

HFA 2014-2015

Henry Ford Academy: School for Creative Studies
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Overview

Plan Name

HFA 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Math.	Objectives: 2 Strategies: 5 Activities: 7	Academic	\$822000
2	All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Reading.	Objectives: 2 Strategies: 4 Activities: 7	Academic	\$862000
3	All Henry Ford Academy: School for Creative Studies students will meet expectations for grade promotion and 12th graders will have the required amount of credits for timely graduation and increase ACT scores for college acceptance.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$318000
4	All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Writing.	Objectives: 3 Strategies: 4 Activities: 8	Academic	\$692000
5	All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Science	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$0
6	All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Social Studies	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$158000

Goal 1: All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Math.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in math by achieving 150% of their individual growth targets in Mathematics by 06/19/2015 as measured by MAP scores.

Strategy 1:

Reduced Class Size - Grades K-1 will have a reduced class size for a student to teacher ratio of 15:1 and grades 2-5 will have a ratio of 20:1 to allow for more one on one teacher/student interaction.

Research Cited: Research indicates that reducing class size can improve student achievement, particularly in the earliest grades and with low-achieving, low-income students.

Gursky, D. (1998). Class size does matter. The Education Digest, 64(2), 15--18.

Tier:

Activity - Small Class Sizes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	General Fund	Principal Grade Level Teachers
Schools: Henry Ford Academy:School for Creative Studies-Ele								

(shared) Strategy 2:

Professional Development - Teachers will be given systematic professional development and regular critical feedback from supervisors which will increase their competency in math instruction.

Research Cited: Bagaka's, J. (2011). THE ROLE OF TEACHER CHARACTERISTICS AND PRACTICES ON UPPER SECONDARY SCHOOL STUDENTS' MATHEMATICS SELF EFFICACY IN NYANZA PROVINCE OF KENYA: A MULTILEVEL ANALYSIS. International Journal Of Science & Mathematics Education, 9(4), 817-842.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will receive content specific professional development to increase student achievement and implement Common Core State Standards. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$32000	Title II Part A	Principals Grade Level Teachers Director of Curriculum and Instruction
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Strategy 3:

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.

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 - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to students K-12 to develop and build foundational math skills. Students will participate in a five week, five day a week summer school program offered to high need low achieving students. Schools: All Schools	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Teachers Director of Curriculum and Instruction

Activity - Supplementary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive supplementary instruction by highly qualified Math teachers to pre-teach and reinforce concepts taught in regular math classes and to help eliminate gaps in mastery of previously taught concepts. Schools: All Schools	Academic Support Program			09/02/2014	06/19/2015	\$155000	Title I Part A	Principal Teachers Title I teachers

(shared) Strategy 4:

Vocabulary Development - Teachers will include explicit teaching of academic vocabulary in their weekly lesson plans.

Research Cited: Marzano, R.T. (2004). Building Knowledge for Academic Achievement: Research on What Works in Schools: Alexandria, VA (ASCD).

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction to build discipline-related academic vocabulary. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Math teachers

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in meeting growth targets as assessed by ACT's Educational Planning and Assessment System in Mathematics by 06/19/2015 as measured by scores on the Explore, Plan, and ACT .

(shared) Strategy 1:

Professional Development - Teachers will be given systematic professional development and regular critical feedback from supervisors which will increase their competency in math instruction.

Research Cited: Bagaka's, J. (2011). THE ROLE OF TEACHER CHARACTERISTICS AND PRACTICES ON UPPER SECONDARY SCHOOL STUDENTS' MATHEMATICS SELF EFFICACY IN NYANZA PROVINCE OF KENYA: A MULTILEVEL ANALYSIS. International Journal Of Science & Mathematics Education, 9(4), 817-842.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive content specific professional development to increase student achievement and implement Common Core State Standards. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$32000	Title II Part A	Principals Grade Level Teachers Director of Curriculum and Instruction

Strategy 2:

Additional Math Support to 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.

Research Cited: Erden, Munire, and Sava Akgul. 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 - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Summer School will be offered to students K-12 to develop and build foundational math skills. Students will participate in a five week, five day a week summer school program offered to high need low achieving students. Schools: All Schools	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Director of Curriculum and Instruction Summer School Teachers Grade Level Teachers
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Activity - Supplementary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Low achieving students will receive supplementary instruction by highly qualified Math teachers to pre-teach and reinforce concepts taught in regular math classes and to help eliminate gaps in mastery of previously taught concepts. Schools: All Schools	Academic Support Program			09/02/2014	06/19/2015	\$155000	Title I Part A	Principal Director of Curriculum and Instruction Title I Teachers

(shared) Strategy 3:

Vocabulary Development - Teachers will include explicit teaching of academic vocabulary in their weekly lesson plans.

Research Cited: Marzano, R.T. (2004). Building Knowledge for Academic Achievement: Research on What Works in Schools: Alexandria, VA (ASCD).

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction to build discipline-related academic vocabulary. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Math teachers

Goal 2: All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Reading.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading by achieving 150% of their individual growth targets in English Language Arts by 06/19/2015 as measured by MAP scores.

Strategy 1:

Reduced Class Size - Grades K-1 will have a reduced class size for a student to teacher ratio of 15:1 and grades 2-5 will have a ratio of 20:1 to allow for more one on one teacher/student interaction.

Research Cited: Research indicates that reducing class size can improve student achievement, particularly in the earliest grades and with low-achieving, low-income students. Gursky, D. (1998). Class size does matter. The Education Digest, 64(2), 15-18.

Tier:

Activity - Small Class Sizes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having class sizes under 20 students and in grades 2-5 by having class sizes at 20 students. Schools: Henry Ford Academy:School for Creative Studies-Ele	Class Size Reduction			09/02/2014	06/19/2015	\$120000	General Fund	Principal Grade Level Teachers

(shared) Strategy 2:

Professional Development - Teachers will be given a wide variety of professional development and regular critical feedback from supervisors which will increase their competency in ELA instruction.

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. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$0	No Funding Required	Principals Grade Level Teachers Director of Curriculum and Instruction Instructional Coaches

Strategy 3:

Reading Support for Low-Achieving Students - Struggling 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:

RMCvResearch Corporation, Center on Instruction, 2008.

Tier:

Activity - Leveled Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Title I teachers, one to serve K-1 and one to serve 2-5, to provide small group intensive literacy instruction to struggling students. Teachers will provide support five days a week	Academic Support Program			09/02/2014	06/19/2015	\$118000	Title I Part A	Principal Title I teachers
Schools: Henry Ford Academy:School for Creative Studies-Ele								

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to students K-12 to develop and build foundational ELA skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Teachers Director of Curriculum and Instruction
Schools: All Schools								

Activity - AARI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$132000	Title I Part A, Section 31a	Directors of Curriculum, Instruction and Assessment and Title I teachers
Schools: Henry Ford Academy:School for Creative Studies-Ele								

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency in meeting growth targets as assessed by College Readiness Standards in reading in English Language Arts by 06/19/2015 as measured by Explore, Plan and ACT Tests.

Strategy 1:

Additional Reading Support to Low-Achieving Students - Struggling 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: RMCvResearch Corporation, Center on Instruction, 2008.

Tier:

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Henry Ford Academy: School for Creative Studies (P)

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Summer School will be offered to students K-12 to develop and build foundational ELA skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.</p> <p>Schools: All Schools</p>	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Grade Level Teachers Summer School Teachers Director of Curriculum and Instruction

Activity - AARI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.</p> <p>Schools: Henry Ford Academy: School for Creative Studies (P)</p>	Direct Instruction			09/02/2014	06/19/2015	\$132000	Section 31a, Title I Part A	Directors of Curriculum, Instruction and Assessment and Title I Teachers

(shared) Strategy 2:

Professional Development - Teachers will be given a wide variety of professional development and regular critical feedback from supervisors which will increase their competency in ELA instruction.

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
<p>All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects.</p> <p>Schools: All Schools</p>	Professional Learning			09/02/2014	06/19/2015	\$0	No Funding Required	Principals Grade Level Teachers Director of Curriculum and Instruction Instructional Coaches

Goal 3: All Henry Ford Academy:School for Creative Studies students will meet expectations for grade promotion and 12th graders will have the required amount of credits for timely graduation and increase ACT scores for college acceptance.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in completing course work for timely grade promotion and graduation in Career & Technical by 06/19/2015 as measured by grades and number of credits completed.

Strategy 1:

Provide Assistance to Students who need Additional Help for Timely Grade Promotion or 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 grade promotion or 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.

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 - Homework Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6-12 grade students will be offered after-school homework support for one hour per day, three days per week. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/09/2014	06/11/2015	\$26000	Title I Part A	Principal Grade Level Teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to students K-12 to develop and build foundational skills and participate in credit recovery. Students will participate in a five week, five day a week summer school program offered to high need low achieving students. Schools: All Schools	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Director of Curriculum and Instruction Grade Level of Teachers Summer School Teachers

Activity - Credit Recovery during the Academic Year	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will offer online and correspondence course credit recovery for High School students who need to recover credit for failed courses. Schools: Henry Ford Academy: School for Creative Studies (P	Academic Support Program			09/02/2014	06/05/2015	\$22000	General Fund, Title I Part A	Principal Director of Curriculum and Instruction Grade Level Teachers Credit Recovery Teachers

Strategy 2:

Reduced Class Sizes - Grades K-1 will have a reduced class size for a student to teacher ratio of 15:1 and grades 2-5 will have a ratio of 20:1 to allow for more one on one teacher/student interaction.

Research Cited: Research indicates that reducing class size can improve student achievement, particularly in the earliest grades and with low-achieving, low-income students. Gursky, D. (1998). Class size does matter. The Education Digest, 64(2), 15-18.

Tier:

Activity - Small Class Sizes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students. Schools: Henry Ford Academy:School for Creative Studies-Ele	Class Size Reduction			09/02/2014	06/19/2015	\$60000	General Fund	Principal Grade Level Teachers

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency on the ACT by reaching a composite score of 21 in Career & Technical by 06/19/2015 as measured by Explore, Plan and ACT scores.

Strategy 1:

Curriculum Alignment - We will strengthen the overall educational program of study through more direct alignment with State of Michigan curriculum expectations.

Research Cited: Research shows that common core of standards are designed to be more manageable for teachers and to focus on preparing students for college.

Clear high standards will enable us to develop an education system that ensures that high school graduates are ready for college.

Vicks &Wong (2010) Tying Together the Common Core of Standards, Instruction, and Assessments.

Tier:

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Henry Ford Academy: School for Creative Studies (P)

Activity - Curriculum Mapping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and revise curriculum maps of all courses at all grade levels for all classes in alignment with available Common Core Standards and College Readiness Standards as defined by the College Board. Schools: All Schools	Other			09/02/2014	06/19/2015	\$0	No Funding Required	Principal Director of Curriculum and Instruction

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supervision and support of teachers in making sure that curriculum maps and alignment to state standards is fully implemented with fidelity Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$0	No Funding Required	Principals Director of Curriculum and Instruction

Strategy 2:

ACT Prep - Increase embedded preparation for ACT and MME style assessment in our school with in class programs as well as pull out programs.

Research Cited: Research suggest that regardless of ethnicity students can increase their chances of doing well on the ACT, and thus increase their chances of enrolling and succeeding college. Noble, Roberts, and Sawyer (2006) Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores
<http://www.act.org/research/researchers/reports/index.html>

Tier:

Activity - Embedded ACT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual teachers will increase their use of embedded ACT style questions to promote student comfort and experience with this approach to assessment. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/02/2014	06/19/2015	\$0	No Funding Required	Principal Director of Curriculum and Instruction Teachers

Activity - ACT Prep course in Math and ELA	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

We will offer specific ACT test preparation courses to 9th -11th grade students as an elective during the school year, focusing on both test taking strategies and fundamental content in Math and ELA.	Academic Support Program			09/02/2014	06/19/2015	\$30000	General Fund	Principal Director of Curriculum Teachers
Schools: Henry Ford Academy: School for Creative Studies (P								

Goal 4: All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Writing.

Measurable Objective 1:

A 10% increase of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency in meeting State Standards in Writing by 06/19/2015 as measured by 2014 MEAP test and the 2015 MME test.

(shared) Strategy 1:

Professional Development - Teachers will be given a wide variety of professional development and regular critical feedback from supervisors which will increase their competency in ELA instruction.

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. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$100000	Title II Part A	Principal Director of Curriculum and Instruction Teachers

Activity - Implementation of Common Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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HFA 2014-2015

Henry Ford Academy: School for Creative Studies (P)

Directors of Curriculum, Instruction and Assessment and Instructional Coaches will work with grade level teams to develop grade level writing rubrics, and teachers will work together to implement use of these rubrics in assessment of all writing assignments across disciplines. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$0	No Funding Required	Principals, Directors of Curriculum, Instruction and Assessment, Instructional Coaches and teachers
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Strategy 2:

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

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

Tier:

Activity - Homework Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/08/2014	06/12/2015	\$26000	Title I Part A	Principal Teachers

Activity - English Language Arts Elective Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elective classes that develop writing skills will be offered to 6-12th grade students to supplement core ELA classes. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/02/2014	06/19/2015	\$60000	General Fund	Principal Teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a six week, four day a week at the middle/high school and five day a week at the elementary school summer school program offered to high need low achieving students. Schools: All Schools	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Director of Curriculum and Instruction Teachers

Measurable Objective 2:

90% of Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing by achieving 150% of their individual growth targets in Language Usage in English Language Arts by 06/13/2014 as measured by gains in MAP scores.

(shared) Strategy 1:

Reduced Class Sizes - Grades K-1 will have a reduced class size for a student to teacher ratio of 15:1 and grades 2-5 will have a ratio of 20:1 to allow for more one on one teacher/student interaction.

Research Cited: Research indicates that reducing class size can improve student achievement, particularly in the earliest grades and with low-achieving, low-income students. Gursky, D. (1998). Class size does matter. The Education Digest, 64(2), 15--18.

Tier:

Activity - Small Class Sizes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students. Schools: Henry Ford Academy:School for Creative Studies-Elementary	Class Size Reduction			09/02/2014	06/19/2015	\$120000	General Fund	Principal Teachers

(shared) Strategy 2:

Professional Development - Teachers will be given a wide variety of professional development and regular critical feedback from supervisors which will increase their competency in ELA instruction.

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. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$100000	Title II Part A	Principal Director of Curriculum and Instruction Teachers

Activity - Implementation of Common Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

HFA 2014-2015

Henry Ford Academy: School for Creative Studies (P)

Directors of Curriculum, Instruction and Assessment and Instructional Coaches will work with grade level teams to develop grade level writing rubrics, and teachers will work together to implement use of these rubrics in assessment of all writing assignments across disciplines. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$0	No Funding Required	Principals, Directors of Curriculum, Instruction and Assessment, Instructional Coaches and teachers
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(shared) Strategy 3:

Writing Support for Low-Achieving Students - Struggling students will be given the opportunity to access additional support to improve writing strategies and skills.

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

Tier:

Activity - Homework Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/02/2014	06/19/2015	\$26000	Title I Part A	Principal Teachers

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students. Schools: All Schools	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Teachers

Measurable Objective 3:

90% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on locally developed grade level writing assessments that are aligned with the common core in English Language Arts by 06/13/2014 as measured by scores on quarterly writing assessments.

(shared) Strategy 1:

Reduced Class Sizes - Grades K-1 will have a reduced class size for a student to teacher ratio of 15:1 and grades 2-5 will have a ratio of 20:1 to allow for more one on one teacher/student interaction.

Research Cited: Research indicates that reducing class size can improve student achievement, particularly in the earliest grades and with low-achieving, low-income

students. Gursky, D. (1998). Class size does matter. The Education Digest, 64(2), 15--18.

Tier:

Activity - Small Class Sizes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students. Schools: Henry Ford Academy:School for Creative Studies-Ele	Class Size Reduction			09/02/2014	06/19/2015	\$120000	General Fund	Principal Teachers

(shared) Strategy 2:

Professional Development - Teachers will be given a wide variety of professional development and regular critical feedback from supervisors which will increase their competency in ELA instruction.

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. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$100000	Title II Part A	Principal Director of Curriculum and Instruction Teachers

Activity - Implementation of Common Writing Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Directors of Curriculum, Instruction and Assessment and Instructional Coaches will work with grade level teams to develop grade level writing rubrics, and teachers will work together to implement use of these rubrics in assessment of all writing assignments across disciplines. Schools: All Schools	Professional Learning			08/18/2014	06/19/2015	\$0	No Funding Required	Principals, Directors of Curriculum, Instruction and Assessment, Instructional Coaches and teachers

(shared) Strategy 3:

Writing Support for Low-Achieving Students - Struggling students will be given the opportunity to access additional support to improve writing strategies and skills.

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

Tier:

Activity - Homework Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing.	Academic Support Program			09/02/2014	06/19/2015	\$26000	Title I Part A	Principal Teachers
Schools: Henry Ford Academy: School for Creative Studies (P)								

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Title I Part A	Principal Teachers
Schools: All Schools								

Goal 5: All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Science

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency by meeting State standards in Science by 06/19/2015 as measured by 2014 MEAP test and the 2015 MME test.

Strategy 1:

Teaching Science Literacy - Teachers will incorporate teaching of 5 research-based strategies into unit plans and daily lessons.

Research Cited: Grant, M. & Lapp, D. (2011). Teaching Science Literacy. Educational Leadership, 68 (6), www.ascd.org/el. Roderick, M., Nogaoka, J. & Coca, V. (2009). College Readiness for All: The Challenge for Urban High Schools. Future of Children, 19 (1), 185-210.

Tier:

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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 information presented in class. It will also be used as a way for students to quickly access information that they have previously learned. Schools: All Schools	Academic Support Program			09/02/2014	06/19/2015	\$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 will assist students in mastering concepts that they struggle with and gain the skills that they may not have fully mastered in previous grades. Schools: All Schools	Academic Support Program			09/02/2014	06/19/2015	\$0	No Funding Required	Science Teachers

Activity - Practice ACT tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take practice ACT tests to help them be prepared for the format and style of questions asked on the ACT. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/02/2014	06/19/2015	\$0	No Funding Required	HS Director of Curriculum, Assessment and Instruction and High School Teachers

Activity - Interim Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given quarterly interim assessments that will measure their mastery of Michigan and college readiness standards. The interim assessments will help students and teachers develop a clear understanding of concepts mastered and those that need further work. Schools: Henry Ford Academy: School for Creative Studies (P)	Academic Support Program			09/02/2014	06/19/2015	\$0	No Funding Required	Science Classroom Teachers

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 the following five research-based teaching strategies into their unit plans and daily lessons: 1) connecting students to science problems by helping them see the effects of science issues on everyday life and helping them see the roles they might play in science-connected problems; 2) identifying science topics of interest to students; 3) teaching students to read like scientists; 4) teaching students to evaluate data; and 5) engaging students in reading science research. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$0	No Funding Required	Directors of Curriculum, Instruction and Assessment, Instructional Coaches and Science Teachers
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Strategy 2:

Reading Strategies in Science - Teachers will work with students to improve their ability to locate information in scientific literature and to interpret graphs, charts and tables.

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

Tier:

Activity - Reading Strategies in Science	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. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Science Teachers and Directors of Curriculum, Instruction and Assessment and Instructional Coaches

Strategy 3:

Vocabulary Development - Teachers will include explicit teaching of academic vocabulary in their weekly lesson plans.

Research Cited: Marzano, R.T. (2004). Building Knowledge for Academic Achievement: Research on What Works in Schools: Alexandria, VA (ASCD)

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will provide direct instruction to build discipline-related academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Science teachers
Schools: All Schools								

Goal 6: All students in the Henry Ford Academy: School for Creative Studies district, K-12, will improve their individual achievement in Social Studies

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in meeting State standards in Social Studies by 06/19/2015 as measured by 2014 MEAP test and the 2015 MME test.

Strategy 1:

Provide Additional Support for Low Achieving Students - Students will receive supplementary instruction in reading in elective classes and in after school homework help groups

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 - Homework Help	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive help applying reading strategies to comprehend Social Studies reading assignments.	Academic Support Program			09/02/2014	06/19/2015	\$26000	Title I Part A	Classroom Teachers
Schools: Henry Ford Academy: School for Creative Studies (P								

Activity - AARI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling within the lowest 10% will participate in Accelerated Adolescent Reading Initiative, a semester-long intense reading remediation program that focuses on understanding expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$132000	Title I Part A, Section 31a	Title I Teachers
Schools: Henry Ford Academy: School for Creative Studies (P								

Strategy 2:

Curriculum Alignment - Teachers will ensure that the curriculum they are teaching is tightly aligned with the Common Core State Standards and ACT College Readiness Standards. They will address this through daily warm-ups 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 and 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
Teachers will plan and implement daily warm-up activities that address Social Studies concepts students struggle with and help students close learning gaps based on skills they may have not fully mastered in previous grades. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Social Studies 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. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Social Studies 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 reading and writing strategies to increase student achievement and will share best practices through PLCs. Schools: All Schools	Professional Learning			09/02/2014	06/19/2015	\$0	No Funding Required	Directors of Curriculum, Instruction and Assessment, Instructional Coaches, AARI teachers, and Social Studies teachers

Strategy 3:

Adopt History Alive Curriculum - Teachers will use web-based tutorials and simulations to increase student engagement and to support mastery of Social Studies concepts.

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. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Social Studies teachers

Strategy 4:

Vocabulary Development - Teachers will include explicit teaching of academic vocabulary in weekly lesson plans.

Research Cited: Marzano, R.T. (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools: Alexandria, VA (ASCD).

Tier:

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide direct instruction to build discipline-based academic vocabulary. Schools: All Schools	Direct Instruction			09/02/2014	06/19/2015	\$0	No Funding Required	Social Studies teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
AARI	Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$81000	Directors of Curriculum, Instruction and Assessment and Title I Teachers
AARI	Students falling within the lowest 10% will participate in Accelerated Adolescent Reading Initiative, a semester-long intense reading remediation program that focuses on understanding expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$81000	Title I Teachers
AARI	Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$81000	Directors of Curriculum, Instruction and Assessment and Title I teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Grade Level Teachers Director of Curriculum and Instruction Instructional Coaches

Implementation of Common Writing Rubrics	Directors of Curriculum, Instruction and Assessment and Instructional Coaches will work with grade level teams to develop grade level writing rubrics, and teachers will work together to implement use of these rubrics in assessment of all writing assignments across disciplines.	Professional Learning			08/18/2014	06/19/2015	\$0	Principals, Directors of Curriculum, Instruction and Assessment, Instructional Coaches and teachers
Vocabulary Instruction	Teachers will provide direct instruction to build discipline-related academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	Science 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 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			09/02/2014	06/19/2015	\$0	Science Teachers
Professional Development	Science teachers will receive ongoing professional development on how to incorporate the following five research-based teaching strategies into their unit plans and daily lessons: 1) connecting students to science problems by helping them see the effects of science issues on everyday life and helping them see the roles they might play in science-connected problems; 2) identifying science topics of interest to students; 3) teaching students to read like scientists; 4) teaching students to evaluate data; and 5) engaging students in reading science research.	Professional Learning			09/02/2014	06/19/2015	\$0	Directors of Curriculum, Instruction and Assessment, Instructional Coaches and Science Teachers
Web-Based Simulations	Social Studies teachers will incorporate web-based simulations into their weekly lesson plans.	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies teachers
Reading Strategies in Science	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			09/02/2014	06/19/2015	\$0	Science Teachers and Directors of Curriculum, Instruction and Assessment and Instructional Coaches
Professional Development	Supervision and support of teachers in making sure that curriculum maps and alignment to state standards is fully implemented with fidelity	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Director of Curriculum and Instruction

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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			09/02/2014	06/19/2015	\$0	Social Studies teachers
Professional Development	Social Studies teachers will receive professional development on reading and writing strategies to increase student achievement and will share best practices through PLCs.	Professional Learning			09/02/2014	06/19/2015	\$0	Directors of Curriculum, Instruction and Assessment, Instructional Coaches, AARI teachers, and Social Studies teachers
Vocabulary Instruction	Teachers will provide direct instruction to build discipline-related academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	Math teachers
Daily Warm Up Activity	Teachers will plan and implement daily warm-up activities that address Social Studies concepts students struggle with and help students close learning gaps based on skills they may have not fully mastered in previous grades.	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies teachers
Curriculum Mapping	Review and revise curriculum maps of all courses at all grade levels for all classes in alignment with available Common Core Standards and College Readiness Standards as defined by the College Board.	Other			09/02/2014	06/19/2015	\$0	Principal Director of Curriculum and Instruction
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 will assist students in mastering concepts that they struggle with and gain the skills that they may not have fully mastered in previous grades.	Academic Support Program			09/02/2014	06/19/2015	\$0	Science Teachers
Embedded ACT Prep	Individual teachers will increase their use of embedded ACT style questions to promote student comfort and experience with this approach to assessment.	Academic Support Program			09/02/2014	06/19/2015	\$0	Principal Director of Curriculum and Instruction Teachers
Vocabulary Instruction	Teachers will provide direct instruction to build discipline-based academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies teachers

Practice ACT tests	Students will take practice ACT tests to help them be prepared for the format and style of questions asked on the ACT.	Academic Support Program			09/02/2014	06/19/2015	\$0	HS Director of Curriculum, Assessment and Instruction and High School Teachers
Interim Assessments	Students will be given quarterly interim assessments that will measure their mastery of Michigan and college readiness standards. The interim assessments will help students and teachers develop a clear understanding of concepts mastered and those that need further work.	Academic Support Program			09/02/2014	06/19/2015	\$0	Science Classroom Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects.	Professional Learning			08/18/2014	06/19/2015	\$100000	Principal Director of Curriculum and Instruction Teachers
Professional Development	Teachers will receive content specific professional development to increase student achievement and implement Common Core State Standards.	Professional Learning			09/02/2014	06/19/2015	\$32000	Principals Grade Level Teachers Director of Curriculum and Instruction

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$60000	Principal Grade Level Teachers

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Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having class sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	Principal Grade Level Teachers
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	Principal Teachers
ACT Prep course in Math and ELA	We will offer specific ACT test preparation courses to 9th -11th grade students as an elective during the school year, focusing on both test taking strategies and fundamental content in Math and ELA.	Academic Support Program			09/02/2014	06/19/2015	\$30000	Principal Director of Curriculum Teachers
English Language Arts Elective Classes	Elective classes that develop writing skills will be offered to 6-12th grade students to supplement core ELA classes.	Academic Support Program			09/02/2014	06/19/2015	\$60000	Principal Teachers
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	Principal Grade Level Teachers
Credit Recovery during the Academic Year	We will offer online and correspondence course credit recovery for High School students who need to recover credit for failed courses.	Academic Support Program			09/02/2014	06/05/2015	\$12000	Principal Director of Curriculum and Instruction Grade Level Teachers Credit Recovery Teachers

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Summer School will be offered to students K-12 to develop and build foundational math skills. Students will participate in a five week, five day a week summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Teachers Director of Curriculum and Instruction

Supplementary Instruction	Students will receive supplementary instruction by highly qualified Math teachers to pre-teach and reinforce concepts taught in regular math classes and to help eliminate gaps in mastery of previously taught concepts.	Academic Support Program			09/02/2014	06/19/2015	\$155000	Principal Teachers Title I teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational ELA skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Teachers Director of Curriculum and Instruction
AARI	Students falling within the lowest 10% will participate in Accelerated Adolescent Reading Initiative, a semester-long intense reading remediation program that focuses on understanding expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$51000	Title I Teachers
AARI	Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$51000	Directors of Curriculum, Instruction and Assessment and Title I Teachers
Homework Support	All 6-12 grade students will be offered after-school homework support for one hour per day, three days per week.	Academic Support Program			09/09/2014	06/11/2015	\$26000	Principal Grade Level Teachers
Homework Support	Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing.	Academic Support Program			09/02/2014	06/19/2015	\$26000	Principal Teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational math skills. Students will participate in a five week, five day a week summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Director of Curriculum and Instruction Summer School Teachers Grade Level Teachers

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AARI	Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$51000	Directors of Curriculum, Instruction and Assessment and Title I teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a six week, four day a week at the middle/high school and five day a week at the elementary school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Director of Curriculum and Instruction Teachers
Homework Support	Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing.	Academic Support Program			09/08/2014	06/12/2015	\$26000	Principal Teachers
Credit Recovery during the Academic Year	We will offer online and correspondence course credit recovery for High School students who need to recover credit for failed courses.	Academic Support Program			09/02/2014	06/05/2015	\$10000	Principal Director of Curriculum and Instruction Grade Level Teachers Credit Recovery Teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational skills and participate in credit recovery. Students will participate in a five week, five day a week summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Director of Curriculum and Instruction Grade Level of Teachers Summer School Teachers
Homework Help	Students will receive help applying reading strategies to comprehend Social Studies reading assignments.	Academic Support Program			09/02/2014	06/19/2015	\$26000	Classroom Teachers

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Summer School	Summer School will be offered to students K-12 to develop and build foundational ELA skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Grade Level Teachers Summer School Teachers Director of Curriculum and Instruction
Leveled Literacy Intervention	Two Title I teachers, one to serve K-1 and one to serve 2-5, to provide small group intensive literacy instruction to struggling students. Teachers will provide support five days a week	Academic Support Program			09/02/2014	06/19/2015	\$118000	Principal Title I teachers
Supplementary Instruction	Low achieving students will receive supplementary instruction by highly qualified Math teachers to pre-teach and reinforce concepts taught in regular math classes and to help eliminate gaps in mastery of previously taught concepts.	Academic Support Program			09/02/2014	06/19/2015	\$155000	Principal Director of Curriculum and Instruction Title I Teachers

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive content specific professional development to increase student achievement and implement Common Core State Standards.	Professional Learning			09/02/2014	06/19/2015	\$32000	Principals Grade Level Teachers Director of Curriculum and Instruction
Summer School	Summer School will be offered to students K-12 to develop and build foundational ELA skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Grade Level Teachers Summer School Teachers Director of Curriculum and Instruction
Professional Development	All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects.	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Grade Level Teachers Director of Curriculum and Instruction Instructional Coaches

Summer School	Summer School will be offered to students K-12 to develop and build foundational skills and participate in credit recovery. Students will participate in a five week, five day a week summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Director of Curriculum and Instruction Grade Level of Teachers Summer School Teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational math skills. Students will participate in a five week, five day a week summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Director of Curriculum and Instruction Summer School Teachers Grade Level Teachers
Curriculum Mapping	Review and revise curriculum maps of all courses at all grade levels for all classes in alignment with available Common Core Standards and College Readiness Standards as defined by the College Board.	Other			09/02/2014	06/19/2015	\$0	Principal Director of Curriculum and Instruction
Professional Development	Supervision and support of teachers in making sure that curriculum maps and alignment to state standards is fully implemented with fidelity	Professional Learning			09/02/2014	06/19/2015	\$0	Principals Director of Curriculum and Instruction
Professional Development	All content area teachers will participate in professional development to learn best practices of writing instruction across all subjects.	Professional Learning			08/18/2014	06/19/2015	\$100000	Principal Director of Curriculum and Instruction Teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a six week, four day a week at the middle/high school and five day a week at the elementary school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Director of Curriculum and Instruction Teachers

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Supplementary Instruction	Low achieving students will receive supplementary instruction by highly qualified Math teachers to pre-teach and reinforce concepts taught in regular math classes and to help eliminate gaps in mastery of previously taught concepts.	Academic Support Program			09/02/2014	06/19/2015	\$155000	Principal Director of Curriculum and Instruction Title I Teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational math skills. Students will participate in a five week, five day a week summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Teachers Director of Curriculum and Instruction
Supplementary Instruction	Students will receive supplementary instruction by highly qualified Math teachers to pre-teach and reinforce concepts taught in regular math classes and to help eliminate gaps in mastery of previously taught concepts.	Academic Support Program			09/02/2014	06/19/2015	\$155000	Principal Teachers Title I teachers
Summer School	Summer School will be offered to students K-12 to develop and build foundational ELA skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal Teachers Director of Curriculum and Instruction
Summer School	Summer School will be offered to students K-12 to develop and build foundational Writing skills. Students will participate in a five week, five day a week school summer school program offered to high need low achieving students.	Academic Support Program			07/06/2015	08/07/2015	\$180000	Principal 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 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			09/02/2014	06/19/2015	\$0	Science Teachers
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 will assist students in mastering concepts that they struggle with and gain the skills that they may not have fully mastered in previous grades.	Academic Support Program			09/02/2014	06/19/2015	\$0	Science Teachers

Professional Development	Science teachers will receive ongoing professional development on how to incorporate the following five research-based teaching strategies into their unit plans and daily lessons: 1) connecting students to science problems by helping them see the effects of science issues on everyday life and helping them see the roles they might play in science-connected problems; 2) identifying science topics of interest to students; 3) teaching students to read like scientists; 4) teaching students to evaluate data; and 5) engaging students in reading science research.	Professional Learning			09/02/2014	06/19/2015	\$0	Directors of Curriculum, Instruction and Assessment, Instructional Coaches and Science Teachers
Reading Strategies in Science	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			09/02/2014	06/19/2015	\$0	Science Teachers and Directors of Curriculum, Instruction and Assessment and Instructional Coaches
Vocabulary Instruction	Teachers will provide direct instruction to build discipline-related academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	Science teachers
Daily Warm Up Activity	Teachers will plan and implement daily warm-up activities that address Social Studies concepts students struggle with and help students close learning gaps based on skills they may have not fully mastered in previous grades.	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies teachers
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			09/02/2014	06/19/2015	\$0	Social Studies teachers
Professional Development	Social Studies teachers will receive professional development on reading and writing strategies to increase student achievement and will share best practices through PLCs.	Professional Learning			09/02/2014	06/19/2015	\$0	Directors of Curriculum, Instruction and Assessment, Instructional Coaches, AARI teachers, and Social Studies teachers

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Web-Based Simulations	Social Studies teachers will incorporate web-based simulations into their weekly lesson plans.	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies teachers
Vocabulary Instruction	Teachers will provide direct instruction to build discipline-based academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	Social Studies teachers
Vocabulary Instruction	Teachers will provide direct instruction to build discipline-related academic vocabulary.	Direct Instruction			09/02/2014	06/19/2015	\$0	Math teachers
Implementation of Common Writing Rubrics	Directors of Curriculum, Instruction and Assessment and Instructional Coaches will work with grade level teams to develop grade level writing rubrics, and teachers will work together to implement use of these rubrics in assessment of all writing assignments across disciplines.	Professional Learning			08/18/2014	06/19/2015	\$0	Principals, Directors of Curriculum, Instruction and Assessment, Instructional Coaches and teachers

Henry Ford Academy:School for Creative Studies-Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	Principal Grade Level Teachers
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having class sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	Principal Grade Level Teachers
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$60000	Principal Grade Level Teachers
Small Class Sizes	Implement class size reduction elementary classrooms. Facilitate academic achievement in grades K-1 by having classes sizes under 20 students and in grades 2-5 by having class sizes at 20 students.	Class Size Reduction			09/02/2014	06/19/2015	\$120000	Principal Teachers

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Leveled Literacy Intervention	Two Title I teachers, one to serve K-1 and one to serve 2-5, to provide small group intensive literacy instruction to struggling students. Teachers will provide support five days a week	Academic Support Program			09/02/2014	06/19/2015	\$118000	Principal Title I teachers
AARI	Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$132000	Directors of Curriculum, Instruction and Assessment and Title I teachers

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homework Support	All 6-12 grade students will be offered after-school homework support for one hour per day, three days per week.	Academic Support Program			09/09/2014	06/11/2015	\$26000	Principal Grade Level Teachers
Credit Recovery during the Academic Year	We will offer online and correspondence course credit recovery for High School students who need to recover credit for failed courses.	Academic Support Program			09/02/2014	06/05/2015	\$22000	Principal Director of Curriculum and Instruction Grade Level Teachers Credit Recovery Teachers
Embedded ACT Prep	Individual teachers will increase their use of embedded ACT style questions to promote student comfort and experience with this approach to assessment.	Academic Support Program			09/02/2014	06/19/2015	\$0	Principal Director of Curriculum and Instruction Teachers
ACT Prep course in Math and ELA	We will offer specific ACT test preparation courses to 9th -11th grade students as an elective during the school year, focusing on both test taking strategies and fundamental content in Math and ELA.	Academic Support Program			09/02/2014	06/19/2015	\$30000	Principal Director of Curriculum Teachers
Homework Support	Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing.	Academic Support Program			09/08/2014	06/12/2015	\$26000	Principal Teachers

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English Language Arts Elective Classes	Elective classes that develop writing skills will be offered to 6-12th grade students to supplement core ELA classes.	Academic Support Program			09/02/2014	06/19/2015	\$60000	Principal Teachers
Homework Support	Homework help will be offered to all 6-12 grade students after school for one hour per day, three days per week during which time students will receive support to strengthen their writing.	Academic Support Program			09/02/2014	06/19/2015	\$26000	Principal Teachers
Practice ACT tests	Students will take practice ACT tests to help them be prepared for the format and style of questions asked on the ACT.	Academic Support Program			09/02/2014	06/19/2015	\$0	HS Director of Curriculum, Assessment and Instruction and High School Teachers
Interim Assessments	Students will be given quarterly interim assessments that will measure their mastery of Michigan and college readiness standards. The interim assessments will help students and teachers develop a clear understanding of concepts mastered and those that need further work.	Academic Support Program			09/02/2014	06/19/2015	\$0	Science Classroom Teachers
Homework Help	Students will receive help applying reading strategies to comprehend Social Studies reading assignments.	Academic Support Program			09/02/2014	06/19/2015	\$26000	Classroom Teachers
AARI	Students falling within the lowest 10% will participate in Accelerated Adolescent Reading Initiative, a semester-long intense reading remediation program that focuses on understanding expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$132000	Title I Teachers
AARI	Title I teachers will provide Accelerated Adolescent Reading Initiative (AARI) instruction to struggling readers in Middle and High School - intense, semester-long program that focuses on development of strategies to comprehend expository text structures.	Direct Instruction			09/02/2014	06/19/2015	\$132000	Directors of Curriculum, Instruction and Assessment and Title I Teachers