. Describe how the School-Parent Compact was developed.

The School-Parent Compact was drafted and developed in 2012-2013 in collaboration with school administration, staff, and a focus group of parents and student leaders. Parents and student leaders provided meaningful feedback on how the compact is verbally written, actual content, and process of distribution. Once modifications were made to the compact, a final document was drafted and approved by the School Board.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact is reviewed with parents at Curriculum Night, Open House, and referenced through parent meetings as well as newsletters. Teachers review the School-Parent Compact with parents during fall parent teacher conferences. It is also posted on the school website and in our "Welcome Center." The compact is also reviewed with students so they have a clear understanding of the expectations for all stakeholders in their education and academia success.

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10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

NA

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	ATTACH HANDBOOK CURTIS	

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Henry Ford Academy: Elementary School provides individual student academic assessment accessible and easy to understand for parents. This is done by providing information in multiple formats as well as training on students assessment during a fall parent meeting and individual parent teacher conferences and communication. Currently we have no known ESL language barriers that require accommodations; however, should a need arise in the future the school will provide any and all support deemed necessary.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

In conjunction with our daily communication with the parents of our current students, in the spring we host a Kindergarten Step Up event. Parents of our current students along with parents of children in pre-schools across the city are invited to attend this Step Up. The even is publicized on our school website, announced on local radio stations, an can be found in our newsletter. In addition to parental networking and Kindergarten Step Up we have started to form a relationship with a nearby Head Start program with which we hope to share ideas and families. The beginnings of a promising and mutually beneficial partnership is taking place. Finally our active recruitment manager is consistently bringing in families of perspective families for tours and to attend our Open Houses where they can see our building, talk to our teachers, and gain valuable knowledge about of programming and instruction.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

At Henry Ford Academy: Elementary School we are fortunate to have a large population of elementary-age students with siblings who are of pre-school age. We have the ability to communicate with parents of pre-school age children on an almost daily basis. In these conversations, kindergarten teachers are passing on information about the skills needed to make the transition into kindergarten. We have also shared kindergarten homework packets with the local Head Start and parents with pre-school age children so they can see what is going to be asked of them at various points throughout the school year.

Additionally during our Kindergarten Step Up program our teachers assess the potential incoming students on their letter identification, letter sound awareness, familiarity with numbers 1-10, fine art abilities, gross motor skills, and social skills. These results are shared with the parents of students and a quick conference is done to share strategies about what could help each child be more ready for kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

At Henry Ford Academy: Elementary School teachers on the same grade level team meet three times a week to collaborate on assessment alignment and creation. The expectation for assessment is that it provides data for teachers to develop more targeted instruction and interventions that are aligned with our educational program. At these collaborative planning meetings, teachers decide how frequently to assess students (formative and summative assessments), what standards should be represented on each assessment, and the format of the assessment. Furthermore teachers are given the autonomy to decide what mastery is on all teacher created assessment.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Grade level teams also use their weekly meetings to discuss, track, and analyze student performance data and adjust course as needed. Also Bi-weekly PLCs give floor teams an opportunity to share and analyze the effects of their instructional practices on student data. The grade level meeting and PLCs include accessing Mastery Connect to determine the percentage of students mastering the current content, using Fountas and Pinnell benchmark scores to reference the literacy continuum to help push reading instruction, as well as reference to MAP data to see how the current units will help bolster student achievement. Teachers discuss trends in data, students who are near mastery, students who are remedial, and how to push students who have already mastered content. After analysis teachers brainstorm collaboratively about next steps for both individuals and whole class strategies.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

In ELA, students are identified as needing additional assistance using several formal and informal assessments. The Reading and Language Arts MAP tests are taken three times a year, and quarterly Fountas and Pinnell running records are given in all grades Kindergarten through 5th grade. In Math, students are identified as needing additional assistance as indicated by the Math MAP data analyzed three times a year, daily exits slips, weekly quizzes, and summative unit assessments. In Science and Social Studies, teachers use regular formative and summative assessments to determine students' achievement on national standards. At each grade level's collaborative meetings, assessment data is reviewed and colleagues decide on who within the grade level is experiencing difficulty mastering achievement on the State's academic standards at an advanced or proficient level. The level of difficulty is then categorized into students who need Tier 1 Response to Intervention (RtI) strategies (differentiation and small instructional groups), Tier 2 RtI strategies (targeted instruction / pull out if necessary), Tier 3 RtI strategies (intensive interventions and possibly evaluation for recommendation for special education). After initial intervention levels are established plans are put in place. Students who are not responding to their plans or students who do not show progress can then be referred to the Student Study Team (SST) where a team of interventionist and teachers meet and consider all of the data and narratives surrounding a students and make a different and measurable intervention plan.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

To provide timely and additional assistance to students in English Language Arts, the 15-22 students in each class are placed in smaller instructional groups focusing on reading at each particular level. As a Response to Intervention school, the guided reading groups reflect our immediate and ongoing Tier 1 approach to struggling students. During guided reading, students rotate to skill-specific literacy stations including word sorts, utilize ipads for phonics and reading, hone their writing skills with the writing process, and receive small group intervention strategies. Informal observations and anecdotal records also inform how teachers decide which skills have been mastered and which need additional reinforcement. These interventions have proved effective as identified by the quarterly Fountas and Pinnell records and the Reading MAP test. Students are constantly rotating through groups based on their individual growth.

Our Tier 2 Response to Intervention focuses on pulling out students who are still struggling within small groups to give them additional support. Additionally, over 70 priority students (as diagnosed by the MAP and F&P scores) in grades K-5 are currently pulled out to receive a short burst of targeted skill specific instruction with either of our two Title I reading teachers 4 times per week.

To provide effective, additional assistance and increase math proficiency on the MAP tests, studios schoolwide spend one day a week splitting students up into small learning groups based on the targeted skills they need to practice in all strands of math (numbers and operations, algebra, data and probability, and measurement). These students work in learning stations to achieve mastery of their specific State standard. Teachers immediately respond with Tier 1 interventions to daily exit slips and weekly assessments by remediating strategies in small group lessons or revisiting topics the whole group struggled with. In these smaller groups, students often use manipulatives, white boards, and other hands-on activities to aid in comprehension. Additionally math workstations provide the format for timely and effective

individualized assistance for students.

Our Tier 2 Response to Intervention focuses on pulling out students who are still struggling within small groups to give them additional support. Additionally, over 70 priority students (as diagnosed by the MAP and Unit Assessment data) in grades K-5 are currently pulled out to receive a short burst of targeted skill specific instruction with either of our two Title I math teachers 4 times per week.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are being addressed through a variety differentiated instructional strategies found school wide in our classrooms. Each classroom uses a array of technology ranging from interactive whiteboards, iPads, to document cameras. These technologies allow enhanced differentiated instruction because they offer the opportunity for different learning platforms to be accessed simultaneously. Daily math and literacy workstations provide the foundation for daily differentiation even within different strands of math and literacy. Also our curriculum has differentiated instruction embedded into it. In Balanced Literacy guided reading provides the students with small group individualized reading instruction.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

In addition to the general fund provided by the district through the state, the following funding sources are available to Henry Ford Academy: Elementary School that allow us to provide additional programming to support student achievement as outlined in the School wide Plan:

Federal: Title I/IIa, National School Lunch Program, and IDEA funding.

Title I, Title IIa, and 31a funds are all coordinated for the achievement of schoolwide goals. They are coordinated into a variety of school wide programs that help facilitate student achievement. We use our state and federal funds to provide a variety of programs and resources for all of our at-risk students.

State: General fund and 31a funding

We use 31a funding to provide a full-time social worker for grades k-5. Our general fund is used to provide staff, textbooks, materials, building costs, and other general educational expenses.

Title I, Title IIa, and 31a funds are all coordinated for the achievement of schoolwide goals. They are coordinated into a variety of school wide programs that help facilitate student achievement. We use our state and federal funds to provide a variety of programs and resources for all of our at-risk students.

Federal: Title I funds are used to provide three full-time Title I teachers and one highly qualified para professional: one teacher who pulls out for 2nd-5th reading, one teacher who is a Reading Specialist for grades K-3, one teacher who pulls out for K-2 math, and a para professional who pushes in and pulls out for 3-5. Also we used federal Title I dollars to enhance our technology and program resources. We provide an extensive summer remediation program for all grades. We offer parent workshops and a parent resource room that was also paid for by Title I. The process to go schoolwide with our Title I funding was paid for in part by Title I funds.

Title IIa funds provide professional development for staff on curriculum implementation, common core standards, promoting student achievement, and project based learning.

The National School Lunch Program allows us to offer free breakfast and lunch to eligible students.

IDEA funding goes to support our special education department. Currently the funding pays half the salary for our one special education teacher.

State: We use 31a funding to provide a social worker for all grades K-5. Our general fund is used to provide staff, textbooks, materials, building costs, and other general educational expenses.

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2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

Funding sources: Title Ia, General Fund

Programs supported: Title I Schoolwide Process

2. Schoolwide Reform Strategies

Funding sources: Title Ia, Title IIa, 31a, General Fund

Programs supported: Title I teachers, Summer School, Professional Development

3. Highly Qualified Staff

Funding sources: General Fund, Title Ia

Programs supported: Staff salaries and benefits.

4. Attract and Retain Highly Qualified Staff

Funding sources: General Fund

Programs supported: Staff salaries and benefits.

5. Professional Development

Funding sources: Title IIa, General Fund

Programs supported: Ongoing and sustained professional development on district initiatives, common core, project based learning, and other topics related to goals, objectives, strategies, and activities aligned with the schoolwide plan.

6. Parental Involvement

Funding sources: Title Ia, General Fund

Programs supported: Parent workshops, Parent resource room, Title I parent meetings, Curriculum Night, Open House, Parent-Teacher Conferences.

7. Preschool Transitions

Funding sources: General Fund

Programs supported: Kindergarten Round-up, Parent meetings and training, materials and supplies.

8. Assessment Decisions

Funding sources: General Fund, Title IIa

Programs supported: Grade-level team meetings, Interim assessments.

9. Timely and Additional Assistance

Funding sources: Title Ia, General Fund, 31a

Programs supported: Three Title I teachers and one highly qualified para professional

10. Coordination and Integration of Federal, State, and Local Resources

Funding sources: Title Ia, General Fund

Programs supported: Title I programs, Free and Reduced Breakfast and Lunch program

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3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Henry Ford Academy: Elementary School strives to identify the needs of every student and put each student into a program that will best address those needs. Of the programs mentioned above, we participate in the National School Lunch Program for all grades K-5.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

At the end of this school year and beginning of the school year, staff will participate in professional development related to a deep focus on improving student learning goals. These are becoming familiar with the school improvement goals, aligning their instructional strategies/lesson plans directly to the school improvement goals in all the content areas and regular feedback on student progress. Baseline data will be collected to assess student skills. Quarterly evaluations will be completed using data collected from the MAP tests and Teacher Developed Assessments. Annual progress will be evaluated through review of the results from MAP and MEAP exams.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The results achieved by the schoolwide program will be evaluated using all of our administered student academic assessments. The school examines MAP and MEAP scores as external resources. We will look at the percentage of students that are not proficient in the different subjects for the MEAP test compared with previous years. We will also look at the RIT scores of students for the MAP test and compare them to the lowest achieving students from the past. MEAP and MAP provide proficiency levels that we can compare from year to year to determine if the strategies we are using are effective for our overall population and individual students.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We will be looking for gains in student achievement, as measured by the various forms of assessments used: MAP and MEAP standards test scores. If we do not see improved student achievement, we will re-examine the selected strategies and research best practices to look for new methods of teaching our students so that they are successful. We will look at the percentage of students that are not proficient in the different subjects for the MEAP test compared with previous years. We will also look at the RIT score of students for the MAP test and compare it to the lowest achieving students from the past.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The plan will be examined twice a year. It will be reviewed after the 1st semester and at the end of the school year. This will provide time to make necessary changes if strategies and activities are deemed ineffective. Changes that are made will be communicated to the entire staff so that proper implementation of any new strategies or activities will be uniform across the school. The plan being evaluated twice per year will also provide opportunities to look at data from various areas to ensure data driven decisions are being made.

HFAES-More Final

Overview

Plan Name

HFAES-More Final

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Henry Ford Academy: Elementary School will become proficient writers.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$346900
2	Students will increase proficiency in reading.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$171000
3	Students will increase proficiency in math.	Objectives: 1 Strategies: 7 Activities: 12	Academic	\$192900
4	All Students at Henry Ford Academy: Elementary School will receive the social emotional support and development needed to be successful in school.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$3500

Goal 1: All students at Henry Ford Academy: Elementary School will become proficient writers.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in writing and at least 40% of students will score at or above the 50th percentile or above in English Language Arts by 06/02/2014 as measured by the MEAP Writing Assessment and NWEA MAP Language Usage Assessment..

Strategy 1:

Implementation of Fountas and Pinnell Phonics Program K-2 - We will implement the Fountas and Pinnell phonics program to supplement our instruction for our targeted student in phonics and vocabulary development. This will enhance their letter/word recognition and improve their writing.

Research Cited: Saddler, B., & Andrade, H. (2004). The Writing Rubric. Educational Leadership, 62(2), 48-52.

Discusses the importance of instructional rubrics.

Tier:

Activity - Teacher Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will train and coach teachers in the implementation and instruction of the Fountas and Pinnell phonics program for grades K-2. The school wide Instructional Coach and Principal will provide teachers with weekly feedback on their implementation and fidelity of the program.	Professional Learning			08/15/2013	06/02/2014	\$65000	Title II Part A, General Fund	K-2 teachers, Title I teachers, Instructional Coach and Principal

Activity - Leveled Balanced Literacy Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our students will be leveled based on their F&P (Fountas and Pinnell) benchmark assessments and well as their NWEA MAP scores in Reading and Language Usage allowing for them to receive targeted instruction based on their needs in reading and writing. Students will be grouped according to their reading and writing levels and teachers will provide daily guided writing, independent writing, and whole group instruction that will assist students in their development as proficient and advanced writers.	Direct Instruction			08/15/2013	06/02/2014	\$0	General Fund	All classroom teachers

Strategy 2:

Implementation of writing curriculum - Teachers / staff will implement Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing curriculum for writing instruction within the context of our writers workshop within Balanced Literacy.

Research Cited: Frey, B. B., Lee, S. W., Tollefson, N., Pass, L., & Massengill, D. (2005). Balanced literacy in an urban school district. The Journal of Educational

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Research, 98(5), 272-280,320. Retrieved from <http://search.proquest.com.ezproxy.gvsu.edu/docview/204195458?accountid=39473>

"Balanced literacy is a philosophical orientation that assumes that reading and writing achievement are developed through instruction and support in multiple environments in which teachers use various approaches that differ by level of teacher support and child control."

Tier:

Activity - Literacy Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers / Staff will attend professional development on balanced literacy with particular focus on writing workshop. Teachers will also receive instructional coaching throughout the year with a focus on implementing and using Units of Study in Persuasive, Informational, and Narrative Writing which will help them provide highly effective writing instruction in both writing and across multiple content areas.	Professional Learning			08/15/2013	06/02/2014	\$0	General Fund	All teachers, instructional coach and principal.

Activity - Monthly Assessments for Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement monthly writing assessments based on a common school-wide rubric. This will allow us to track and analyze student writing on a consistent basis that will provide teachers with pertinent information about students' writing growth that will inform and guide instruction and planning.	Direct Instruction			09/03/2013	06/02/2014	\$0	General Fund	Teachers, Title I teachers, Instructional Coach, and Principal.

Activity - Writing about Reading K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will engage student students in writing about their reading. This will take place during their writing time but also across content. What student writing will include, but will not be limited to, is their guided reading texts, independent reading texts, class read aloud, science texts, social studies texts, math texts, and current events.	Direct Instruction			09/03/2013	06/02/2014	\$0	General Fund	All teachers

Strategy 3:

Response to Intervention (RTI) - Our school employs a multi-tiered approach to intervention. The first tier is provided during our leveled literacy block. Our students are leveled to provide them with the most appropriate instruction for their different needs. This is an embedded intervention that allows the vast majority of our student to receive the instruction they need within the classroom. Students who are identified as still needing additional support will be referred to leveled literacy intervention from our Title I teachers or additional literacy support during after school academic enrichment with their grade level teachers.

Research Cited: FUCHS, D., FUCHS, L. S., & COMPTON, D. L. (2012). Smart RTI: A Next-Generation Approach to Multilevel Prevention. *Exceptional Children*, 78(3), 263-279.

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"During the past decade, responsiveness to intervention (RTI) has become popular among many practitioners as a means of transforming schooling into a multilevel prevention system. Popularity aside, its successful implementation requires ambitious intent, a comprehensive structure, and coordinated service delivery. An effective RTI also depends on building-based personnel with specialized expertise at all levels of the prevention system."

Tier:

Activity - Teacher Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in RTI professional development. This will occur in several fashions including training and coaching in the implementation of balanced literacy with particular focus on writer's workshop utilizing Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing.	Professional Learning			08/15/2013	06/02/2014	\$0	General Fund	All teachers.
Activity - Academic Enrichment Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be selected for additional direct literacy support after school. This support will be provided by grade level teachers using various curriculum resources. Students will be identified for support in 10 week cycles that correlate with our school marking periods.	Direct Instruction			08/15/2013	06/02/2014	\$39900	Title I Part A	All teachers.
Activity - Title I Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Small group pull out by the two Title I teachers to provide intensive literacy instruction to struggling students.	Direct Instruction			09/20/2013	06/06/2014	\$100000	Title I Schoolwide	The grade level teachers and the two Title I teachers are responsible for identifying and selecting students for LLI (Leveled Literacy Intervention). The two Title I teachers are responsible for the implementation of LLI.
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Strategy 4:

Summer School - Summer School will provide additional instructional support for students who did not meet proficiency in writing on the MEAP and/or the 50th percentile in Language Usage according to the NWEA MAP test. Students will be selected to attend a 6 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon. Teachers will focus on students paragraph structure, writing content, grammar, punctuation and sentence structure.

Research Cited: Alexander, K. L., Entwisle, D. R. and Olson, L. S. (2007), Summer learning and its implications: Insights from the Beginning School Study. New Directions for Youth Development, 2007: 11–32. doi: 10.1002/yd.210

C, Vale., Weaven, M., Davies, A., D. Loton. (2013), Growth in literacy and numeracy achievement: evidence and explanations of a summer slowdown in low socio-economic schools, The Australian Education Researcher, 2013, 40, 1,1

Tier:

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Activity - Field Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Week students at our Summer Step Up summer enrichment program will participate in field studies to enhance learning. They will be going out into the community and learning about the various resources and/or needs of the community. This will allow students to extend their literacy (writing) learning beyond the classroom. Students will journal about their experiences and use these notes to help them prepare for three forms of writing capacities: writing to persuade, to explain, and to convey real or imagined experience. These experiences will also help students with improving upon their writing content by providing them with real-life experiences to reflect and write about that directly correlates to what they are learning in the classrooms.	Field Trip			06/24/2013	08/02/2013	\$10000	Title I Schoolwide	Summer School teachers, instructional coach and principal.

Activity - Small Class Sizes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Summer STEP-Up Enrichment program the class sizes will be reduced to provide a 12:1 (4th and 5th grade), 10:1 (2nd and 3rd grade), and 8:1 (Kindergarten and 1st grades) teacher to student ratio for the 6-Week summer enrichment program. The reduction in class sizes allows for targeted writing instruction with students who are below proficient in writing (Based on the MEAP scores) and below the 50th percentile in Language Usage (based on the NWEA MAP scores).	Class Size Reduction			06/24/2013	08/02/2013	\$130000	Title I Part A	All summer school teachers, instructional coach and principal will monitor the academic progression of students in writing during this time.

Strategy 5:

Design Thinking - The Design Thinking process will provide students with a structured way to develop critical thinking, brainstorming, innovation, and creativity skills. The Design Thinking Cycle includes these steps: Empathy, define, ideate, prototype, feedback, and reflection. This process will provide students the opportunity to cultivate their creative, innovative and critical thinking skills. These skills will give students the tools needed to become more creative writers and strengthen their writing skills across the content areas.

Research Cited: Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation (HarperBusiness, 2009).

Tier:

Activity - Design Thinking Challenges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During the Design Thinking Challenges, students will engage in a structured process with defined roles, techniques, environments, and tools to address real world problems. The process develops students' ability to empathize, define, ideate, prototype, receive feedback, and reflect. Throughout the design thinking process, students are engaged in writing and thinking critically about their targeted audience and these same skills will be used to help students when they are involved in the writing process for various writing genres.	Direct Instruction			09/03/2013	06/13/2014	\$2000	General Fund	All staff
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Goal 2: Students will increase proficiency in reading.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in reading comprehension and at least 40% of students will score at or above the 50th percentile in English Language Arts by 06/02/2014 as measured by the MEAP Reading Assessment and NWEA MAP Reading Assessment..

Strategy 1:

Targeted Reading Instruction - Teachers will use the Fountas and Pinnell Benchmark assessment tool to assess students reading instructional level. The students will receive targeted instruction based on their reading level with support of the classroom teacher, title I teachers and eSpark (a software that assess students instructional levels and set goals and academic activities at their level).

Students will be placed in small guided reading groups led by the classroom teacher and/or the Title I teacher.

Research Cited: Effects of Small-Group Reading Instruction and Curriculum Differences for Students Most at Risk in Kindergarten: Two-Year Results for Secondary- and Tertiary-Level Interventions

Debra Kamps, Mary Abbott, Charles Greenwood, Howard Wills, Mary Veerkamp, and Jorun Kaufman

Journal of Learning Disabilities, March/April 2008; vol. 41: pp. 101-114

"In summary, the findings from this investigation are encouraging in that students with direct intervention improved in critical early literacy skills, and some even advanced to grade-level performance."

Tier:

Activity - Leveled Balanced Literacy Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be leveled within grade using F&P benchmark assessments and NWEA MAP reading and language usage scores for their 2.5 hour literacy block.	Direct Instruction			09/13/2013	06/02/2014	\$0	General Fund	All teachers / Title I Teachers

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Activity - Provide leveled reading through RAZ-Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplement reading instruction by providing additional leveled reading through Reading A-Z's RAZ-Kids to give students access to leveled texts on electronic outlets such as laptops and iPads.	Academic Support Program			09/03/2013	06/13/2014	\$1000	Title I Schoolwide	All Teachers and Title I Teachers

Strategy 2:

Response to Intervention (RTI) - Our school employs a multi-tiered approach to intervention. The first tier is provided during our leveled literacy block. Our students are leveled to provide them with the most appropriate instruction for their different needs. This is an embedded intervention that allows the vast majority of our student to receive the instruction they need within the classroom. Students who are identified as still needing additional support will be referred to leveled literacy intervention from our Title I teachers or additional literacy support during after school academic enrichment with their grade level teachers.

Research Cited: FUCHS, D., FUCHS, L. S., & COMPTON, D. L. (2012). Smart RTI: A Next-Generation Approach to Multilevel Prevention. *Exceptional Children*, 78(3), 263-279.

"During the past decade, responsiveness to intervention (RTI) has become popular among many practitioners as a means of transforming schooling into a multilevel prevention system. Popularity aside, its successful implementation requires ambitious intent, a comprehensive structure, and coordinated service delivery. An effective RTI also depends on building-based personnel with specialized expertise at all levels of the prevention system."

Tier:

Activity - Teacher Training in RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in RTI professional development. This will occur in several fashions including training and coaching in the implementation of balanced literacy with particular focus on guided reading using the Fountas and Pinnell literacy continuum.	Professional Learning			08/15/2013	06/02/2014	\$0	General Fund	All teachers.

Activity - Academic Enrichment Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted students will be selected for additional direct literacy support after school. This support will be provided by grade level and Title I teachers using various curriculum resources. Students will be identified for support in 10 week cycles that correlate with the school marking periods.	Direct Instruction			09/20/2013	06/02/2014	\$70000	Title I Schoolwide	All teachers/Title I Teachers/Principal

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Small group pull out by the two Title I teachers to provide intensive literacy instruction to struggling students.	Direct Instruction			09/20/2013	06/06/2014	\$100000	Title I Schoolwide	The grade level teachers and the two Title I teachers are responsible for identifying and selecting students for LLI (Leveled Literacy Intervention). The two Title I teachers are responsible for the implementation of LLI.
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Strategy 3:

Summer School - Summer School will provide additional instructional support for students who did not meet proficiency in reading on the MEAP and/or the 50th percentile in Reading/Language Arts according to the NWEA MAP test. Students will be selected to attend a 6 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.

Research Cited: Alexander, K. L., Entwisle, D. R. and Olson, L. S. (2007), Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 2007: 11–32. doi: 10.1002/yd.210

C, Vale., Weaven, M., Davies, A., D. Loton. (2013), Growth in literacy and numeracy achievement: evidence and explanations of a summer slowdown in low socio-economic schools, *The Australian Education Researcher*, 2013, 40, 1,1

The Effects of Summer Reading on Low-Income Children’s Literacy Achievement From Kindergarten to Grade 8: A Meta-Analysis of Classroom and Home Interventions

James S. Kim and David M. Quinn

Review of Educational Research, 0034654313483906, first published on April 25, 2013

"The results of this review suggest that summer reading interventions may be particularly effective for low-income children. Previous meta-analytic evidence indicated that summer school had larger effects for children from middle-income than low-income backgrounds (Cooper et al., 2000). Our study, however, did not replicate these

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earlier results. In our meta-analytic review, the mean effect size was positive and statistically significant in four of five outcomes in studies with a majority of low-income children. In addition, student income characteristics moderated effects on reading comprehension."

Tier:

Activity - Field Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Friday students attending our Summer Step Up summer school program will go out on field studies to supplement and enhance their instruction.	Field Trip			06/24/2013	08/02/2013	\$0	Title I Schoolwide	All summer school staff

Strategy 4:

Data Tracking and Analysis - School staff will track and analyze student data in reading in order to provide the instruction that will have the maximum impact as well as to identify students who need additional interventions and support.

Teachers will meet weekly with the their grade level team and the school instructional coach to discuss student data. This information will be used to inform teachers of what reading instruction and/or strategies that are needed to provide the best learning experiences for students.

Students will also keep track of their own progress using E-spark. This software will be placed on students individual IPADS and provide students with academic goals and activities at their individual reading levels.

Research Cited: Assessment for Instructional Planning

John L. Hosp and Scott P. Ardoin

Assessment for Effective Intervention, March 2008; vol. 33: pp. 69-77

"Assessment is needed to make two types of instructional planning decisions: what to teach and how to teach it. What-to-teach decisions are made to identify which skills a student has and has not yet mastered. The ones that he or she has not yet mastered are the ones that need to be taught. The skills that are assessed for what-to teach decisions should be ones that are teachable."

Tier:

Activity - Quarterly Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student reading will be assessed every quarter so that students can be leveled and instructed at the level that will provide the maximum impact. Students will be benchmarked using Fountas and Pinnell benchmarking kits and they will be assessed in the first two weeks of school (September) or upon entry and then in November, March and June.	Evaluation			09/03/2013	06/06/2014	\$0	General Fund	All teachers and Instructional Coach
Activity - Analysis of Benchmark Assessment and Application of Data into Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly meet with the instructional coach and Title I teachers to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.	Monitor			09/03/2013	06/06/2014	\$0	General Fund	All teachers and Instructional Coach

Strategy 5:

Design Thinking - Design Thinking is a project based process in which we help our students learn critical thinking, brainstorming, empathy, creativity, and ingenuity.

Research Cited: Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation (HarperBusiness, 2009).

Tier:

Activity - Design Thinking Challenges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design Thinking is centered around four major projects completed by each grade known as design thinking challenges. These four projects represent the foundation of the design thinking curriculum. These projects both teach and require the design thinking process which pushes student thinking. This is critical skill for students' ability to comprehend and analyze text-skills.	Direct Instruction			09/03/2013	06/06/2014	\$0	General Fund	All teachers, instructional coach and principal.

Goal 3: Students will increase proficiency in math.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in math skills in Mathematics by 06/02/2014 as measured by the NWEA MAP and MEAP assessments.

Strategy 1:

Subject Specific Teachers Grades 4-5 - Based on the MEAP tests, grades 4-5 have the highest number of students below the 20% proficiency rate in math. Therefore, the 4th and 5th grade will pilot subject area teaching for math, so that teachers can gain the level of expertise needed in math to provide quality instruction to students in the 4th and 5th grade. Furthermore, this strategy will allow for the necessary focus on the two targeted grade levels.

Research Cited: Linder, R. A., Post, G., & Calabrese, K. (2012). Professional Learning Communities: Practices for Successful Implementation. *Delta Kappa Gamma Bulletin*, 78(3), 13-22.

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"The article focuses on the establishment of professional learning communities (PLC) with community schools. Focus is given on a study by three education department faculty members wherein three PLC were formed on the topics of formative assessment, developing math sense and the effects of poverty on teaching and learning."

Tier:

Activity - Family math night	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and families will participate in a family math night to receive extra support in math instruction as well as math games for home.	Community Engagement			08/15/2013	06/02/2014	\$5000	Title I Schoolwide	All teachers, support staff and principal.

Activity - Membership to NCTM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will become members of the NCTM (National Council of Teachers of Mathematics) which will provide support and resources for math instruction as well as access to a professional teaching community from which to network and share ideas.	Professional Learning			08/15/2013	06/13/2014	\$2000	Title II Part A	All math teachers

Strategy 2:

Response to Intervention (RTI) - Students will be provided with 3 tiers of support. Tier 1 is in the classroom. Tier 2 is pull out / push in small group instruction and Tier 3 is intensive interventions.

Research Cited: FUCHS, D., FUCHS, L. S., & COMPTON, D. L. (2012). Smart RTI: A Next-Generation Approach to Multilevel Prevention. *Exceptional Children*, 78(3), 263-279. "During the past decade, responsiveness to intervention (RTI) has become popular among many practitioners as a means of transforming schooling into a multilevel prevention system. Popularity aside, its successful implementation requires ambitious intent, a comprehensive structure, and coordinated service delivery. An effective RTI also depends on building-based personnel with specialized expertise at all levels of the prevention system."

Tier:

Activity - Teacher training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in RTI professional development and will implement the 3 tiered levels of intervention.	Professional Learning			08/15/2013	06/02/2014	\$0	General Fund	All designated RTI staff

Activity - Academic Enrichment Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Targeted students will be selected for additional direct mathematics support after school. This support will be provided by grade level teachers using various curriculum resources. Students will be identified for support in 10 week cycles that correlate with our school marking periods.	Direct Instruction			09/20/2013	06/02/2014	\$39900	Title I Part A	All teachers.
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Strategy 3:

Improve Fact Fluency in Grades 2-5 - We will improve the fact fluency of students in grades 2-5. The four basic operations lay a foundation for success in mathematics and fact fluency increases comfort and proficiency within mathematics. Therefore we will support fact fluency with several activities.

Research Cited: Designing Practice Activities

Douglas Carnine

Journal of Learning Disabilities, December 1989; vol. 22: pp. 603-607

"When selecting or devising practice activities on basic information for students,

teachers should consider these guidelines:

1. Prevent memory overload by introducing new information cumulatively.
2. Build retention with delayed review and discriminated practice.
3. Reduce interference effects by separating confusing elements from one another over time.
4. Emphasize relationships between components of an algorithm and the algorithm itself, between familiar and new information, and between items and their location, if relevant.
5. Reduce processing demands by introducing components before the algorithm or strategy itself and by introducing easier information first.
6. Require quicker responses to foster automaticity."

Tier:

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Activity - FASTT Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FASTT (Fluency and Automaticity through Systematic Teaching with Technology) is a scholastic program that is designed to support math fluency and automaticity.	Academic Support Program			09/02/2013	06/06/2014	\$54000	Title I Part A	All Teachers
Activity - Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups with their Title I teacher with hands on manipulatives to support instruction.	Direct Instruction			08/15/2013	06/02/2014	\$54000	Title I Part A	Title one teachers
Activity - Fact Challenges/Academic Games	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in regularly scheduled (both during and after school) fact challenges and academic games amongst peers which will help support fluency and automaticity.	Extra Curricular			09/13/2013	06/06/2014	\$0	General Fund	All teachers

Strategy 4:

Data Driven Instruction - We will use data to drive our math instruction so that students will receive the instruction that will have a maximum impact.

Research Cited: Assessment for Instructional Planning

John L. Hosp and Scott P. Ardoin

Assessment for Effective Intervention, March 2008; vol. 33: pp. 69-77

"Assessment is needed to make two types of instructional planning decisions: what to teach and how to teach it. What-to-teach decisions are made to identify which skills a student has and has not yet mastered. The ones that he or she has not yet mastered are the ones that need to be taught. The skills that are assessed for what-to-teach decisions should be ones that are teachable."

Tier:

Activity - Weekly Quizzes to Inform Targeted Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give weekly math quizzes that will inform how to progress through planned units as well as give information about what points need to be supported during after school academic enrichment tutoring.	Evaluation			09/03/2013	06/13/2014	\$0	General Fund	Math Teachers

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Activity - Unit Assessment to Measure Mastery and Inform Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Units will include a pre-assessment as well as an final unit assessment that informs how teachers will progress and respond with their instructional planning.	Evaluation			09/03/2013	06/13/2014	\$0	No Funding Required	All math teachers

Strategy 5:

Design Thinking - Design Thinking is a project based process in which we help our students learn critical thinking, brainstorming, empathy, creativity, and ingenuity.

Research Cited: Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation (HarperBusiness, 2009).

Tier:

Activity - Design Thinking Challenges	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the Design Thinking Challenges, students will engage in a structured process with defined roles, techniques, environments, and tools to address real world problems. The process includes students ability to empathize, define, ideate, prototype, receive feedback, and reflect. Throughout the design thinking process, students are engaged in writing and thinking critically about their targeted audience and these same skills will be used to help students when they are solving math problems.	Direct Instruction			09/03/2013	06/13/2014	\$0	General Fund	All Staff and Principal

Strategy 6:

Summer School - Summer School will provide additional instructional support for students who did not meet proficiency in Math on the MEAP and/or the 50th percentile in Math/Computation according to the NWEA MAP test. Students will be selected to attend a 6 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.

Research Cited: Alexander, K. L., Entwisle, D. R. and Olson, L. S. (2007), Summer learning and its implications: Insights from the Beginning School Study. New Directions for Youth Development, 2007: 11–32. doi: 10.1002/yd.210

C, Vale., Weaven, M., Davies, A., D. Loton. (2013), Growth in literacy and numeracy achievement: evidence and explanations of a summer slowdown in low socio-economic schools, The Australian Education Researcher, 2013, 40, 1,1

Tier:

Activity - Field Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Every friday during our Summer Step Up summer school program students will go on field studies at various locations outside the building in order to supplement, enhance, and broaden the instruction that is being received.	Field Trip			06/24/2013	08/02/2013	\$0	Title I Schoolwide	All Summer School Staff
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Strategy 7:

Para Professional for 4th-5th Grade Math - Our incoming 4th-5th graders are our lowest performing grades in math according to the MEAP results. They also were the two grades that showed the least amount growth according to the NWEA Math MAP assessments. In order to target those grades more effectively we are going to provide a Para Professional specifically for math. Furthermore because we are switching to subject specific teaching for grades 4-5 this Para Professional will be able to work in only two different rooms with two different teachers. They will provide support to the lowest students in math as well as assist the math 4-5 math teachers in their small group and whole group instruction.

Research Cited: Gallard, A. J., Albritton, F., & Morgan, M. W. (2010). A Comprehensive Cost/Benefit Model: Developmental Student Success Impact. Journal Of Developmental Education, 34(1), 10-25.

FUCHS, D., FUCHS, L. S., & COMPTON, D. L. (2012). Smart RTI: A Next-Generation Approach to Multilevel Prevention. Exceptional Children, 78(3), 263-279. "During the past decade, responsiveness to intervention (RTI) has become popular among many practitioners as a means of transforming schooling into a multilevel prevention system. Popularity aside, its successful implementation requires ambitious intent, a comprehensive structure, and coordinated service delivery. An effective RTI also depends on building-based personnel with specialized expertise at all levels of the prevention system."

Tier:

Activity - Student Academic Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to boost student achievement we will add a Para Professional to the 4th and 5th grade math instruction. This person will provide individualized support for a preselected group of students who are in need of it. This will help to maximize on the math instruction they are receiving. The Para Professional's assistance will also increase the efficiency of the math instruction allowing for the most impactful math instruction for all students	Academic Support Program			09/03/2013	06/12/2014	\$38000	Title I Schoolwide	Para Profesional, 4th grade math teacher, 5th grade math teacher, and Principal

Goal 4: All Students at Henry Ford Academy: Elementary School will receive the social emotional support and development needed to be successful in school.

Measurable Objective 1:

demonstrate a behavior as a staff that will support the positive social emotional development and a sustained positive school culture for all students regardless of their socio-economic status. by 06/13/2014 as measured by the reduction of school suspensions, student conflicts, students overall happiness and satisfaction with school..

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Strategy 1:

Restorative Justice - Teachers will be trained on the restorative justice process. The components of restorative justice includes students thinking about their actions and its affects on others; students directly talking with each other about what happened and how they could heal the harm (either verbally, emotionally, or physically) that was done to create the conflict.

1. What happened?
2. Who was affected?
3. What can be done to repair what was done, heal the harm?

Tier:

Activity - Teacher Training and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training from a licensed restorative justice practitioner. A school wide approach will be implemented and monitor throughout the year for fidelity and effectiveness.	Behavioral Support Program			08/15/2013	06/13/2014	\$1500	Section 31a	All teachers, lunch monitors, social worker, paraprofessional and principal.

Strategy 2:

Responsive Classroom - Teachers will implement the Responsive Classroom Philosophy with fidelity. This approach to learning and creating a positive school culture will lead to higher academic achievement, improved student-teacher interactions/relationships, and higher quality of instruction in mathematics.

Research Cited: Rimm-Kaufman., S. and Sawyer, P. Primary-Grade Teachers' Self-Efficacy Beliefs, Attitudes toward Teaching, and Discipline and Teaching Practice Priorities in Relation to the "Responsive Classroom" Approach

The Elementary School Journal Vol. 104, No. 4 (Mar., 2004), pp. 321-341

Tier:

Activity - Teacher Training and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the School Administrator will use the Responsive Classroom Approach consistently within the classroom and throughout the school. Teachers and School Administration will receive training and coaching on the principles and practices of the Responsive Classroom approach.	Behavioral Support Program			08/15/2013	06/13/2014	\$2000	Section 31a	Principal, Social Workers, and Teaching Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Enrichment Tutoring	Targeted students will be selected for additional direct mathematics support after school. This support will be provided by grade level teachers using various curriculum resources. Students will be identified for support in 10 week cycles that correlate with our school marking periods.	Direct Instruction			09/20/2013	06/02/2014	\$39900	All teachers.
FASTT Math	FASTT (Fluency and Automaticity through Systematic Teaching with Technology) is a scholastic program that is designed to support math fluency and automaticity.	Academic Support Program			09/02/2013	06/06/2014	\$54000	All Teachers
Small Class Sizes	The Summer STEP-Up Enrichment program the class sizes will be reduced to provide a 12:1 (4th and 5th grade), 10:1 (2nd and 3rd grade), and 8:1 (Kindergarten and 1st grades) teacher to student ratio for the 6-Week summer enrichment program. The reduction in class sizes allows for targeted writing instruction with students who are below proficient in writing (Based on the MEAP scores) and below the 50th percentile in Language Usage (based on the NWEA MAP scores).	Class Size Reduction			06/24/2013	08/02/2013	\$130000	All summer school teachers, instructional coach and principal will monitor the academic progression of students in writing during this time.
Manipulatives	Students will work in small groups with their Title I teacher with hands on manipulatives to support instruction.	Direct Instruction			08/15/2013	06/02/2014	\$54000	Title one teachers
Academic Enrichment Tutoring	Targeted students will be selected for additional direct literacy support after school. This support will be provided by grade level teachers using various curriculum resources. Students will be identified for support in 10 week cycles that correlate with our school marking periods.	Direct Instruction			08/15/2013	06/02/2014	\$39900	All teachers.

General Fund

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Training and Coaching	Teachers / Staff will attend professional development on balanced literacy with particular focus on writing workshop. Teachers will also receive instructional coaching throughout the year with a focus on implementing and using Units of Study in Persuasive, Informational, and Narrative Writing which will help them provide highly effective writing instruction in both writing and across multiple content areas.	Professional Learning			08/15/2013	06/02/2014	\$0	All teachers, instructional coach and principal.
Leveled Balanced Literacy Blocks	Students will be leveled within grade using F&P benchmark assessments and NWEA MAP reading and language usage scores for their 2.5 hour literacy block.	Direct Instruction			09/13/2013	06/02/2014	\$0	All teachers / Title I Teachers
Fact Challenges/Academic Games	Students will engage in regularly scheduled (both during and after school) fact challenges and academic games amongst peers which will help support fluency and automaticity.	Extra Curricular			09/13/2013	06/06/2014	\$0	All teachers
Design Thinking Challenges	Design Thinking is centered around four major projects completed by each grade known as design thinking challenges. These four projects represent the foundation of the design thinking curriculum. These projects both teach and require the design thinking process which pushes student thinking. This is critical skill for students' ability to comprehend and analyze text-skills.	Direct Instruction			09/03/2013	06/06/2014	\$0	All teachers, instructional coach and principal.
Design Thinking Challenges	During the Design Thinking Challenges, students will engage in a structured process with defined roles, techniques, environments, and tools to address real world problems. The process includes students ability to empathize, define, ideate, prototype, receive feedback, and reflect. Throughout the design thinking process, students are engaged in writing and thinking critically about their targeted audience and these same skills will be used to help students when they are solving math problems.	Direct Instruction			09/03/2013	06/13/2014	\$0	All Staff and Principal
Teacher Training and Coaching	Teachers will participate in RTI professional development. This will occur in several fashions including training and coaching in the implementation of balanced literacy with particular focus on writer's workshop utilizing Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing.	Professional Learning			08/15/2013	06/02/2014	\$0	All teachers.

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Writing about Reading K-5	We will engage student students in writing about their reading. This will take place during their writing time but also across content. What student writing will include, but will not be limited to, is their guided reading texts, independent reading texts, class read aloud, science texts, social studies texts, math texts,and current events.	Direct Instruction			09/03/2013	06/02/2014	\$0	All teachers
Weekly Quizzes to Inform Targeted Instruction	Teachers will give weekly math quizzes that will inform how to progress through planned units as well as give information about what points need to be supported during after school academic enrichment tutoring.	Evaluation			09/03/2013	06/13/2014	\$0	Math Teachers
Leveled Balanced Literacy Blocks	Our students will be leveled based on their F&P (Fountas and Pinnell) benchmark assessments and well as their NWEA MAP scores in Reading and Language Usage allowing for them to receive targeted instruction based on their needs in reading and writing. Students will be grouped according to their reading and writing levels and teachers will provide daily guided writing, independent writing, and whole group instruction that will assist students in the their development as proficient and advanced writers.	Direct Instruction			08/15/2013	06/02/2014	\$0	All classroom teachers
Teacher Training and Coaching	We will train and coach teachers in the implementation and instruction of the Fountas and Pinnell phonics program for grades K-2. The school wide Instructional Coach and Principal will provide teachers with weekly feedback on their implementation and fidelity of the program.	Professional Learning			08/15/2013	06/02/2014	\$45000	K-2 teachers, Title I teachers, Instructional Coach and Principal
Monthly Assessments for Writing	We will implement monthly writing assessments based on a common school-wide rubric. This will allow us to track and analyze student writing on a consistent basis that will provide teachers with pertinent information about students' writing growth that will inform and guide instruction and planning.	Direct Instruction			09/03/2013	06/02/2014	\$0	Teachers, Title I teachers, Instructional Coach, and Principal.
Analysis of Benchmark Assessment and Application of Data into Instruction	Teachers will regularly meet with the instructional coach and Title I teachers to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.	Monitor			09/03/2013	06/06/2014	\$0	All teachers and Instructional Coach

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Design Thinking Challenges	During the Design Thinking Challenges, students will engage in a structured process with defined roles, techniques, environments, and tools to address real world problems. The process develops students' ability to empathize, define, ideate, prototype, receive feedback, and reflect. Throughout the design thinking process, students are engaged in writing and thinking critically about their targeted audience and these same skills will be used to help students when they are involved in the writing process for various writing genres.	Direct Instruction			09/03/2013	06/13/2014	\$2000	All staff
Teacher training	Teachers will participate in RTI professional development and will implement the 3 tiered levels of intervention.	Professional Learning			08/15/2013	06/02/2014	\$0	All designated RTI staff
Quarterly Benchmark Assessments	Student reading will be assessed every quarter so that students can be leveled and instructed at the level that will provide the maximum impact. Students will be benchmarked using Fountas and Pinnell benchmarking kits and they will be assessed in the first two weeks of school (September) or upon entry and then in November, March and June.	Evaluation			09/03/2013	06/06/2014	\$0	All teachers and Instructional Coach
Teacher Training in RTI	Teachers will participate in RTI professional development. This will occur in several fashions including training and coaching in the implementation of balanced literacy with particular focus on guided reading using the Fountas and Pinnell literacy continuum.	Professional Learning			08/15/2013	06/02/2014	\$0	All teachers.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training and Coaching	Teachers will receive training from a licensed restorative justice practitioner. A school wide approach will be implemented and monitor throughout the year for fidelity and effectiveness.	Behavioral Support Program			08/15/2013	06/13/2014	\$1500	All teachers, lunch monitors, social worker, paraprofessional and principal.
Teacher Training and Implementation	Teachers and the School Administrator will use the Responsive Classroom Approach consistently within the classroom and throughout the school. Teachers and School Administration will receive training and coaching on the principles and practices of the Responsive Classroom approach.	Behavioral Support Program			08/15/2013	06/13/2014	\$2000	Principal, Social Workers, and Teaching Staff

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Unit Assessment to Measure Mastery and Inform Instructional Planning	All Units will include a pre-assessment as well as an final unit assessment that informs how teachers will progress and respond with their instructional planning.	Evaluation			09/03/2013	06/13/2014	\$0	All math teachers

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide leveled reading through RAZ-Kids	Supplement reading instruction by providing additional leveled reading through Reading A-Z's RAZ-Kids to give students access to leveled texts on electronic outlets such as laptops and iPads.	Academic Support Program			09/03/2013	06/13/2014	\$1000	All Teachers and Title I Teachers
Field Studies	Every friday during our Summer Step Up summer school program students will go on field studies at various locations outside the building in order to supplement, enhance, and broaden the instruction that is being received.	Field Trip			06/24/2013	08/02/2013	\$0	All Summer School Staff
Student Academic Support	In order to boost student achievement we will add a Para Professional to the 4th and 5th grade math instruction. This person will provide individualized support for a preselected group of students who are in need of it. This will help to maximize on the math instruction they are receiving. The Para Professional's assistance will also increase the efficiency of the math instruction allowing for the most impactful math instruction for all students	Academic Support Program			09/03/2013	06/12/2014	\$38000	Para Profesional, 4th grade math teacher, 5th grade math teacher, and Principal

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Title I Leveled Literacy Intervention	Small group pull out by the two Title I teachers to provide intensive literacy instruction to struggling students.	Direct Instruction			09/20/2013	06/06/2014	\$100000	The grade level teachers and the two Title I teachers are responsible for identifying and selecting students for LLI (Leveled Literacy Intervention). The two Title I teachers are responsible for the implementation of LLI.
Field Studies	Every Friday students attending our Summer Step Up summer school program will go out on field studies to supplement and enhance their instruction.	Field Trip			06/24/2013	08/02/2013	\$0	All summer school staff
Field Studies	Every Week students at our Summer Step Up summer enrichment program will participate in field studies to enhance learning. They will be going out into the community and learning about the various resources and/or needs of the community. This will allow students to extend their literacy (writing) learning beyond the classroom. Students will journal about their experiences and use these notes to help them prepare for three forms of writing capacities: writing to persuade, to explain, and to convey real or imagined experience. These experiences will also help students with improving upon their writing content by providing them with real-life experiences to reflect and write about that directly correlates to what they are learning in the classrooms.	Field Trip			06/24/2013	08/02/2013	\$10000	Summer School teachers, instructional coach and principal.

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

Leveled Literacy Intervention	Small group pull out by the two Title I teachers to provide intensive literacy instruction to struggling students.	Direct Instruction			09/20/2013	06/06/2014	\$100000	The grade level teachers and the two Title I teachers are responsible for identifying and selecting students for LLI (Leveled Literacy Intervention). The two Title I teachers are responsible for the implementation of LLI.
Academic Enrichment Tutoring	Targeted students will be selected for additional direct literacy support after school. This support will be provided by grade level and Title I teachers using various curriculum resources. Students will be identified for support in 10 week cycles that correlate with the school marking periods.	Direct Instruction			09/20/2013	06/02/2014	\$70000	All teachers/Title I Teachers/Principal
Family math night	Students and families will participate in a family math night to receive extra support in math instruction as well as math games for home.	Community Engagement			08/15/2013	06/02/2014	\$5000	All teachers, support staff and principal.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Membership to NCTM	Math teachers will become members of the NCTM (National Council of Teachers of Mathematics) which will provide support and resources for math instruction as well as access to a professional teaching community from which to network and share ideas.	Professional Learning			08/15/2013	06/13/2014	\$2000	All math teachers

School Improvement Plan

Henry Ford Academy: School for Creative Studies -

<p>Teacher Training and Coaching</p>	<p>We will train and coach teachers in the implementation and instruction of the Fountas and Pinnell phonics program for grades K-2. The school wide Instructional Coach and Principal will provide teachers with weekly feedback on their implementation and fidelity of the program.</p>	<p>Professional Learning</p>			<p>08/15/2013</p>	<p>06/02/2014</p>	<p>\$20000</p>	<p>K-2 teachers, Title I teachers, Instructional Coach and Principal</p>
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