



School Improvement Plan

Henry Ford Academy: School for Creative Studies
(P)

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: School for Creative Studies is located in Detroit which provides us an urban location in the heart of a major city. Almost 99% of our students are African American and live within the city of Detroit. We are still a new school, and we are a growing school. We opened in 2009 serving grades 6, 7 & 9. In 2010 we served grades 6-10. In 2011 we added grade 11, and in 2012 we added grade 12. We have current enrollment of 815 and plan for an enrollment of 815 for the 2014-2015 school year. Our staff has many new teachers, with almost half our our staff having 1-3 year of teaching experience. We had a change in leadership at the beginning of the 2012-2013 school year when a new principal was hired in an attempt to improve the school and increase student achievement. We are currently undergoing another set of changes in leadership as the current leadership team has been unsuccessful in establishing a trajectory of improved results.

Being within the city of Detroit our school faces a few challenges. Many of our families struggle with the effects of poverty. One of the biggest challenges we face is finding effective ways to keep our students focused on the demands of a college prep curriculum while they are coping with the often unpredictable and upsetting effects of living in poverty. Many students come to our school lacking the foundational skills in all core subject areas, most are not at grade level and need additional assistance to gain the knowledge to prepare them to be successful. We also have an ongoing attendance issues as a result of unreliable transportation and an inadequate understanding of the impact of poor attendance on academic achievement and college readiness. . A relatively small proportion of our parents have attended college, so they have limited knowledge of what it takes to prepare for and succeed in college.

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.

Vision Statement:

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

Mission Statement:

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

Values Statement:

- HFA: SCS community is made strong by the committed participation of these essential members: students, families, staff members, Board members, and community partners.
- HFA: SCS members are driven to achieve ambitious results for academic achievement and personal growth for students and themselves.
- HFA: SCS members believe that achievement in learning can and should be demonstrated in authentic ways that reflect readiness to attend college and pursue a career of choice successfully.
- HFA: SCS members believe that all students have the capacity for meaningful creativity, inspiring vision and commitment to make their world a better place.
- HFA: SCS members value and use Art and Design as critical tools for transformative contributions to the local and global community.
- HFA: SCS members see themselves as life-long learners, seeking knowledge and skills from a wide variety of formal and informal teachers, as well as peer learners.
- HFA: SCS members believe that strong, personal, learning-focused relationships are essential to promoting quality, safety and security for the learning environment.
- HFA: SCS members view the education of the individual, whole child as central to all decision-making, understanding that not all children will come with a strong foundation, follow the same path or require the same supports to accomplish learning outcomes.

The school embodies our purpose by offering a rigorous, college-preparatory, art and design-based program. Our Michigan Merit curriculum is directly aligned to the Common Core State Standards and the ACT College Readiness Standards. We infuse art and design into all of our core content classes, and offer Art as a core subject. We offer a unique three semester college and career readiness program called the Senior Mastery Process, where students explore their career interests, develop career skills in a course called Junior Workshop, and then complete a practicum in the community that aligns to their interests. Students synthesize what they learned during Junior Workshop and during their Practicum in a course called Senior Workshop where they research a problem, write a research paper, and complete a "defense"

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similar to a Master's thesis defense. Additionally, every HFA:SCS graduate must complete an art portfolio that showcases their skills in art and design.

To support our rigorous curriculum, we expect that all students embody the following citizenship skills: Attitude, Reliability, Thoughtfulness, and Scholarship or A.R.T.S. Our entire faculty and staff work to teach, monitor, and exhibit the A.R.T.S. attributes in our daily work. We use a positive behavior system to reinforce these qualities in students. We believe that students who embody A.R.T.S. culture will be successful in our institution as well as in their college, career, and personal endeavors.

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.

- Significant improvement in meeting and exceeding individual student growth targets on NWEA Measures of Academic Progress Test; at or above 50%tile gain in 6th grade Reading, 7th grade Reading and 8th grade Language Usage and Reading.
- Students won many national, regional and local art awards (21 students won Scholastic Art Achievement Awards; 2 students won Gold Key awards for their Art Portfolios; student won Skillman Thanksgiving Day Float Design Contest; 2 students won McDonald's Black History Month Art Competition)
- 6 students participated in Dual Enrollment program at College for Creative Studies
- Achieved School Improvement objectives in 6th and 7th grade Reading as measured by the MEAP, 9th and 11th grade College Readiness as measured by ACT EPAS and 10th grade Reading as measured by ACT EPAS.

100% seniors completed the Sr Art Portfolio - with collegiate committee critique

- 100% graduates completed the Senior Mastery Process
- Our school needs to continue to work on improving academic achievement for all grades in all core areas going forward, with particular emphasis on Mathematics, Reading and Writing.

Additional Information

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

NA

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.

We announced the request for School Improvement Team members to the staff and Parents as Partners Group in our school. The Principal followed up with volunteers by explaining the role of the School Improvement Team and the responsibilities of School Improvement Team Members. People who wanted to serve, given those explanations, were invited to join the team. Once on the Team, everyone received more specific training on the planning and monitoring responsibilities of the Team. 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.

Members of our School Improvement Team include the Principal, the Deans, the Directors of Curriculum, Instruction and Assessment, General Education Teachers, the Special Education Lead Teacher, the School Social Worker and the Title I Coordinator. The responsibilities of the stakeholders was to gather and analyze data, provide recommendations for strategies for the SIP, and to provide input regarding the effectiveness of those strategies. 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?

After adding grades for the first four years of our school's existence, we reached full development in the 2012-13 school year. Our enrollment remained steady in 2013-14. It is our goal to increase enrollment by filling all grade levels to capacity. We do not anticipate the need to add staff when this happens as we had already staffed with this in mind and currently have an exceptionally low student-teacher ratio..

How do student enrollment trends affect staff recruitment?

For the 2013-2014 school year, our had a projected enrollment of 815 students. With an enrollment of 779 students, we did not reach that target but are making efforts to do so in the coming year. We will not need to recruit new staff members as we are already staffed to accommodate additional students.

How do student enrollment trends affect budget?

We base our budget on an enrollment of 815 if we do not meet this target we will require adjustments to our budget. We have typically either reached our enrollment targets or come very close to reaching them, so we have not had to make major budgetary adjustments due to enrollment trends.

How do student enrollment trends affect resource allocations?

Student enrollment trends affect resource allocation because we build our budget around a target number. If we fail to meet that number by a significant margin, then budget reductions must be made.

How do student enrollment trends affect facility planning and maintenance?

We have limited space in our building with little room for growth so we have to keep a cap on the number of students that we are able to enroll.

How do student enrollment trends affect parent/guardian involvement?

Enrollment trends have not affected parent involvement. We have maintained the same number of parent volunteers and the same amount of involvement proportionate to the number of students enrolled

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

Student enrollment trends have not had any impact on professional learning.

Legislation that lifted the cap on charter school development in the Detroit area has increased the need for us to develop a strong public relations campaign. We invest in marketing strategies that help us develop our school brand, advertise our school programs to families and educate the public on our educational offerings.

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

Maintaining accurate enrollment counts from year to year has been challenging; parents often do not communicate that they are withdrawing their children from the school. New families often complete the enrollment process, but do not send their students to our school. Competition amongst charter schools in the area creates unstable and revolving enrollment data.

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

This year to address this challenge we started contacting parents earlier in the year to get them to confirm their child's attendance for the next year.

What are the challenges you noticed based on student attendance?

Our students are habitually tardy for first hour and many have consistently have poor attendance. This impacts student achievement because students are losing valuable instruction time.

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

Actions that we are taking are providing parent education to make sure parents understand the impact of poor attendance/tardiness/leaving early on student learning, to be more consistent in our implementation of our attendance policy, and including make referrals to the County Prosecutor when parents fail to collaborate with us in developing plans to improve their student's attendance. We have started calling parents every time a student is tardy or marked absent.

Student Achievement Data for All Students

This area includes data questions.

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

Reading

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

None

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

None

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

In Middle School and High School Math, our top 30% of students are strongest in:

Graphical Representations: Locating coordinates on a number line; match number line graphs with solution sets of linear inequalities

Data Analysis: Translate one representation of data to another (i.e. bar graph to pie graph)

Properties of Plane Figures: Identifying similar and congruent triangles; use several angle properties to find an unknown measure

Measurement: Use relationships involving area, perimeter, and and volume of geometric figures to compute another measure

Numbers, Concepts, Properties: Solve problems involving positive integer exponents; Recognize one digit factors of a number: knowledge of elementary number operations (i.e. rounding, ordering of decimals, pattern identification, absolute value, prime and greatest common

In Middle School and High School ELA, our top 30% of students are strongest in:

Supporting Details: Locate simple details at the sentence and paragraph level in uncomplicated passages.

Meaning of Words: Use context to determine the appropriate meaning of figurative and non figurative words, phrases and statements in uncomplicated passages.

Main Idea: Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives

Conventions of Usage: Use appropriate word in frequently confused pairs (i.e. there, their) In Middle School and High School Science, our top 30% of students are strongest in:

Interpretation of Data: Translate information into a table, graph or diagram; Compare or combine data from a simple data presentation

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Interpretation of Data: Identify basic features of a table, graph or diagram; understand basic science terminology; find information in a brief body of text

Scientific Investigations: Understand the methods and tools used in a simple experiment

Interpretation of Data: Find basic information in a brief body of text

Interpretation of Data: Select two or more pieces of data from a simple data presentation

What factors or causes contributed to improved student achievement?

Some contributing factors include: more focused attention and monitoring of specific Common Core (MS) college readiness skills (HS) and integration of these skills into the core curriculum; specific in-school remediation of these skills during Academic Coaching.

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

Because students previously struggled with these skills on other assessments and now they show gains.

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

Math

Science

Social Studies

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

Math

Science

Social Studies Reading Writing

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

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Math

Science

Social Studies

Reading

Writing

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

Our students lack the following skills:

Math: Automaticity with basic mathematical calculations; understanding fractions, lowest common denominator; graphing equations;

interpreting graphs; Understanding fractions; interpreting and using information from a graph

ELA: Making inferences about author's intent and meanings of words, particularly in non-fiction texts; editing for punctuation and clarity;

Making inferences about author's intent and meanings of words, particularly in non-fiction texts; understanding implied, subtle, or complex

cause-effect relationships; developing focus and purpose in writing

Science: Interpretation of data (*includes reading skill of locating basic information in scientific text) from a passage, table or a model

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

One main factor is lack of differentiation during delivered lessons. Another is poor responses to repeat student behaviors

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

It is observable through teacher observations and achievement data.

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

Specific professional development for teachers on how to differentiate their teaching within their specific content areas, changing the schedule of the school day to provide a period for delivery of intense, systematic Reading, Writing and Math remediation for our lowest performing students. We need to implement a school-wide effective behavior system to address unwanted student behaviors.

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Subgroup Student Achievement

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

Response:

- None

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

Response:

- None

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

None

How do you know the achievement gap is closing?*

N/A

What other data support the findings?

Teacher observations, MAP, MEAP, Interim Assessments, Teacher Interviews

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

N/A

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

N/A

What actions could be taken to continue this positive trend?

N/A

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

Response:

- Male
- Students with Disabilities

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

Response:

- Students with Disabilities

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

Reading

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

By examining MEAP scores

What other data support the findings?*

Quarter grades

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

Lack of intense, systematic remediation programs within the school day. Lack of differentiated instruction in core classes.

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

Analysis of MEAP, MME, MAP and Interim Assessment results

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

Provision of intense, systematic remediation within the school day, implementation of coherent and effective behavior management system, more effective differentiated instruction within core classes

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

N/A

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 communicate these programs to parents and require that they participate.

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

Students in all grade levels who achieve a C- or lower in the classes are identified as 'at risk of failing'; In addition, students who score in the 10%tile or lower on the MAP test or fall within the Not Proficient category on the MEAP or MME tests are considered "at risk of failing"; their parents are notified of their academic standing. These students are referred to our RTI Committee for intervention planning which may include classroom modifications, behavioral strategies, enrollment in supplementary support classes and/or summer school, and referral for outside counseling or special education support.

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

Credit Recovery

-Summer School

-After-School Tutoring

-Supplemental Math and ELA Class

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	25.0

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

To inform parents of extended learning opportunities we mail home letters, call parents, send out a schoolmessenger to parent phones and emails. We also hold parent meetings about specific extended learning opportunities before the program begins.

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Label	Question	Value
	What is the total FTE count of teachers in your school?	51.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	20.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	18.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	10.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

The majority of our teachers fall in the category of less than 6 years experience. This could possibly affect student achievement because they have not mastered strong classroom management or instructional strategies.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	2.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	8.0

What impact might this data have on student achievement?

If teachers abuse their personal and sick leave, this could impact student achievement because substitute teachers cannot deliver the same caliber of instruction and do not have the content area expertise to ensure students have learned the content standards.

Perception Data - Students

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

Areas of highest overall satisfaction among students was the use/ability to use technology in the classroom. Another area of satisfaction was with our Art curriculum. Students were also satisfied with the availability of their teachers in the case of needing additional help.

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

A positive trend toward increasing student satisfaction is seen in the areas of helping students with problems outside of the building, the availability of student clubs and organizations based on student interest, and overall satisfaction with coming to school everyday.

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

Lowest overall satisfaction for students was with our dress code as well as our use of outside technology policy.

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

A trend in decreasing student satisfaction is with our discipline policy and the support students receive when they are having problems with our students at the school.

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

In 2012-13, possible causes for the patterns we have identified in the student perception data are the change in leadership at the school. This year we brought on a new Principal as well as a new Dean of Students which led to changes in policies and guidelines. Other causes for patterns would be the addition of a new grade level as well as additional/new teaching staff that were brought on to account for the new grade level.

In 2013-14, an additional possible cause for the patterns we have identified in the student perception data are inconsistent application of the discipline policy

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

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Action that will be taken to improve satisfaction in the lowest area will be to better explain the new policies and guidelines so that students understand the expectations and are not confused or upset when new policies are enforced, to closely monitor the implementation of the discipline policy and intervene with staff with corrective actions when needed, and to put more effort into developing effective behavior intervention plans for students with chronic behavior problems.

Perception Data – Parents/Guardians

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

Areas of high satisfaction among parents was the overall environment that SCS offers, meaning the building is clean and well maintained and provides a good space conducive to a students ability to focus on learning. Parents are also satisfied that their child(ren) are safe when they are in the building. Parents were also satisfied with the programs that are offered to their students including after school programs and during the school day programs.

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

A trend toward increasing parent satisfaction is with communication from the school/teachers. Parents are beginning to be more satisfied with teacher contact when their child is failing/having behavioral issues/missing work. Parents are also beginning to become more satisfied with the school contacting them regarding events/testing/grades/attendance.

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

Lowest satisfaction among parents is with our discipline policy and with our school leadership. Parents are also dissatisfied with our elective offerings in the high school.

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

Decreasing satisfaction is seen in the areas of curriculum specifically with our core classes.

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

Possible causes for the patterns we have identified are a change over in leadership and policies. Also parents not having a good understanding of our curriculum.

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

Action that we will take to increase parent satisfaction would be to provide a workshop to parents on our curriculum so that they better understand what their child is doing in the classroom. We will also provide more detail about the updates to policies and guidelines so that parents are aware of any changes that have been made now that we are under new leadership. We will make both of our Deans of Student

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available to address any questions/concerns about our discipline policy so that parents are fully informed. We are providing teachers with professional development on differentiated instruction to address parental concern about curriculum in core classes and beginning in 2014-15, we will also add a period within the school day to address serious achievement gaps with intense, systematic supplementary instructio

Perception Data – Teachers/Staff

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

The highest level of satisfaction among teachers/staff is the availability of technology, the pay, and the reimbursement that we offer for college tuition towards a masters degree.

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

A trend of increasing satisfaction is seen with the availability of professional development for teachers and staff. Also the increase in team work among grade level teams.

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

The areas of lowest satisfaction among teachers were lack of support from the administration as well the long hours that we require our teachers to work.

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

An area that shows a trend towards decreasing satisfaction is with overall job satisfaction. More teachers are less satisfied overall with their job and the demands of their employment with SCS.

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

Possible causes for the patterns we have identified are a change in leadership, a change in curriculum to be more focused on college readiness standards, and a change in policies due to the change in leadership.

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.

Henry Ford Learning Institute (the non-profit organization that manages our school) hired a curriculum writing team comprised of teachers and administrators to write our core curriculum. The Director of Curriculum and Instruction, Principal, and Teachers work collaboratively to implement this curriculum in the school. Administrators and teachers make data-driven decisions to adjust the instruction according to student needs. Parent feedback is collected and used to inform the decision making process. Assessments like MAP are used to measure growth; this assessment is required by our charter authorizer, GVSU. School level assessments like quarterly interim exams are teacher-created; every teacher is responsible for creating both summative and formative unit assessments. MEAP and ACT are state-required assessments that inform our instructional decisions.

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

Our Math and Reading curricula is mapped to Common Core Standards; teacher lesson plans, feedback, and observations reveal that they are implemented.

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.	No		

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	http://scs.hfli.org/	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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	ID Jegede 485 W. Milwaukee Detroit, MI 48202 313-481-4000	

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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		Parent Involvement

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

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No	NA	

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, but not 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, 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.	Yes	N/A

	Statement or Question	Response	Rating
Question 11	Our school uses the Exemplary Physical Education Curriculum (EPEC)	Exemplary Physical Education Curriculum (EPEC)	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.	Yes	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, 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.	No	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, but not 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, but not 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.	No	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?

Leadership team members, teachers, and support staff members participate in an ongoing review of departmental and student achievement data in order to identify gaps, causes for gaps and strategies for improvement. Over the course of the past year, we have conducted a comprehensive examination of all available sources of data: student achievement, demographic, program/process, and perception.

Sources of data include:

Student Achievement - Michigan Education Assessment Program (MEAP), Measures of Academic Progress (MAP), the American College Test (ACT), Interim Assessment Results, Failing Reports.

Demographic - Enrollment Trends, Retention Rates, Attendance, Mobility, Discipline and Behavior Logs, Student Suspensions and Detentions, Student Attrition Rates, Staff Attrition Rates, and Staff Credentials. Program/process data consisted of our SPR40. Perception data was gathered through student, parent and staff surveys.

Data review happens at minimum on a quarterly basis as well as when we receive new student achievement results.

The School Improvement Team meets once monthly to monitor the progress of each school improvement goal. Parent representatives serve on the School Improvement Team. This process began at the conclusion of the 2011-2012 school year and has been an ongoing practice ever since.

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

MEAP data was analyzed demographically for all students and all sub-groups for the period 2010-2013. Henry Ford Academy opened in

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Reading

In 2010, 60% of all students scored proficient in reading. Results have decreased steadily over the next three years.

2011 - 54%, 2012 - 46%, 2013 -42%.

In 2010, 54% of male students and 31% of female students demonstrated proficiency. More than 95% of our (still small) Hispanic population were proficient, Non-economically disadvantaged students outperformed economically disadvantaged students - 74% vs. 54%.

In 2011, we saw a decrease in all-student proficiency - 54%. We continued to see a large gap between males (43%) and females (63%), in this case favoring male students. Non-economically disadvantaged students again outperformed economically disadvantaged students - 63% vs. 51%. A new subgroup emerged: Students with Disabilities. While we still had fewer than 10 students tested, we saw an 11% proficiency rate in this subgroup.

In 2012, 46% of all students scored proficient. Males and females were very close, at 47% and 45%, and the

only gap between subgroups that emerged was non-economically disadvantaged students at 56% proficient vs. economically disadvantaged students at 46% proficient. Not enough Students with Disabilities were tested to yield a result.

In 2013, 42% of all students scored proficient. There was a large gap in proficiency between females (50%) and males (31%). Once again non-economically disadvantaged students outperformed economically disadvantaged students by a significant margin with 58% of non-economically disadvantaged students demonstrating proficiency versus 40% of economically disadvantaged students.

Math

Student proficiency levels showed a sharp drop from 2010 to 2011, remained at a low level for the next two years, and showed an increase in 2013 : 57% in 2010, 8% in 2010, 13% in 2011, 11% in 2012, and 21% in 2013.

In 2010, 59% female students scored proficient and 56% of males were proficient.. In 2011, there was no significant difference between female (14%) and male (11%) students - Females outperformed males by a significant margin with 15% of females demonstrating proficiency compared to 7% of males In

2012. In 2013, female students again outperformed male students, with 27% of female students demonstrating proficiency compared to 11% of male students.

In 2010, 65% of non-economically students were proficient and 54% of economically disadvantaged students were proficient. This gap disappeared in 2011, when 13% of students in both the economically disadvantaged and non-economically disadvantaged groups

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demonstrated proficiency. In 2012, there was no significant difference in proficiency between non-economically disadvantaged students (12%) and economically disadvantaged (11%) students. In 2013, there was also no significant difference between economic groups, but economically disadvantaged students (21%) slightly outperformed economically advantaged students (17%).

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

Social Studies

In 2010, 37% of all students demonstrated proficiency. In 2011, 4% of students were proficient; 6% in 2012, and 4% in 2013.

In 2010, 31% of male students demonstrated proficiency compared to 63% of female students,.In 2011 6% of males were proficient compared to 3% of females. In 2012, 5% of male students were proficient and 7% of female students, and in 2013, 2% of male students and 5% of female students were proficient.

In 2010, 42% of non-economically disadvantaged students were proficient compared to 35% of economically disadvantaged students. In 2011, this pattern continued but with much smaller percentages of proficiency for both groups - 8% for non-economically disadvantaged students and 3% for economically disadvantaged students. In 2012 17% of non-economically disadvantaged students demonstrated proficiency compared to 14% of economically disadvantaged students. In 2013, 7% of non-economically disadvantaged students demonstrated proficiency compared to 4% of economically disadvantaged

In 2012 for the first time we had enough Students with Disabilities tested to see 0% proficiency among that subgroup. In 2013, there were not enough students in Students with Disabilities group to yield a data report.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

Grade 7

Reading

In 2010 - 67% of all students demonstrated proficiency in reading, Proficiency levels for the following years were as follows: 2011 - 32%, 2012 - 41%, and 2013 33%.

In 2010, there was a significant gap between males (61%) and females (72%); more than 95% of our (still small) White population were proficient, and again non-economically disadvantaged students outperformed economically disadvantaged students - 49% vs. 28%. 50% of Hispanic students were proficient. Our Students with Disabilities population decreased in proficiency by 20% to 7% proficient.

In 2011, we saw a decrease in all-student proficiency - 32%. The gap increased between males (22%) and females (41%). Non-economically disadvantaged students again outperformed disadvantaged students - 42% vs. 28%. Our Students with Disabilities population increased their proficiency to 8%.

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In 2012, 41% of all students scored proficient. The male and female gap increased. 56% of females scored proficient vs. 25% of males. The gap between non-economically disadvantaged students and disadvantaged students closed within 1%--41% non-ED vs. 40% ED. 0% of Students with Disabilities scored proficient.

In 2013, the gap between male and female students narrowed, with 30% of males demonstrating proficiency and 35% of females, however the gap between non-economically disadvantaged and economically disadvantaged students rose, with 47% of non-economically disadvantaged students demonstrating proficiency compared to 30% of economically disadvantaged students. In 2013, there was an insufficient number of students in Students with Disabilities group to provide a report.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

Math

In 2010, 65% of all students demonstrated proficiency in Mathematics. This dropped to 5% in 2011, and 3% in 2012. In 2013, 13% of students demonstrated proficiency.

In 2010, equal proportions of male (65%) and female (65%) students demonstrated proficiency. In 2011, proficiency levels dropped dramatically, with 4% of males and 7% of females demonstrating proficiency. Levels remained low in 2012 with 7% of males demonstrating proficiency and 16% of females, and 2013 results remained at similar levels with 9% of males demonstrating proficiency and 16% of females.

Our non-economically disadvantaged students outperform our economically disadvantaged students. In 2010, the performance of non-economically disadvantaged students (69%) and economically disadvantaged students (63%) was roughly equal. This pattern continued in 2011 but at much lower levels for both groups: 6% of our non-economically disadvantaged students were proficient compared to 5% economically disadvantaged; in 2012, 6% of our non-economically disadvantaged students were proficient compared to 2% economically disadvantaged; In 2013, 26% of non-economically disadvantaged students were proficient and 10% of economically disadvantaged students.

In 2010, 7% of Students with Disabilities demonstrated proficiency. In 2011, the performance of this subgroup dropped to 0%. In 2012 and 2013, there was an insufficient number of our students in the subgroup to yield a report.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

Writing

In 2010 41% of all students demonstrated proficiency. In 2011 27% were proficient; in 2012 - 35% and in 2013 - 29%

In 2010, 41% of females were proficient compared to 40% males; In 2011, 33% of females were proficient compared to 20% males; In 2012,

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47% of our females were proficient compared to 22% of our males; and in 2013, 35% of females were proficient compared to 13% of males.

A significant gap between non-economically disadvantaged students and economically disadvantaged students, favoring non-economically disadvantaged students, can be seen in all years from 2010-2013, with the exception of 2012. In 2010, 62% of non-economically disadvantaged students demonstrated proficiency compared to 32% of economically disadvantaged students. In 2011, 39% of non-economically disadvantaged students demonstrated proficiency compared to 22% of economically disadvantaged students. In 2012, the gap was much smaller with 37% of non-economically disadvantaged students demonstrating proficiency compared to 34% of economically disadvantaged students. In 2013, the gap widened again with 47% of non-economically disadvantaged students demonstrating proficiency compared to 26% of economically disadvantaged students.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

In 2010 and 2011, 0% of our Students with Disabilities scored proficient in Writing. There was an insufficient number of students in the Students with Disabilities group in 2012 and 2013 to yield a data report.

Grade 8

Reading

In 2010, 74% of all students were proficient in reading. Proficiency rates for the next 3 years were as follows: 2011 - 46%, 2012 - 38%, and 2013 - 44%.

Differences in the performance of male and female groups has shown no consistent pattern over the 2010-2013 time period. In 2010, males (69%) and females at (78%) demonstrated proficiency. In 2011, 53% of male students and 41% of female students were proficient. In 2012, 25% of male students and 56% of female students were proficient. In 2013, 43% of male students and 45% of female students were proficient.

In 2010, 93% of non-economically disadvantaged students demonstrated proficiency compared to 69% of economically disadvantaged students; In 2011, this gap persisted when 65% of non-economically disadvantaged students were proficient compared to 36% of economically disadvantaged students. In 2012, this trend was disrupted when 33% of non-economically disadvantaged students were proficient compared to 41% of economically disadvantaged students, and in 2013, roughly equal proportions of both groups demonstrated proficiency, with 45% of non-economically disadvantaged students demonstrating proficiency compared to 44% of economically disadvantaged students.

In 2010, 27% of Students with Disabilities were proficient. This dropped to 0% in 2011. In 2012, 13% were proficient, and 2013, once again, 0% were proficient.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

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Math

.53% of all students scored proficient in 2010. This dropped to 7% in 2011, 5% in 2012, and 4% in 2013.

In 2010, 49% of males were proficient compared to 57% females; in 2011 14% males were proficient compared to 1% female; in 2012 the gap closed so that 7% of our male students scored proficient compared to 4% of females. In 2013, this pattern was reversed with 2% of males demonstrating proficiency compared to 6% of females.

In 2010, 64% of non-economically disadvantaged students demonstrated proficiency compared to 50% of economically disadvantaged students. This gap continued in 2011 with 15% of non-economically disadvantaged students demonstrating proficiency compared to 2% of economically disadvantaged students and 2012 - 8% non-economically disadvantaged students compared to 4% economically disadvantaged students.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

In 2010, 13% of Students with Disabilities demonstrated proficiency. In 2011, 2012, and 2013 0% were proficient.

Science

2010, 59% of all students were proficient in Science. In 2011, the proficiency rate dropped to 7%. In 2012, 1% of students were proficient, and in 2013, 3% of students demonstrated proficiency.

During the period 2010-2012, male and female proficiency gaps have fluctuated, with male group consistently outperforming females. In 2010, 65% males were proficient compared to 54% females; in 2011, 10% males were proficient compared to 4% females; in 2012 2% males were proficient compared to 0% females. In 2013, we saw this gap disappear for the first time with 3% of both males and females demonstrating proficiency.

In 2010, 71% of non-economically disadvantaged were proficient compared to 55% of economically disadvantaged; in 2011, this pattern continued but with far lower levels of proficiency for both groups: 17% of non-economically disadvantaged students were proficient compared to 1% of economically disadvantaged students. In 2012 and 2013, this trend was reversed with economically disadvantaged students outperforming non-economically disadvantaged students, but both groups were at extremely low levels of proficiency. In 2012 - 1% of economically disadvantaged students and 0% of non-economically disadvantaged students; in 2013 - 4% of economically disadvantaged students and 0% of non-economically disadvantaged students.

Proficiency rates for Students with Disabilities are as follows: 2010 - 7%; 2011-0%; 2012 - 1%; 2013-0%.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

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Grade 9 Social Studies

Our proficiency rates have steadily declined between 2010 and 2013: 2010-56%; 2011-6%; 2012-4%; 2013- 2%.

There has been no consistent pattern of achievement gap between male and female students in the time period 2010-2013. In 2010 males have outperformed females, with 60% of male students demonstrating proficiency compared to 50% of female students. In 2011, proficiency of both groups dropped dramatically, with 6% of males demonstrating proficiency compared to 5% of females. In 2012, 3% of males were proficient compared to 6% of females, and in 2013, 2% of males were proficient compared to 3% of females.

The gap between non-economically disadvantaged and economically disadvantaged students has fluctuated over the 4 years. In 2010, there was little difference between the two groups: 54% of non-economically disadvantaged were proficient compared to 57% of economically disadvantaged. In 2011, 4% of non-economically disadvantaged students were proficient compared to 6% of economically disadvantaged. In 2012, 13% of non-economically disadvantaged students were proficient compared to 1% of economically disadvantaged, and in 2013, 5% of non-economically disadvantaged students were proficient compared to 2% of economically disadvantaged students.

In 2010, 13% of Students with Disabilities were proficient; in 2011 - 11% were proficient; in 2012 and 2013- 0% were proficient.

There were less than 10 students in any ethnic group beside African-American, so no data was available for ethnic subgroup analysis.

MAP Analysis

Overall we increased the number of students meeting their math growth targets on the MAP test. In tracking grade level cohorts, students meeting their math growth targets as 6th graders in 2010/2011 year, more than doubled as 7th graders in the 2011/2012 school year; in reading, they increased roughly 10%.

In tracking grade level cohorts, students meeting their math growth targets as 7th graders in the 2010/2011 year, more than doubled as 8th graders in the 2011/2012 school year; in reading roughly 13%.

Summary: In tracking grade level cohorts, we find improvements in proficiency levels in reading and math for grades 6-8.

In 2013, we see a significant increase in the percentage of students achieving growth targets in Reading. 6th grade - from 35.9% in 2012-13 to 73.9% in 13-14; 7th grade from 26.7% in 2012-13 to 62.5% in 2013-14; and 8th grade from 36.2% in 2012-13 to 61.7% in 2013-14.

This same improvement was seen in Math: 6th grade - from 26.1% in 2012-13 to 54.7% in 2013-14; 7th grade from 33.3% in 2012-13 to 73% in 2013-14; and 8th grade from 45% in 2012-13 to 54.9% in 2013-14.

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Results in Language Usage showed the same type of improvement: 6th grade from 28.7% in 2012-13 to 56% in 2013-14; 7th grade from 45% in 2012-13 to 63.2% in 2012-13 and 8th grade from 45% in 2012-13 to 66.4% in 2013-14.

Middle School Interim Data Analysis

Math: 50% or more of students have not mastered the following:

- 6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem
- 6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations in the form $x+p=q$ and $px=q$ for cases in which p , q , and x are all nonnegative rational numbers
- 6.G.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities
- 6.EE.B.5 Understand solving an equation or inequality as a process of answering a question
- 6.SP.A.1 Recognize a statistical question as one that anticipates the variability in the data related to the question and accounts for it in the answers.
- 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape
- 6.SP.B.5 Summarize numerical data sets in relation to their context
- 7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different lengths
- 7.RP.A.2 Recognize and represent proportional relationships between quantities
- 7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems
- 7.NS.A.2 Apply and extend previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers
- 7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers
- 7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related
- 7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale
- 7.G.A.2 Draw (freehand, with a ruler and protractor, or with technology) geometric shapes with given conditions
- 7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids
- 7.G.B.5 Use facts about supplementary, complementary, vertical and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure
- 7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms
- 8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions
- 8.EE.C.7 Solve linear equations in one variable
- 8.EE.C.8 Analyze and solve pairs of simultaneous linear equations
- 8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output
- 8.F.A.2 Compare properties of two functions each represented in a different way
- 8.F.A.3 Interpret the equation $y=mx+b$ as defining a linear equation whose graph is a straight line; give examples of functions that are not linear
- 8.F.B.5 Describe quantitatively the functional relationship between two quantities by analyzing a graph
- 8.G.A.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections and translations; given two figures, describe a sequence that exhibits the congruence between them
- 8.G.A.3 Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates
- 8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between

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them

8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse

8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system

8.G.C.9 Know the formula for the volumes of cones, cylinders and spheres and use them to solve real-world and mathematical problems

. ELA: 50% or more of students have not mastered the following:

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly and , as well as inferences drawn from the text.

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 and RI.8.2 Determine a central idea in a text.

RI.6.3 Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text

RI. 7.3 Analyze how particular elements of a story or drama interact.

RI.8.4 Determine the meaning of words and phrases as they are used in context, including figurative and connotative meanings

RI.6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas

R.I. 6.6 Determine an author's point of view

R.I.6.7 Integrate information presented in different media or formats to develop a coherent understanding of a topic or an issue

RI.8.5 Analyze in detail the structure of a specific paragraph, including the role of specific sentences in developing and refining a key concept

RI.8.8 Delineate and evaluate the argument and specific claims in a text

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic

RL.6.9 Compare and contrast texts in different forms and different genres

W.6.3 Write narratives to develop real or imagined experiences

W.6.8 Gather relevant information from multiple print and digital sources, assess credibility of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information

W.7.8 Gather relevant information from print and digital sources, using search terms effectively, assess the credibility and accuracy of each source

W.8.2 Write informative explanatory texts to examine a topic and convey ideas, concepts and information,

L.6.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading and listening

L.6.5 Acquire and use grade appropriate general academic and domain-specific words and phrases

L.8.4 Determine meaning of unknown and multiple-meaning words

L.8.5 Demonstrate understanding of figurative language

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High School Interim Data Analysis

Math: Less than 30% of the students have mastered the following:

--Numbers, Concepts, Properties: Recognize equivalent fractions and fractions in lowest terms;

--Knowledge of elementary number operations (i.e. rounding, ordering of decimals, pattern identification, absolute value, prime and greatest common factor);

--Graphical Representations: Interpret and use information from graphs in the coordinate plane; identify the graph of a linear inequality on the number line.

Reading and ELA: Less than 30% of students have mastered the following:

--Word Choice (in terms of style, tone, clarity, and economy): Delete obviously wordy and synonomous material in a sentence;

--Topic Development: Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement;

--Sequential, Comparative, and Cause-Effect Relationships: Understand subtle, implied, or complex cause-effect relationships in virtually any passage;

--Main Idea and Author's Approach: Infer the main idea or purpose in uncomplicated literary narratives.

Summary: From an analysis of middle and high school interim data, we have identified content standards that will be a primary focus in developing goals, objectives, strategies and activities.

Demographic Data

HFA: SCS opened in 2009 with grades 6,7, and 9. It added grades each following year until 2012 when all grades 6-12 were in place. In the 2012-2013 school year we had an enrollment of 770. In 2013-14, enrollment remained stable at 779 students, however the enrollment target was 815 students.

Student attendance needs to improve. Students perform better when they attend school on a regular basis.

Data to support: On a given day we have anywhere between 80%-90% attendance. This percentage does not take into account students who leave early. On average we have about 15 students who are signed out early by a parent on a daily basis. We are also aware that we

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have students who leave without being signed out by a parent.

A majority (77%) of our students are considered economically disadvantaged and as a result that could have implications on attendance as well as mobility and student achievement.

Data to support: Student mobility data for the 2012 school year.

--6th grade: 103 entered, 102 finished (-5)

--7th grade: 129 entered, 126 finished (-4)

--8th grade: 128 entered, 116 finished (-8)

--9th grade: 97 entered, 100 finished (+3)

--10th grade: 108 entered, 105 finished (-3)

Our suspension rate is also high and that could also be a factor when looking at student achievement results. Data to support: In 2012-13 school year there were 103 documented suspensions. In 2013-14, there have been 275 documented suspensions. We believe that this dramatic increase is due to better documentation and not a dramatically higher number of serious incidents or the levying of more serious consequences. More data is needed to determine if this is a trend.

Program / Process Data

An analysis of the SPR40 revealed that the staff believes our strengths are in the areas of Teaching for Learning (Curriculum and Assessment), Instructional Leadership, Personnel Qualifications, Professional Learning, and Parent, Family and Community Involvement. Areas the staff feels we need to focus on include: Teaching for Learning (Instruction), Shared Leadership; Operational and Resource Management; Data Management and Information Management.

Perception Data

Students: Overall satisfaction with technology and extracurricular activities; attention required in areas of discipline, dress code, use of outside technology.

Parents: Overall satisfaction with communication; attention required in areas of discipline and college prep curriculum. Based on University of Michigan's Detroit Impact Study, parents would like to see more promotion of our 90/90 mission to graduate 90% of our students and of

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that 90%, 90% of those students going on to some form of post-secondary education.

Staff: Overall satisfaction with availability of technology: attention required in areas of support from administration, work hours and job satisfaction.

What conclusions were drawn from the results?

Student Achievement Data

From our gap analysis, the following conclusions have been identified: Female students outperform male students in Reading, Writing and Math; our Students with Disabilities consistently score below proficiency in all subject areas. Non-economically disadvantaged students outperform our economically disadvantaged students in Reading, Writing and Math. We recognize a need to address our male and special needs students.

In conducting an item analysis, specific standards have also been identified, and our goals, objectives, strategies and activities have been selected to specifically address the following standards:

Math: Numbers, Concepts, Properties; Graphical Representations; Measurement; Expressions, Equations, and Inequalities; Knowledge of Elementary Number Operations.

ELA: Meaning of Words; Main Idea and Author's Approach; Organization, Unity, and Coherence; Conventions of Punctuation; Topic Development; Word Choice; Topic Development; Sequential, Comparative, and Cause-Effect Relationships; Main Idea and Author's Approach.

Gaps in student achievement may be the result of many things: a somewhat transient student population, weak student attendance, staff turnover, curriculum misalignment, and the use of strategies that have not been proven effective to engage males and students with special needs.

We plan to address deficits in math, specifically, understanding fractions, interpreting and using information from a graph, automaticity with basic mathematical calculations; understanding fractions, lowest common denominator, and graphing equations.

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We plan to address deficits in ELA and infuse ELA strategies across all content areas, specifically in the following areas: making inferences about author's intent and meanings of words, particularly in non-fiction texts; editing for punctuation and clarity and understanding implied, subtle, or complex cause-effect relationships; developing focus and purpose in writing.

Perception Data

Perception data revealed many areas of satisfaction with HFA-SCS among students, parents and staff. Areas for improvement were also noted: use of technology, dress code, discipline (students), consistency in discipline and understanding of core curriculum (parents), communication, curriculum, school climate, culture and expectations (staff).

Program/ Process Data

Conclusions drawn from an analysis of the SPR40 were that we need to focus our efforts in the areas of Operational and Resource

Management, Information Management, Shared Leadership, Instruction and Data Management. Demographic Data

Conclusions drawn from an analysis of our demographic data were that we need focus on retaining our students as well as decreasing the number of suspensions and student absences.

Student Achievement Data

Information concluded as a result of analyzing student achievement data: We need to immediately address deficits in math, specifically, understanding fractions, interpreting and using information from a graph, automaticity with basic mathematical calculations; understanding fractions, lowest common denominator, and graphing equations.

We need to immediately address deficits in ELA and infuse ELA strategies across all content areas, specifically in the following areas:

making inferences about author's intent and meanings of words, particularly in non-fiction texts; editing for punctuation and clarity and

understanding implied, subtle, or complex cause-effect relationships; developing focus and purpose in writing. Perception Data

Information concluded as a result of analyzing student perception data: We need to address student issues with our dress code and outside technology policy. We also want to address the implementation and enforcement of discipline to make sure everyone (students, staff, teachers, parents) are all on the same page about expectations and consequences for not meeting expectations. Things that we want to continue doing well and improving upon are the club and activities that we offer to students. We also want to continue providing technology to students to support their classroom learning.

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Information concluded as a result of analyzing parent perception data: We need to address issues with the understanding and implementation of our discipline policy. We also need to make sure parents have a good and knowledgeable understanding of our core curriculum. Things that we want to continue improving upon is our communication with parents about student failure, school events, and school policies.

Information concluded as a result of analyzing staff perception data: The areas of lowest satisfaction among teachers were lack of support from the administration as well as the long hours that we require our teachers to work. We noted decreasing overall job satisfaction among staff due to increasing demands of employment. Possible causes for the patterns we have identified are a change in leadership, changes in curriculum, and changes in school policies. Things that we will continue to do well/improve upon is providing technology for staff for the purpose of better doing their jobs.

Demographic Data

Information concluded as a result of analyzing demographic data: We expect minimal growth., but need to focus on retaining our students. This calls for improved instructional strategies and support for struggling students and improved school culture. We also need to address our staff turnover rate.

Program/Process Data

Information concluded as a result of analyzing Program/Process data: We expect to focus on Operations and Resources Management, Information Management, Shared Leadership and Instruction and Data Management. These findings are aligned with some of the areas for improvement identified through our staff perception surveys.

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.

Our goal areas are English Language Arts (Reading and Writing), Math, Science, Social Studies, and College Readiness.

Our goals, objectives, strategies and activities address the needs of our target populations (African American students and Students with Disabilities) by employing the selected strategies, providing students with effective differentiated instruction, including systematic supplementary instruction programs, and increasing opportunities for reading and a greater selection of reading materials.

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Our goals, objectives, strategies and activities address the needs of all students by meeting their needs in multiple content areas using

interdisciplinary, highly engaging educational approaches to learning (i.e. project-based learning) while providing targeted supports in all core subjects areas. Specifically we are helping students through school wide tutoring--whether you are remedial or advanced; implementing cross-content strategies to boost comprehension and analysis of non-fiction and fiction texts; supporting students in math and ELA classrooms through the use of paraprofessionals; and providing robust summer credit recovery and ACT preparation.

We will also increase opportunities for reading by supplying all grade level ELA teachers with a digital library to share with students.

Our goals in English Language Arts (Reading and Writing), Math, Science, Social Studies, and College Readiness reflect the needs identified in our data analysis.

Student achievement data indicated a need to focus on areas that span our MEAP, MAP, and College Readiness Standards; areas of focus are consistent across these three measures (refer to results and conclusions pages). We use multiple instruments to conduct this analysis.

Perception data analysis was conducted via Survey Monkey, Teacher Interviews and Focus Groups. The analysis of perception data influenced our development of goals, strategies and activities.

Our Program/Process data revealed that we need to focus on Operations and Resources Management, Information Management, Shared Leadership and Instruction and Data Management. These findings are aligned with some of the areas for improvement identified through our staff perception surveys.

Demographic data analysis using the 2013 MEAP scores revealed: We need to increase proficiency in our Students with Disabilities group; currently, none are proficient. There is a wide gap between reading proficiency levels when comparing girls and boys; In 2011, In grades 6 and 7, our girls performed better in reading than our boys--6th grade 20% more girls were proficient; In 7th grade 21% more girls were proficient. In 8th grade, our boys performed better than our girls by 12%.

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?

Our goals, objectives, strategies and activities address the needs of all students by meeting their needs in multiple content areas using interdisciplinary, highly engaging educational approaches to learning (i.e. project-based learning) while providing targeted supports in all core

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subjects areas. Specifically we are helping students through individualized digital learning programs; providing intense, systematic remediation to students who are not proficient; implementing cross-content strategies to boost comprehension and analysis of non-fiction and fiction texts; providing instruction that has been closely aligned with the Common Core State standards; providing robust summer school and summer credit recovery and ACT preparation, and increasing opportunities for reading.

Our goals, objectives, strategies and activities address the needs of our target populations (African American male students and students with disabilities) by employing the strategies above AND giving these students a smaller student to teacher ratio as well as increasing their opportunities for support outside of the classroom; we have also increased opportunities for reading.

Students who receive special education support are under-performing on MEAP assessments in all areas and across all assessed grade levels. The causes that are attributed to the under-performance are rooted in reading and math ability. Students have limited skills in basic

reading (phonics, fluency) and comprehension. This is a deficit that is apparent in class, but is manifested particularly in standardized testing situations where the ability to understand passages, understand questions, and to be able to reflect back on the passages for information is limited.

Component 2: Schoolwide Reform Strategies

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

The schoolwide plan will help all students focus on reaching the State's standards using the following strategies:

In ELA, we will work to improve reading comprehension skills for all students using Interactive Student Notebooks in order to increase our students' abilities to recall, understand, apply, analyze, evaluate, and create new information. We will increase reading opportunities for students by implementing a revised ELA curriculum that is tightly aligned to Common Core State Standards and by building robust classroom libraries so students can access engaging, developmentally-appropriate texts with an emphasis on selecting and reading informational text. Students will have access to these libraries in their ELA classes, during Forum, and in afterschool tutoring sessions.

In Math, we will ensure that all students can meet Common Core State Standards by implementing a research-based curriculum and by implementing differentiated supplementary instructional classes. Students will work to build basic numeracy through direct instruction and individualized digital programs. They will receive increased opportunities for practice these skills during supplementary Math classes and homework starter sessions.

In Social Studies, we will work to help all students students reach Common Core State Standards by incorporating literacy standards into the curriculum; we have mapped all social studies units to the ELA Common Core State Standards middle schoolers for and to the ACT Reading College Readiness Standards for high school students. Social Studies teachers will also utilize more aspects of the History Alive Social Studies program, specifically the digital lesson features and the digital Interactive Student Notebook to increase engagement in and mastery of social studies content. The History Alive program is closely aligned to Common Core.

In Science, we will work to help all students reach the Common Core State Standards by aligning the curriculum to ACT College Readiness Standards for Science. We will insert more opportunities for students to design and conduct experiments.

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).

The first significant strategy that will increase the quality of instruction in all content areas is the continuation of our "Critical Friends" peer observation sessions. Each teacher in the four core content areas will be observed by 6 colleagues in their specific content area team; Colleagues will use a rubric specifically designed to evaluate the quality of project-based instruction and how the observed teacher was able to teach content standards within a project. Immediately following the observations, colleagues will share critical feedback and offer resources and best practices to improve their colleague's instruction. The process is overseen by the Director of Curriculum and Instruction and a consultant from the Buck Institute for Education.

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Additionally, teachers in all four core content areas will engage in lesson studies. Content area leaders will collaboratively design, implement, and critique lessons around specific College Readiness Standards. The improved iterations will be shared with the staff as model lessons. The school will build a catalog of model lessons to be used for professional development to increase the quality of instruction.

Lastly, our entire curriculum is mapped to Common Core State Standards for Middle School and ACT College Readiness Standards for High School. Students will be assessed quarterly in order to measure their mastery of the standards. Content area teams will meet to analyze the data and teachers who demonstrated success on specific standards will share their best practices. Teachers will adopt these best practices.

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

All of our reform strategies are research-based and aligned with the findings of the comprehensive needs assessment.

In our needs assessment, we uncovered the need to support students in all four core content areas. In each content area we identified specific target populations that require specific reform strategies.

Strategies that address the needs of our target populations include: Revising our curriculum, increasing opportunities for reading interest-based texts for African American males, using Interactive Student Notebooks to increase reading comprehension for all students, utilizing more digital tools to engage students in the Social Studies curriculum, creating supplementary instruction classes within the school day to systematically and intensely provide additional instruction to students with serious achievement gaps,, and increasing the amount of scientific experiments in the science curriculum

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.

Students who need the most instructional support will receive this support first and foremost through our differentiated classes that supplement the instruction provided to all students in their core classes.. Our afterschool program services any student who needs instructional support in any content area. Our credit recovery program provides students who need to recover credits and opportunity to do so in an online, self-paced environment or in a teacher-directed environment afterschool, on Saturdays, and in the summer months.

We also implement an RTI program. The process for identifying students who are experiencing difficulty typically starts with grade level staff. A student can be identified through a Child Case Study, IEPs, testing practices, teacher referral, guidance counselor referral, and social work referral. Teacher observations also play a significant role. When teachers notice students falling behind, they immediately begin the tiered

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Rtl process beginning with Tier 1. Tier 1 Response to Intervention (Rtl) strategies (differentiation and small instructional groups), Tier 2 Rtl strategies (targeted instruction / pull out if necessary), Tier 3 Rtl strategies (intensive interventions and possibly evaluation for recommendation for special education).

In Math, ELA, Science, and Social Studies students are identified as needing additional support from MEAP, MAP or quarterly Interim Assessment results. Students needing additional support are also identified by quarterly grades and projects.

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

The school determines if these needs are being met by reviewing quarterly grades and assessments. Teacher observations are also used as a tool to determine if students 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 instructional paraprofessionals meet the NCLB requirements for highly qualified. 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 highly qualified status. 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?

We are still a new school, and we are a growing school. We opened in 2009 serving grades 6, 7 & 9. In 2010 we served grades 6-10. In 2011 we added grade 11, and in 2012 we added grade 12. As a result our staff has increased each year. For the 2012-2013 school year, an additional 11 teachers were added due to expansion and increased enrollment. We currently have 51 teachers.

During the 2011-2012 school year we had 40 instructional staff members. At the start of the 2012-2013 school year we retained 30 of our original staff members, giving us a 25% teacher attrition rate. During the 2012-13 school year there were instructional staff members. At the start of the 2013-14 school year, we retained of the staff from the 2012-13 school year, giving us a % attrition rate.

During the 2012-13 school year we had 49 instructional staff members. At the start of the 2013-14 school year we retained 26 of them, giving us a 59.1% attrition rate.

Staff turnover has largely been the result of weak administrative leadership. Several members of the school's Leadership Team are being replaced in the coming year in an effort to strengthen school culture, teacher support and retention of staff.

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

HFA:SCS employs teachers with a wide span of instructional experiences and years of experience. The following data outlines the number of teachers and divides them into categories based on years of experience in the profession.

Number of teachers with:

1-3 years teaching experience: 20

4-8 years of experience: 16

9-15 years of experience: 10

15+ years of experience: 2

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

HFA-SCS administration participates in teacher recruitment by annually attending several university teacher fairs like MSU, EMU, and U of M, whose institutions are producing the strongest teacher candidates in the state. Our hiring process is rigorous and focused on finding teachers with similar vision and mission alignment.

HFA:SCS's main strategy for attracting and retaining high quality teachers is to create an environment that is safe, student-centered, learning-focused (for students and adults), supportive, and aligned with innovative practices in school reform. Attractions include state-of-the-art facilities, teacher technology like cell phones and laptops, and classrooms equipped with technology and learning resources. Other attractions include our strong partnerships with the College for Creative Studies and relationships with community partners.

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

Henry Ford Academy: School for Creative Studies is part of a small two school district and many of our strategies are the same strategies our elementary school uses. HFA:SCS's main strategy for attracting and retaining high quality teachers is to create an environment that is safe, student-centered, learning-focused (for students and adults), supportive, and aligns with innovative practices in school reform. Attractions include state-of-the-art facilities, teacher technology like cell phones and laptops, and classrooms equipped with technology and learning resources. Other attractions include our strong partnerships with the College for Creative Studies and relationships with community partners. Our charter authorizer, GVSU, also offers a 50% tuition reimbursement for teachers who enroll in their Educational Leadership Master's Degree program. SCS administration participates in teacher recruitment by annually attending several University teacher fairs like MSU, EMU, and U of M, whose institutions are producing the strongest teacher candidates in the state. Our hiring process is rigorous and focused on finding teachers with similar vision and mission alignment.

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?

The school attempts to encourage teacher voice and give teachers a forum to express their concerns in a safe, non-evaluative environment. By responding to teacher concerns and providing targeted teacher support, we hope to reduce teacher turnover rates.. We also hope to reduce teacher turnover by continuing to offer the 50% reimbursement for pursuing a graduate degree in Educational Leadership from Grand Valley State University. We continue to offer competitive salary and benefits.

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.

All instructional and support staff members participated in a "Summer Institute". New teachers attended three weeks of summer institute and returning teachers attended two weeks of the summer institute. The summer institute addressed several of our goals for school improvement. The two week training included training on a new data analysis and planning process, Core Six Instructional Strategies and Developmental Designs (a research-based program aimed at supporting students in the development of habits of responsible behavior). They received ongoing support throughout the year by participating in content area peer observations under the guidance of our Directors of Curriculum, Instruction and Assessment and outside consultants to examine the effectiveness of their implementation. Also included in the institute were workshops on strengthening testing environments to achieve reliable data, and design thinking challenges. Our teacher mentor program was also introduced during the summer institute.

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

The professional development is sustained and ongoing because it is embedded in our teacher growth and development program and monitored by administrators. Topics that were introduced during summer workshop were revisited during professional development days throughout the school year.. We use interim assessment data to closely monitor the impact of our professional development on student achievement.

Additionally, ongoing professional development throughout the academic year is provided in team meetings (grade level and content area meetings), staff meetings, two days at the end of each quarter for individual planning, examining data to drive instructional adjustments for the next quarter, and targeted interventions by mentor teachers (as part of our mentor teacher program).

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	N/A	Professional Learning Plan

Component 6: Strategies to Increase Parental Involvement

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

SCS parents were invited to join the School Improvement Team at the start of the school year and attend monthly meetings. During the monthly meetings SIT parents and members participated in sub-committees that reviewed a broad range of student achievement data and collaborated with team members to create academic goals related to their committee topic.

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

Parent members of the School Improvement Team attended the schoolwide parent meetings and reported on the progress of school improvement strategies and goals. Parents also provide input through parent perception surveys which help us implement our plan and make revisions as necessary.

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

Besides parent participation on the School Improvement Team, the school also administered a parent evaluation survey that was sent electronically to all parents. Questions on the survey requested that parents rate their satisfaction of their child's student achievement in core content areas. Parents were also asked to evaluate of the overall effectiveness of intervention programs directly connected to school improvement strategies.

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: School for Creative Studies, 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 and to invite parent(s)/guardian(s) to become involved highly 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)

Provide assistance to parents in understanding content standards, assessments, Title I programming, how to monitor their child's progress, and how to work with educators.

Henry Ford Academy: School for Creative Studies 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.

Information is provided to parents regarding our Title I programs and services that are available to students through newsletters, our website and through an annual Title I parent meeting. Teachers and counselors also inform parents 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. Middle School parents can also access Mastery Connect accounts for their children where they can monitor achievement of specific learning standards and obtain resources to help their children at home.

During Parent Teacher Conferences, 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.

We will provide school offerings of training programs to instruct parent(s)/guardian(s) on how to become more involved in their child's educational programs. Parents are provided training on the use of Power School at Curriculum Night, allowing them to access their child's academic information. Parents are also given a Student Handbook which allows them to become familiar with all policies and procedures related to the Henry Ford Academy: School for Creative Studies. The feedback we receive through our parent surveys will allow us to develop additional parent training programs according to the needs and interests of parents.

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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 and staff meetings and general PD sessions. Parents are encouraged to provide input regarding specific needs via PTO meetings and parent events.

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: Elementary, to facilitate smooth transition for students moving from elementary to middle school, and we foster collaboration and parent involvement between our middle and high school programs.

As a middle and high school that serves grades 6-12, we facilitate transition strategies for our incoming 5th graders, 8th graders transitioning into our high school, and seniors transitioning to college. We require all new families to attend summer registration, orientation, and welcome night prior to fall school start. During these meetings families receive basic school structure information, and are invited to become part of our

school family by joining in parent involvement activities.

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 other forms of 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.

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Through ongoing communication between parents and staff members, parents are aware that the school is their partner and they are encouraged 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 in a language parents can understand. 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.

Members of the School Improvement Team, School Board members, and leaders of our emerging parent organization will evaluate the parent involvement component of our plan through review of the Parent Involvement Plan, the Parent Compact, attendance records of parent involvement at events, and parent surveys.

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

The parent feedback received will be critical in ensuring that our Parent Involvement Plan and Parent Involvement Component addresses the needs of our parent population and is inclusive in context and implementation of programs. Parents will continue to have opportunities to participate in the school improvement plan process which includes an annual review and update of the plan. If determined by parent feedback that changes need to be addressed with our plan, we will address those changes in an open forum so that all interested parties can participate. If necessary we will host additional parent meetings in order to make sure that all parents are informed and clearly understand the schoolwide programs.

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

parent and student leaders. Parents and student leaders provided meaningful feedback on how the compact is verbally written, actual

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content, and process of distribution.

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

NA

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

The parent compact was drafted during the 2012-2013 school year and will be posted on the school webpage, mailed to parents electronically using the School Messenger system, and hard copies provided at the final school-wide parent meeting in May. In addition, at the start of the 2013-14 school year, the parent compact will be added to the Family Handbook and sent home to all families the first week of school. Parents will be asked to read the document and provide a signature verifying they have received the document. Teachers will answer any questions parents may have and encourage families to use the school-parent compact as a reminder of the school culture we are trying to foster at Henry Ford Academy: School for Creative Studies. By widely circulating and explaining the parent compact we hope that parents and students will become more invested in the culture of Henry Ford Academy: School for Creative and better understand how their attitude and actions affect the climate and culture at our school.

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

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

The school provides parents with a variety of academic assessment tools that report their individual child's progress in an easy-to-follow, parent-friendly manner. All educational terms and acronyms are defined and/or explained to the parents. These tools include quarterly report cards, bi-quarterly progress reports, individual access to Powerschool's Parent Connect and MEAP and MAP parent reports mailed home to families. There are no known ESL language barriers that need accommodations at this time; however, should any arise in the future, the school will provide support as 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?

****Henry Ford Academy: School for Creative Studies is a 6-12th institution and does not have any preschool transition strategies. We have included our strategies for middle school and high school transitions as they relate to our school.****

As a middle and high school that serves grades 6-12, we do focus on transition strategies for our incoming 5th graders, 8th graders transitioning into our high school, and seniors transitioning to college. We require all new families to attend summer registration, orientation, and welcome night prior to fall school start. During these meetings families receive basic school structure information, meet faculty, purchase uniforms, and receive school ID and the Student Handbook. In addition, in the summer of 2012 we offered a bridge program to incoming 6th grade students in reading and math. Students attended for a four-week summer program, four days a week, for three hours a day totaling 48 hours of skill building. This schedule is being extended to five days a week for the summer of 2014. We have extended our summer transition program to also include current 8th grade students. During the school year, 8th grade students are provided opportunities to visit high school classes and participate in designated high school events. Quarterly 8th grade parent meetings are held to provide families with support in completion of middle school requirements, high school selection and preparation. For senior students we offer a robust program to ensure high school graduation, college admissions and enrollment. The school has employed a College Transition Counselor who works directly with seniors and their families to ensure that 90% or more of our graduating seniors are admitted and enroll in a post secondary education program.

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?

N/A

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?

Select teachers participate in the development of the school's quarterly interim assessments. These selected content area pairs work to design quarterly interim assessments that are aligned to the curriculum, test-run the assessment and then provide feedback to the assessment designer on how it could be improved. Teachers also design their own course quizzes and assessments.

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

Teachers are required to participate in student achievement analysis in a variety of ways for the purpose of improving the achievement of all students. Teachers monitor their gradebooks to identify at-risk students and intercept struggling students to ensure they achieve success. Teachers exercise a tiered approach outlined in the RTI program to review performance data and implement strategies at each tier. Grade level meetings address students most at risk, and provide time for teachers to craft interventions for those students.

At minimum, teachers review interim assessment results on a quarterly basis. These interim assessments provide data to teachers on how their students have mastered the Common Core State Standards (MS) and College Readiness Standards (HS) covered in the quarterly curriculum. Upon analyzing the data, teachers convene in content area teams to determine which practices yielded the best results and then adopt those practices in the subsequent quarter. Teachers immediately incorporate more opportunities for students to practice power standards and work to develop mastery in their students.

When MAP and MEAP scores are released, staff meetings are dedicated to analyzing and interpreting student data in order to adjust curriculum and instruction. Teachers conduct an item analysis and then recommend curriculum revisions based on the data. The item analysis helps teachers identify specific standards that need to be addressed in their lesson and unit plans.

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.

The process for identifying students who are experiencing difficulty typically starts with grade level staff. A student can be identified through a Child Case Study, IEPs, testing practices, teacher referral, guidance counselor referral, and social work referral. Teacher observations also play a big role. When teachers notice students falling behind, they immediately begin the tiered RtI process beginning with Tier 1. 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).

In Math, ELA, Science, and Social Studies students are identified as needing additional support from MEAP, MAP or quarterly Interim Assessment results. Students needing additional support are also identified by quarterly grades and projects.

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?

Timely, effective, and additional assistance is provided to students in a variety of ways once a student's difficulty is identified. After the student is identified the teacher can move forward with their own plan of action including implementing intervention strategies in the classroom. From there the teacher can refer the student for additional support including Title I supplemental instructional programs. Middle school teachers also have the ability to refer middle school students to summer school in anticipation that a student may have difficulty with the following years curriculum. For high school teachers, they can encourage high school students to attend credit recovery to gain any credits lost due to failure.

There are interventions for students who struggle with mastering the state standards. The interventions are listed below, broken out by middle school and high school, along with a description.

Middle School Interventions:

Individually curated digital instructional support programs used in core Math and ELA classes.

Intense, systematic supplementary instruction in ELA and Math support classes.

Homework Assistance: Students may stay after school to receive assistance with homework assignments (35 minutes per day, 4 days per

School Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

week)

Middle School Summer School Program: This program is required for all middle school students who have consistently failed three of their core courses. The program is a full day six week remediation and support program. The first three weeks are designed to focus on remediation of skills that the student should have mastered during the prior school year. The second three weeks are designed to work on grade level appropriate content so the student will have a head start when entering the next grade in the fall.

High School Interventions:

Intense, systematic supplementary instruction in ELA and Math support classes. These classes meet every day for 80 minutes.

Homework Assistance: Students may stay after school to receive assistance with homework assignments (35 minutes per day, 4 days per week)

Credit Recovery Program: Online and/or correspondence courses offered during the school day as an independent study or as an after school activity.

Summer Credit Recovery: A six week program designed to help high school students regain credits that were lost due to failure. Any student not on track for graduation is required to attend summer school.

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

Part of each middle school students' Math and ELA classes involves working on digital learning programs that have been individually curated based on the results of their fall MAP tests. In addition, a workshop model is being implemented that features whole group instruction of basic concepts and skills and small group instruction at differentiated levels to meet specific learning needs. Beyond this, students exhibiting serious skill deficits are enrolled in supplementary instructional classes to provide them with additional instruction to fill in gaps in achievement. Individual student needs are being addressed in the classroom by conducting individual student data analysis on formative and summative assessments and adjusting instruction to meet those students' needs--examples include reteaching standards individually or in small groups or adjusting the method for instruction (i.e. using audio). Students might be given modified or alternative forms of assessment (multiple choice, short answer responses, presentations, use of technology, multi-media, etc.)

The workshop model is also being implemented at the High School level as are supplementary instructional classes

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.

The first step in coordinating and integrating our programs and funding sources is to share our school improvement plan and goals with our stakeholders. We then move on to making determinations as to how our resources will be coordinated to implement the programs we have elected to offer.

Our primary funding sources are state funds (the General Fund, Section 31a), federal funds (Title Ia, Title IIa, the National School Lunch Program), and local funds such as tuition reimbursement through our charter authorizer, Grand Valley State University (GVSU).

The coordination of the above resources allows us to provide basic instruction and supplemental support. We have additional staffing, such as a Title I math interventionist, math paraprofessionals, teacher training and professional development, and also extended learning support such as summer school and after school tutoring.

All programs and services directly support the goals we have established in English Language Arts, Math, Science and Social Studies, along with College Readiness.

On-going and Sustained Professional Development related to Goals, Objectives, Strategies and Activities aligned with the School

Improvement Plan:

K-12 Mentor Teacher (job imbedded intervention support), PD workshops/training, District Initiatives: Professional Development, MAISA/Model ELA Curriculum, Close and Critical Reading, Classroom Instruction that Works, Data Director

Funding Sources

State: General Fund, Section 31A

Federal: Title IA, Title IIA, National School Lunch Program, IDEA Local: Grand Valley State University (GVSU)

General Fund: Used to provide basic educational needs - staff, including teachers and administrators, support staff (custodians, secretaries), textbooks, materials, supplies, technology, general operations, capital outlay, building costs and other general educational expenses.

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Section 31a: Provides a variety of support services and programs for at-risk students. Supplemental ELA class for students in need of remediation in grades 9-12. Instruction is designed for target populations and focused on content standards where weaknesses have been identified, through differentiated instruction. Also provides monitors who focus on school safety and discipline implementation. Summer

school credit recovery and remediation is also partially funded by 31a and is integrated with Title I funding to make sure all students are given the opportunity to recover lost credits.

Title I, Part A: Provides a supplemental Math and ELA courses to students performing below grade level.. Provides an after-school Homework support program.. We also use Title I, Part A funding to provide credit recovery for students in need of recovering failing credits in order to graduate on time. Our summer school program, which provides credit recovery for high school students, and academic remediation for middle school students, is also funded in part by Title I, Part A funds. We offer parent workshops and a parent resource room. The process to move from a Targeted Assistance Title I program to a Schoolwide Title I program was also paid for in part by Title I, Part A funds.

Title II, Part A: Provides 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 the salary for all three of our special education teachers.

Local: We receive funding from Grand Valley State University for partial tuition reimbursement for teachers who are completing an approved masters program in educational leadership.

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: General Fund, Title I, Part A

Programs supported: Title I Schoolwide Planning Process

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2. Schoolwide Reform Strategies

Funding sources: General Fund, Title I, Part A, Title II, Part A, Section 31a

Programs supported: Henry Ford Academy: School for Creative Studies Continuous School Improvement Process, Supplemental Support Services, Summer School, After-School Credit Recovery, Math Interventionist

3. Highly Qualified Staff

Funding sources: General Fund, Title I, Part A, Grand Valley State University

Programs supported: Staff salaries and benefits, Math Interventionist, Math Paraprofessionals, Grand Valley State University reimbursement for Masters Program tuition

4. Strategies to Attract and Retain Highly Qualified Staff

Funding sources: General Fund, Grand Valley State University

Programs supported: Staff salaries and benefits, Teacher recruiting, Technology, Grand Valley State University reimbursement for Masters Program tuition

5. Professional Development

Funding sources: Title II, Part A, 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

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Funding source: General Fund, Title I, Part A

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

7. Preschool Transitions

Funding source: General Fund

Programs supported: Transitions for elementary to middle school, middle to high school, teacher training

8. Assessment Decisions

Funding source: General Fund, Title II, Part A

Programs supported: Grade-level committees, Interim assessments, Mastery Connect

9. Timely and Additional Assistance

Funding source: Title I, Part A, General Fund, Section 31a

Programs supported: Homework Support Program, ELA Supplemental Course, Math Interventionist, , Credit Recovery Program, Summer School Programs, After School Tutoring

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

Funding source: General Fund, Title 1, Part A

Programs supported: Administration and coordination of programs

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.

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Henry Ford Academy: School for Creative Studies 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 6-12.

Evaluation:

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

At the beginning of the school year, staff will participate in professional development in order to become familiar with the school improvement goals. Teaching staff will align their instructional strategies/lesson plans to support the school improvement goals in all the content areas. Baseline data will be collected to assess student skills. Quarterly evaluations will be completed using data collected from Interim Assessments; annual progress will be evaluated through review of the MAP, EXPLORE, EPAS, MEAP, AND MME exams.

The schoolwide plan will be formally evaluated annually and updated as necessary, using all newly acquired data. The plan will be reviewed in an on-going manner throughout the year, by the school improvement team and in staff meetings, grade level and content area teams, in professional learning communities and in professional development sessions.

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 through the use of all forms of student academic assessments. The school examines MAP, MEAP, EPAS, MME and Interim Assessment test scores of all students. 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 the movement of students across performance levels on the MEAP as well as % of students achieving growth targets on the MAP test.. The school will also examine h on their Interim Assessment tests. These tests are given quarterly to all students in their core subjects (Math, ELA, Science, and Social Studies). In addition, we will track % of students reaching ACT college readiness levels on their EPAS tests.

MEAP, EPAS and MAP provide proficiency levels that we can compare from year to year to determine if the strategies we are using are effective. The proficiency targets established by the state will be considered as part of our evaluation. Our goals, objectives, strategies, and activities will be adjusted according to the progress made toward our targets in each content area.

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, MEAP, and Interim Assessment test scores. In addition, we will be looking for increasing percentages of students achieving their individual growth targets on the MAP test, increasing percentages of students moving to higher performance levels on the MEAP and MME, and increasing percentage of students achieving college readiness levels on the EPAS tests. If we do not see these improvements and the resulting 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.

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 as being 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 time to look at data from various areas to ensure data driven decisions are being made. Teachers will be encouraged to research best practices and contribute suggestions and ideas that can be incorporated into the plan to meet the changing needs of our student population.

HFA:SCS

Overview

Plan Name

HFA:SCS

Plan Description

4/30/13

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	Science	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$3000
2	Math	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$149200
3	College Readiness	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$94000
4	English Language Arts	Objectives: 2 Strategies: 5 Activities: 15	Academic	\$134115
5	Social Studies	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$5000

Goal 1: Science

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in the 2013 MEAP test in Science by 06/02/2014 as measured by 2013 MEAP test.

Strategy 1:

Project Based Learning - Revise the curriculum to have a hybrid model between project based learning, direct instruction, and College Readiness Standards.

Research Cited: Tal, T., Krajcik, J. S., & Blumenfeld, P. C. (2006). Urban Schools' Teachers Enacting Project-Based Science. Journal Of Research In Science Teaching, 43(7), 722-745.

Roderick, M., Nagaoka, J., & Coca, V. (2009). College Readiness for All: The Challenge for Urban High Schools. Future Of Children, 19(1), 185-210.

Tier:

Activity - Interactive Student Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express their own ideas and process the information presented in class. It will also be used as a way for students to quickly access information that they have previously learned.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Science teachers
Activity - Daily Warm Up Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every day students will work on an activity that will help them with their foundational skills in science. The daily warm up activity will also assist students in addressing concepts that they struggle with in science and gain the skills that they may not have fully mastered in previous grades.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Science classroom teachers
Activity - Practice ACT tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take practice science ACT tests to help them be prepared for the format and style of questions asked on the ACT. This practice will better prepare them for when they actually take the ACT test.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers
Activity - Quarterly Interim Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be given quarterly interim assessments which will measure their understanding of college readiness standards. The interim assessments will help teachers have a better understanding of the concepts the students are grasping and what concepts need to be addressed further.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Science classroom teachers
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will receive ongoing professional development on how to incorporate Project Based Learning into their curriculum.	Professional Learning			09/09/2013	06/20/2014	\$2000	Title II Part A	Science classroom teachers

Strategy 2:

Extended Learning Opportunities - Students identified as not meeting state standards will receive additional support through extended learning opportunities. This support will be during school hours and after school as well.

Research Cited: Design a quality afterschool program. (2006). What Works in Teaching & Learning, 38(9), 10.

Swing, S. R., & Peterson, P. L. (1982). The Relationship of Student Ability and Small-Group Interaction to Student Achievement. American Educational Research Journal, 19(2), 259-274.

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By attending after-school tutoring, students will receive instruction in a smaller group setting. Students are able to work on remediation of skills or enrichment of skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Tutoring			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers

Activity - Academic Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work on College Readiness Standards with instructors from the science department on standards which have been identified as an area of weakness. Students work in small groups as opposed to their regular classes. Students are grouped based on which standards have been identified as needing additional assistance for that particular student. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks, 6 sessions, and then rotate to a different teacher.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers

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Strategy 3:

Reading Strategies in Science - Teachers will work with students to improve their ability to locate information in scientific literature.

Research Cited: Herman, P., & Wardrip, P. (2012). Reading to Learn. *Science Teacher*, 79(1), 48-51.

Tier:

Activity - Science Texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will provide direct instruction to students on how to read and analyze scientific literature, including how to read and interpret data sets and graphs. They will increase student exposure to scientific literature and equip students with specific reading and interpretation strategies like identifying structural elements and decoding technical vocabulary.	Direct Instruction			09/09/2013	06/20/2014	\$1000	Title I Part A	Classroom teachers and director of curriculum and instruction.

Goal 2: Math

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency on the 2013 MEAP test in Mathematics by 03/21/2014 as measured by 2013 MEAP test.

Strategy 1:

Additional Math Support for Low-Achieving Students - Math is an area in high need of additional support for our lower achieving students. Providing additional support will help the students with their skills and understanding of math topics in the classroom. A variety of math support resources will be provided to every student.

Research Cited: Erden, Münire, and Sava Akgül. 2010. "PREDICTIVE POWER OF MATH ANXIETY AND PERCEIVED SOCIAL SUPPORT FROM TEACHER FOR PRIMARY STUDENTS' MATHEMATICS ACHIEVEMENT." *Journal Of Theory & Practice In Education (JTPE)* 6, no. 1: 3-16. Education Research Complete, EBSCOhost (accessed March 20, 2013).

Tier:

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By attending after-school tutoring, students will receive instruction in a smaller group setting. Students will receive remediation or enrichment tailored to their individual needs. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Tutoring			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teacher

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Activity - Co-Teaching Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One math class from each grade in grades 6-12th, will be a co-taught by a special education teacher. The classroom teacher and co-teacher will work together on the planning and implementation of the curriculum. This teacher will be in one class per day, five days per week. This will help address students with specific deficits and needs, and will provide real-time remediation for students.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teacher and special education department

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have paraprofessionals in each math class, grades 6-8th, four days a week. Paraprofessionals will be in the math classrooms to provide additional support to students and the teacher. They provide support to the teacher by assisting in lesson planning and helping with a variety of tasks throughout the school day. The paraprofessionals will support students by working with the students in small groups or one on one.	Academic Support Program			09/09/2013	06/20/2014	\$90000	Title I Part A	Classroom teachers and the company that is used to staff the paraprofessionals

Activity - Math Support Class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 9-12th, who have been identified as needing additional math support and skill building will participate in a Math support class. The math support class meets two to three times weekly for 90 minutes.	Direct Instruction			09/10/2012	06/20/2013	\$56000	Title I Part A	Math Support Teacher

Strategy 2:

Teacher Competency - Teachers will be given a wide variety of professional development and regular critical feedback from peers and supervisors which will increase their competency in math instruction. The Lesson Study model will be used to improve instruction.

Research Cited: Chokshi, S., & Fernandez, C. (in press). Challenges to Importing Japanese Lesson Study: Concerns, Misconceptions, and Overlooked Nuances.

Manuscript submitted for publication.

Fernandez, C., Cannon, J., & Chokshi, S. (2003). A U.S.-Japan Lesson Study Collaboration Reveals Critical Lenses For Examining Practice. *Teaching and Teacher Education* 19 (2), 171–85.

Fernandez, C., & Yoshida, M. (in press). Lesson Study: A Japanese Approach to Improving Mathematics Teaching and Learning. Manuscript submitted for publication.

Brady, P., & Bowd, A. (2005). Mathematics anxiety, prior experience and confidence to teach mathematics among pre-service education students. *Teachers & Teaching*, 11(1), 37-46.

Bagaka's, J. (2011). THE ROLE OF TEACHER CHARACTERISTICS AND PRACTICES ON UPPER SECONDARY SCHOOL STUDENTS' MATHEMATICS SELF-

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EFFICACY IN NYANZA PROVINCE OF KENYA: A MULTILEVEL ANALYSIS. International Journal Of Science & Mathematics Education, 9(4), 817-842.

doi:10.1007/s10763-010-9226-3

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will receive content specific professional development to increase student achievement and implement Common Core State Standards. They will receive in-service training on how to differentiate instruction within a project based curriculum.	Professional Learning			04/24/2013	04/24/2014	\$2000	Title I Part A	Middle school math teachers

Activity - Lesson Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will have the opportunity to collaborate with their department to design, implement, and evaluate math lessons. Teachers will receive constructive professional feedback from other math teachers within the school. Teachers will also get a chance to collaborate with other math teachers to determine effective strategies in the classroom and how to increase student achievement and engagement.	Evaluation			09/09/2013	06/20/2014	\$1200	General Fund	Classroom teachers

Strategy 3:

Differentiated Instruction - The current curriculum will be differentiated. This curriculum will combine the current project based learning curriculum with direct instruction and college readiness standards. This switch in curriculum will provide all students, regardless of learning style, a chance to be successful in the classroom.

Research Cited: (2010, May). Enhancing Learning With Science Notebooks. NSTA Reports!. pp. 6-7.

Meyer, D. (2012). DESIGNING DESIGN CHALLENGES: Getting the Details Right. Science Teacher, 79(2), 58-62.

Tier:

Activity - Interactive Student Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express their own ideas and process the information presented in class. It will also be used as a way for students to quickly access information that they have previously learned.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers

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Activity - Daily warm up activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every day students will work on an activity that will help them with their foundational skills in math. The daily warm up activity will also assist students in addressing concepts that they struggle with in math and gain the skills that they may not have fully mastered in previous grades.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers

Goal 3: College Readiness

Measurable Objective 1:

90% of All Students will demonstrate a proficiency of our students will graduate high school and 90% of those students will attend some form of post secondary education in Career & Technical by 06/20/2014 as measured by High school graduates and those attending post secondary institutions .

Strategy 1:

Students will have access to supplementary activities and courses - Students will have practice working with standardized tests to prepare students for the ACT test and testing strategies so that students are able to be more successful on the ACT.

Research Cited: Miller, D. M., & Gray, K. (2002). Tech Prep Persistence in Comprehensive High Schools: An Exploratory Study. Journal Of Industrial Teacher Education, 39(4), 26-35.

Tier:

Activity - ACT Prep Math/ ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be in math and ELA support classes. These classes will reinforce topics that will be addressed on the ACT and strategies to increase student achievement. These classes will be offered 2.5 days per week in 1.5 hour blocks. These classes will be taught by highly qualified teachers in those content areas and offered to students who have been identified as weak in those areas.	Academic Support Program			03/27/2013	06/20/2014	\$0	No Funding Required	ELA and math support teachers

Activity - ACT summer course	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACT preparation by certified teachers from the the Learning Disability Clinic for 3 weeks.	Academic Support Program			07/07/2014	07/25/2014	\$12000	Title I Part A	Teachers from the Learning Disability Clinic

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Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By attending after-school tutoring, students will receive instruction in a smaller group setting. Students are able to work on remediation of skills or enrichment of skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	ELA and math teachers

Strategy 2:

Standards Alignment - Teachers and administration will work together to ensure that the topics taught in the classroom align with the college readiness standards. Students will also be tested quarterly to determine if they are learning the necessary objectives in order to be successful in college.

Research Cited: Squires, D. (2012). Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement. Clearing House, 85(4), 129-135.

doi:10.1080/00098655.2012.657723

Tier:

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review the current curriculum to make sure it's aligned with the current college readiness standards.	Evaluation			09/09/2013	06/20/2014	\$0	No Funding Required	One person for each of the core content areas will align the curriculum from 6th grade to 12th grade

Activity - Interim Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a quarterly assessment in each of their core classes. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests.	Academic Support Program			09/09/2013	06/20/2014	\$12000	Title I Part A	One teacher from each of the core content areas.

Strategy 3:

Provide assistance to students needing additional support to achieve timely graduation - Students who are failing or have failed classes will receive a variety of support to help the student get back on track for timely graduation. This support will come in the form of after-school tutoring, in-school academic coaching, independent study online credit recovery, after-school credit recovery, and summer school credit recovery.

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Research Cited: Roberts, K. D., Takahashi, K., Hye-Jin, P., & Stodden, R. A. (2012). Supporting Struggling Readers in Secondary School Science Classes. *Teaching Exceptional Children*, 44(6), 40-48.

DESSOFF, A. (2009). Reaching Graduation with Credit Recovery. *District Administration*, 45(9), 43-48.

Tier:

Activity - Credit recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Credit recovery is provided to students in two forms during the school year. After-school online credit recovery is available to all students two day per week for an hour and on Saturdays for four hours. Students can also be enrolled in an independent study class offered every other day for 90 minutes. Summer credit recovery is offered to all students who need it for six weeks during the summer four days per week for six hours per day.	Academic Support Program			09/09/2013	06/20/2014	\$70000	Title I Part A	Title 1 coordinator and staff for running the classes

Activity - After-school tutoring/Academic Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in a smaller group setting. Students will be able to work on remedial or enrichment skills with their classroom teacher. Tutoring is offered to all students. This support will come in the form of after-school tutoring which is provided four days a week in every subject for 30 minutes and in-school academic coaching which is provided three days a week in every subject for 30 minutes.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Teachers

Measurable Objective 2:

90% of All Students will demonstrate a proficiency of 21 on the ACT test in Career & Technical by 06/20/2014 as measured by the student scores on the ACT.

Strategy 1:

Embed ACT prep in all classes - Teachers will consciously embed ACT test preparation in their classes. This will allow students to be familiar with this style of questions and be more successful on the test.

Research Cited: Rex, L. A., & Nelson, M. C. (2004). How Teachers' Professional Identities Position High-Stakes Test Preparation in Their Classrooms. *Teachers College Record*, 106(6), 1288-1331. doi:10.1111/j.1467-9620.2004.00380.x

Tier:

Activity - ACT questions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Henry Ford Academy: School for Creative Studies (P)

Teachers in all content areas will ask ACT style questions in their classrooms.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	All classroom teachers
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Goal 4: English Language Arts

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in their reading level in English Language Arts by 06/20/2014 as measured by performance on MEAP, MAP, and CRS tests.

Strategy 1:

Improve Reading Comprehension - Teachers will develop reading strategies for students to utilize in order to effectively interact with text before, during, and after reading.

Research Cited: Perna, Daniel M. and Sarah F. Mahurt. Reading to Learn in Secondary Classrooms: Increasing Comprehension and Understanding. Thousand Oaks: Corwin, 2009. Print

Tier:

Activity - Interactive Student Notebook	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will maintain an interactive notebook in which they will take note and reflect on learning gained before, during, and after interacting with text. It will also be used as a way for students to quickly access information that they have previously learned.	Direct Instruction			09/09/2013	06/20/2014	\$0	No Funding Required	All teaching staff
Activity - Talk to the Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will interact with the text by using marginal notes and other forms of annotation to comment on what they do or do not understand in their reading.	Direct Instruction			09/09/2013	06/20/2014	\$0	No Funding Required	All teachers
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will receive training on improving ELA instruction and effective teaching practices. Teachers will attend the Wayne RESA: ELA Common Core Middle School / High School.	Professional Learning			05/13/2013	05/13/2013	\$1365	Title II Part A	Middle school and high school ELA teachers

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Strategy 2:

Increase Student Opportunities for Reading - Students will have access to various texts for in-class and independent reading.

Research Cited: Cullinan, Bernice E. "Independent Reading and School Achievement." American Library Association, New York University, 2000. Website article, March 27, 2013.

Printed with permission from the U.S. Department of Education. This manuscript was commissioned as part of a national study, Assessment of the Role of School and Public Libraries in Support of Educational Reform, Westat, Inc., 1998–2000.

Tier:

Activity - Provide age-appropriate reading materials of high interest	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete reading style inventories to identify reading levels and reading interest. Students will have access to age appropriate reading materials of high interest as identified through reading style inventories. Students will use varied, age appropriate, high interest texts while learning and applying reading strategies.	Academic Support Program			09/09/2013	06/20/2014	\$11250	Title I Part A	All ELA teaching staff

Activity - Access to Nook EReaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to Nook EReaders which are electronic versions of age appropriate, high interest reading materials.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	All ELA teaching staff

Strategy 3:

Provide Additional Support for Low Achieving Students - All students will be given the opportunity to access additional support to improve reading strategies and skills.

Research Cited: Boardman, Alison, Greg Roberts, and Marcia Kosanovich. Effective Instruction for Adolescent Struggling Readers: A Practice Brief. Portsmouth: RMC Research Corporation, Center on Instruction, 2008.

Tier:

Activity - Academic Coaching	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 (P)

Students work on College Readiness Standards with instructors from the science department on standards which have been identified as an area of weakness. Students work in small groups as opposed to their regular classes. Students are grouped based on which standards have been identified as needing additional assistance for that particular student. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks, 6 sessions, and then rotate to a different teacher.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	All core content teachers
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Activity - 9th grade ELA support class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th grade students who have been identified to need additional reading skills instruction will be enrolled in an ELA support class to learn and practice reading strategies. The ELA support class takes place every other day for 90 minutes.	Academic Support Program			09/09/2013	06/20/2014	\$50000	Section 31a	9th grade ELA LEAP teacher

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in a smaller group setting. Students will be able to work on remedial or enrichment skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	All core content teachers

Measurable Objective 2:

A 7% increase of All Students will demonstrate a proficiency in writing to persuade in English Language Arts by 06/20/2014 as measured by a pretest in the fall to identify base writing level, a post-test in the spring to assess growth, and performance on the 7th grade MEAP writing and 11th grade ACT.

Strategy 1:

Cross Curricular Writing Standards - Students will be given the opportunity to receive academic instruction and support to improve their writing skills.

Research Cited: James R. Squire Office of Policy Research. "Reading and Writing Across the Curriculum: A Policy Research Brief produced by the National Council for Teachers of English." Urbana: NCTE, 2011

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects	Professional Learning			06/17/2013	06/20/2014	\$13000	Title II Part A	All content area teachers

Activity - Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will increase their language usage proficiency by learning methods and strategies for writing a well developed essay. Students will learn methods for identifying and developing main ideas and supporting details in their writing.	Direct Instruction			09/09/2013	06/20/2014	\$0	No Funding Required	All content area teachers
Activity - School-Wide Writing Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will adopt a common rubric to evaluate student writing. All teachers will use common rubric in evaluating student writing.	Implementation			06/17/2013	06/20/2014	\$0	No Funding Required	ELA teachers to establish rubric, other core teachers to support rubric in core classes.

Strategy 2:

Support Struggling Students - All students will be given the opportunity to receive additional instruction and support to learn strategies to improve writing skills.

Research Cited: James R. Squire Office of Policy Research. "Reading and Writing Across the Curriculum: A Policy Research Brief produced by the National Council for Teachers of English." Urbana: NCTE, 2011

Tier:

Activity - Academic Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work on College Readiness Standards with instructors from the ELA department that have been identified as an area of weakness. Students work in smaller groups than they normally are in for their regular classes. Students are grouped by their homeroom teacher and work on writing skills. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks, 6 sessions, and then rotate to a different teacher.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	All core teachers
Activity - 9th grade ELA support class	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 9th grade students who have been identified as needing additional writing skills instruction will participate in an ELA support class to learn and practice writing strategies. The ELA support class takes place every other day for 90 minutes a day.	Academic Support Program			09/09/2013	06/20/2014	\$50000	Section 31a	ELA LEAP teacher

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Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to teaching staff in order to get supplementary support for writing skills and strategies in each content area.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	All core teachers
Activity - Summer Enrichment Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity participate in a summer enrichment program in which they will learn and apply writing strategies to improve their reading skills.	Academic Support Program			06/23/2014	08/29/2014	\$8500	Title I Part A	Summer Enrichment ELA teacher

Goal 5: Social Studies

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the 2013 MEAP test in Social Studies by 06/20/2014 as measured by student scores on the test.

Strategy 1:

Provide Additional Support to low-achieving student in Social Studies - Students will receive support related to identified areas of weakness during in-school Academic Coaching hours and immediately after school during tutoring hours.

Research Cited: NELSON-ROYES, A. M., & REGLIN, G. L. (2011). AFTER-SCHOOL TUTORING FOR READING ACHIEVEMENT AND URBAN MIDDLE SCHOOL STUDENTS. Reading Improvement, 48(3), 105-117.

Tier:

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By attending after-school tutoring, students will receive instruction in a smaller group setting. Students are able to work on remediation of skills or enrichment skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers
Activity - Academic Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Students work on College Readiness Standards with instructors from the social studies department on standards which have been identified as an area of weakness. Students work in small groups as opposed to their regular classes. Students are grouped based on common deficits so that they can receive targeted instruction in those areas. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks or 6 sessions.	Academic Support Program			09/09/2013	06/20/2014	\$0	No Funding Required	Social Studies teachers
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Strategy 2:

Curriculum Alignment - Teachers will ensure that the curriculum they are using corresponds with the Common Core State Standards. They will address this through daily warm up activities and project based learning.

Research Cited: Chun-Ming, H., Gwo-Jen, H., & Iwen, H. (2012). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence and Learning Achievement. *Journal Of Educational Technology & Society*, 15(4), 368-379.

Tier:

Activity - Daily warm up activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will incorporate College Readiness Standards and Common Core State Standards into the students' daily warm up assignments. These assignments will address on deficits identified through interim assessment item analysis on CRSs and CCSSs.	Direct Instruction			09/09/2013	06/20/2014	\$0	No Funding Required	Social Studies classroom teachers

Activity - Project Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn key social studies concepts through project based learning. Students will gain a deeper understanding of the topics and address Common Core State Standards within an authentic investigation.	Direct Instruction			09/09/2013	06/20/2014	\$0	No Funding Required	Classroom teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will receive professional development on how to use Project Based Learning to increase student achievement.	Professional Learning			09/09/2013	06/20/2014	\$2000	Title II Part A	Social Studies classroom teachers

Strategy 3:

Adopt History Alive Curriculum - Teachers will adopt the History Alive curriculum and use web-based tutorials and simulations to increase student engagement as well as conceptualization and mastery of social studies standards.

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Research Cited: Empirical Education Research Summary: "Effectiveness of TCI's History Alive! for Eighth Graders: A Report of a Randomized Experiment in Alum Rock Union Elementary School District." www.empiricaleducation.com

Tier:

Activity - Web-Based Simulations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will incorporate web-based simulations into their weekly lesson plans.	Implementation			09/09/2013	06/20/2014	\$3000	Title I Schoolwide	Social Studies teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Web-Based Simulations	Social Studies teachers will incorporate web-based simulations into their weekly lesson plans.	Implementation			09/09/2013	06/20/2014	\$3000	Social Studies teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT summer course	ACT preparation by certified teachers from the the Learning Disability Clinic for 3 weeks.	Academic Support Program			07/07/2014	07/25/2014	\$12000	Teachers from the Learning Disability Clinic
Interim Assessment	Students will take a quarterly assessment in each of their core classes. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests.	Academic Support Program			09/09/2013	06/20/2014	\$12000	One teacher from each of the core content areas.
Professional Development	Math teachers will receive content specific professional development to increase student achievement and implement Common Core State Standards. They will receive in-service training on how to differentiate instruction within a project based curriculum.	Professional Learning			04/24/2013	04/24/2014	\$2000	Middle school math teachers
Science Texts	Science teachers will provide direct instruction to students on how to read and analyze scientific literature, including how to read and interpret data sets and graphs. They will increase student exposure to scientific literature and equip students with specific reading and interpretation strategies like identifying structural elements and decoding technical vocabulary.	Direct Instruction			09/09/2013	06/20/2014	\$1000	Classroom teachers and director of curriculum and instruction.

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Math Support Class	All students in grades 9-12th, who have been identified as needing additional math support and skill building will participate in a Math support class. The math support class meets two to three times weekly for 90 minutes.	Direct Instruction			09/10/2012	06/20/2013	\$56000	Math Support Teacher
Summer Enrichment Program	Students will have the opportunity participate in a summer enrichment program in which they will learn and apply writing strategies to improve their reading skills.	Academic Support Program			06/23/2014	08/29/2014	\$8500	Summer Enrichment ELA teacher
Provide age-appropriate reading materials of high interest	Students will complete reading style inventories to identify reading levels and reading interest. Students will have access to age appropriate reading materials of high interest as identified through reading style inventories. Students will use varied, age appropriate, high interest texts while learning and applying reading strategies.	Academic Support Program			09/09/2013	06/20/2014	\$11250	All ELA teaching staff
Credit recovery	Credit recovery is provided to students in two forms during the school year. After-school online credit recovery is available to all students two day per week for an hour and on Saturdays for four hours. Students can also be enrolled in an independent study class offered every other day for 90 minutes. Summer credit recovery is offered to all students who need it for six weeks during the summer four days per week for six hours per day.	Academic Support Program			09/09/2013	06/20/2014	\$70000	Title 1 coordinator and staff for running the classes
Paraprofessionals	We will have paraprofessionals in each math class, grades 6-8th, four days a week. Paraprofessionals will be in the math classrooms to provide additional support to students and the teacher. They provide support to the teacher by assisting in lesson planning and helping with a variety of tasks throughout the school day. The paraprofessionals will support students by working with the students in small groups or one on one.	Academic Support Program			09/09/2013	06/20/2014	\$90000	Classroom teachers and the company that is used to staff the paraprofessionals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Social Studies teachers will receive professional development on how to use Project Based Learning to increase student achievement.	Professional Learning			09/09/2013	06/20/2014	\$2000	Social Studies classroom teachers
Professional Development	Science teachers will receive ongoing professional development on how to incorporate Project Based Learning into their curriculum.	Professional Learning			09/09/2013	06/20/2014	\$2000	Science classroom teachers

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Professional Development	All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects	Professional Learning			06/17/2013	06/20/2014	\$13000	All content area teachers
Professional Development	ELA teachers will receive training on improving ELA instruction and effective teaching practices. Teachers will attend the Wayne RESA: ELA Common Core Middle School / High School.	Professional Learning			05/13/2013	05/13/2013	\$1365	Middle school and high school ELA teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Lesson Studies	Math teachers will have the opportunity to collaborate with their department to design, implement, and evaluate math lessons. Teachers will receive constructive professional feedback from other math teachers within the school. Teachers will also get a chance to collaborate with other math teachers to determine effective strategies in the classroom and how to increase student achievement and engagement.	Evaluation			09/09/2013	06/20/2014	\$1200	Classroom teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
9th grade ELA support class	All 9th grade students who have been identified to need additional reading skills instruction will be enrolled in an ELA support class to learn and practice reading strategies. The ELA support class takes place every other day for 90 minutes.	Academic Support Program			09/09/2013	06/20/2014	\$50000	9th grade ELA LEAP teacher
9th grade ELA support class	All 9th grade students who have been identified as needing additional writing skills instruction will participate in an ELA support class to learn and practice writing strategies. The ELA support class takes place every other day for 90 minutes a day.	Academic Support Program			09/09/2013	06/20/2014	\$50000	ELA LEAP teacher

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT questions	Teachers in all content areas will ask ACT style questions in their classrooms.	Academic Support Program			09/09/2013	06/20/2014	\$0	All classroom teachers

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Project Based Learning	Students will learn key social studies concepts through project based learning. Students will gain a deeper understanding of the topics and address Common Core State Standards within an authentic investigation.	Direct Instruction			09/09/2013	06/20/2014	\$0	Classroom teachers
Academic Coaching	Students work on College Readiness Standards with instructors from the ELA department that have been identified as an area of weakness. Students work in smaller groups than they normally are in for their regular classes. Students are grouped by their homeroom teacher and work on writing skills. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks, 6 sessions, and then rotate to a different teacher.	Academic Support Program			09/09/2013	06/20/2014	\$0	All core teachers
Access to Nook EReaders	Students will have access to Nook EReaders which are electronic versions of age appropriate, high interest reading materials.	Academic Support Program			09/09/2013	06/20/2014	\$0	All ELA teaching staff
After-school Tutoring	Students will receive instruction in a smaller group setting. Students will be able to work on remedial or enrichment skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Academic Support Program			09/09/2013	06/20/2014	\$0	All core content teachers
Co-Teaching Model	One math class from each grade in grades 6-12th, will be a co-taught by a special education teacher. The classroom teacher and co-teacher will work together on the planning and implementation of the curriculum. This teacher will be in one class per day, five days per week. This will help address students with specific deficits and needs, and will provide real-time remediation for students.	Academic Support Program			09/09/2013	06/20/2014	\$0	Classroom teacher and special education department
Daily Warm Up Activity	Every day students will work on an activity that will help them with their foundational skills in science. The daily warm up activity will also assist students in addressing concepts that they struggle with in science and gain the skills that they may not have fully mastered in previous grades.	Academic Support Program			09/09/2013	06/20/2014	\$0	Science classroom teachers
Academic Coaching	Students work on College Readiness Standards with instructors from the social studies department on standards which have been identified as an area of weakness. Students work in small groups as opposed to their regular classes. Students are grouped based on common deficits so that they can receive targeted instruction in those areas. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks or 6 sessions.	Academic Support Program			09/09/2013	06/20/2014	\$0	Social Studies teachers

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After School Tutoring	By attending after-school tutoring, students will receive instruction in a smaller group setting. Students are able to work on remediation of skills or enrichment of skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Tutoring			09/09/2013	06/20/2014	\$0	Classroom teachers
Interactive Student Notebook	Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express their own ideas and process the information presented in class. It will also be used as a way for students to quickly access information that they have previously learned.	Academic Support Program			09/09/2013	06/20/2014	\$0	Classroom teachers
Academic Coaching	Students work on College Readiness Standards with instructors from the science department on standards which have been identified as an area of weakness. Students work in small groups as opposed to their regular classes. Students are grouped based on which standards have been identified as needing additional assistance for that particular student. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks, 6 sessions, and then rotate to a different teacher.	Academic Support Program			09/09/2013	06/20/2014	\$0	All core content teachers
Talk to the Text	Students will interact with the text by using marginal notes and other forms of annotation to comment on what they do or do not understand in their reading.	Direct Instruction			09/09/2013	06/20/2014	\$0	All teachers
Daily warm up activity	Every day students will work on an activity that will help them with their foundational skills in math. The daily warm up activity will also assist students in addressing concepts that they struggle with in math and gain the skills that they may not have fully mastered in previous grades.	Academic Support Program			09/09/2013	06/20/2014	\$0	Classroom teachers
ACT Prep Math/ ELA	Students will be in math and ELA support classes. These classes will reinforce topics that will be addressed on the ACT and strategies to increase student achievement. These classes will be offered 2.5 days per week in 1.5 hour blocks. These classes will be taught by highly qualified teachers in those content areas and offered to students who have been identified as weak in those areas.	Academic Support Program			03/27/2013	06/20/2014	\$0	ELA and math support teachers

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School-Wide Writing Rubric	ELA teachers will adopt a common rubric to evaluate student writing. All teachers will use common rubric in evaluating student writing.	Implementation			06/17/2013	06/20/2014	\$0	ELA teachers to establish rubric, other core teachers to support rubric in core classes.
After-School Tutoring	By attending after-school tutoring, students will receive instruction in a smaller group setting. Students are able to work on remediation of skills or enrichment skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Academic Support Program			09/09/2013	06/20/2014	\$0	Classroom teachers
Curriculum Alignment	Review the current curriculum to make sure it's aligned with the current college readiness standards.	Evaluation			09/09/2013	06/20/2014	\$0	One person for each of the core content areas will align the curriculum from 6th grade to 12th grade
After School Tutoring	By attending after-school tutoring, students will receive instruction in a smaller group setting. Students will receive remediation or enrichment tailored to their individual needs. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Tutoring			09/09/2013	06/20/2014	\$0	Classroom teacher
Academic Coaching	Students work on College Readiness Standards with instructors from the science department on standards which have been identified as an area of weakness. Students work in small groups as opposed to their regular classes. Students are grouped based on which standards have been identified as needing additional assistance for that particular student. Academic Coaching occurs 3 times per week for 35 minutes for each session. Students remain with one teacher for approximately two weeks, 6 sessions, and then rotate to a different teacher.	Academic Support Program			09/09/2013	06/20/2014	\$0	Classroom teachers
Interactive Student Notebook	Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express their own ideas and process the information presented in class. It will also be used as a way for students to quickly access information that they have previously learned.	Academic Support Program			09/09/2013	06/20/2014	\$0	Science teachers

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Practice ACT tests	Students will take practice science ACT tests to help them be prepared for the format and style of questions asked on the ACT. This practice will better prepare them for when they actually take the ACT test.	Academic Support Program			09/09/2013	06/20/2014	\$0	Classroom teachers
After-school tutoring/Academic Coaching	Students will receive instruction in a smaller group setting. Students will be able to work on remedial or enrichment skills with their classroom teacher. Tutoring is offered to all students. This support will come in the form of after-school tutoring which is provided four days a week in every subject for 30 minutes and in-school academic coaching which is provided three days a week in every subject for 30 minutes.	Academic Support Program			09/09/2013	06/20/2014	\$0	Teachers
Direct Instruction	Students will increase their language usage proficiency by learning methods and strategies for writing a well developed essay. Students will learn methods for identifying and developing main ideas and supporting details in their writing.	Direct Instruction			09/09/2013	06/20/2014	\$0	All content area teachers
After-School Tutoring	By attending after-school tutoring, students will receive instruction in a smaller group setting. Students are able to work on remediation of skills or enrichment of skills with their classroom teacher. Tutoring occurs once per week for 35 minutes and all students have the opportunity to attend.	Academic Support Program			09/09/2013	06/20/2014	\$0	ELA and math teachers
Interactive Student Notebook	All students will maintain an interactive notebook in which they will take note and reflect on learning gained before, during, and after interacting with text. It will also be used as a way for students to quickly access information that they have previously learned.	Direct Instruction			09/09/2013	06/20/2014	\$0	All teaching staff
After-school Tutoring	Students will have access to teaching staff in order to get supplementary support for writing skills and strategies in each content area.	Academic Support Program			09/09/2013	06/20/2014	\$0	All core teachers
Quarterly Interim Assessments	Students will be given quarterly interim assessments which will measure their understanding of college readiness standards. The interim assessments will help teachers have a better understanding of the concepts the students are grasping and what concepts need to be addressed further.	Academic Support Program			09/09/2013	06/20/2014	\$0	Science classroom teachers
Daily warm up activity	Social Studies teachers will incorporate College Readiness Standards and Common Core State Standards into the students' daily warm up assignments. These assignments will address on deficits identified through interim assessment item analysis on CRSs and CCSSs.	Direct Instruction			09/09/2013	06/20/2014	\$0	Social Studies classroom teachers