



Henry Ford Academy

SCHOOL *for Creative* STUDIES

SCHOOL IMPROVEMENT PLAN 2009-2012

District Code: 82703

School Code: 00101

Principal: Michelle A. White

School Improvement Team

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I. MISSION STATEMENT

Henry Ford Academy: School for Creative Studies will be an exemplary school that prepares all students for college and career success. We will be deeply embedded in the community and become a key element in the ongoing revitalization of the city of Detroit.

II. COMPREHENSIVE NEEDS ASSESSMENT

Henry Ford Academy: School for Creative Studies has just begun its second year of operation. We currently have grades 6-10 and will eventually become a 6-12 middle and high school. During our first school year, we had grades 6, 7, and 9. The focus of our first year was to open the school and to begin the practices that will allow us to have future success and to become an exemplary school. This School Improvement Plan is based on data from our first year of operation.

ENROLLMENT

School Demographic Data/Information

1. What grade levels are taught in this school? **We will serve grades 6-12. In our first school year, we served grades 6, 7, and 9.**
2. What is the current school enrollment? **In 2009-2010, enrollment was 373.**
3. What has been the enrollment trend for the past five (5) years? **As a first year school, we do not have an enrollment trend.**
4. When looking at sub-groups, has the percentage of students from any sub-group changed by more than 5% over the past five years? **We have no enrollment history to report.**

The following chart is reflective of our first year enrollment.

Student Population Criteria	No.	%
Economically Disadvantaged	272	70
Ethnicity		
• African-American	361	97
• Caucasian	5	1.3
• Hispanic	6	1.6
• Other	1	0.1
Students with Disabilities	0	0
Limited English Proficiency (LEP)	0	0
Homeless	0	0
Migrant	0	0

Gender		
• Male	174	46.7
• Female	199	53.3
Total Population	373	100%

Summary of Enrollment Data/Information

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?

As a first year school with only one year of enrollment data, we do not have any patterns or trends that can be identified.

2. After reviewing the changes in the school enrollment trends, what implications do the data present for the district in the following areas: staffing, fiscal resources, allocations, facility planning, professional development, advertising, and recruitment?

There are no implications due to the lack of trends, as the school is in its first year.

Staff

Questions	No. Teachers	0-1 Year	2-4 Years	5-7 Years	>7 Years
Middle /High School	20				
Years Teaching	20	9	7	4	0
Years assigned to this school	20	20	0	0	0

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching? **The average number of years teaching is 2.4 years.**
2. What is the average number of years current teachers have been assigned to their school? **The average number of years at this school is 1.**
3. For the teachers in this district, during the past school year, how many teachers have been absent? **The chart below shows staff absenteeism during 2009-2010.**

Category	0-3 Days	4-5 Days	6-10 Days	>10 Days
Personal	16	0	1	0
Sick	4	5	7	0
Professional Development/Conference	20	0	0	0
Bereavement	3	1	1	0

4. How long have Administrators been assigned to their roles?

Role	Years Assigned
Executive Director	2
Principal	1
Director of Curriculum	1
Director of Student Programs	1
Dean of Students	<1
Director of Business Operations	1

Parent/Community

Describe /list the types of family/community participation/engagement that are in place to support student achievement:

Two-way communication

⇒ Emails, phone conferences, parent meetings, IEP Meetings, child study meetings, parent teacher conferences, Parent as Partners meetings, grade level parent meetings, field studies, community fairs, classroom guest presenters/speakers, student planners, information and orientation sessions, curriculum workshops, support service parent meetings

One-way communication only

⇒ Progress reports, transcripts, monthly newsletter, website bulletin, school written correspondence

Actively involve parent/community in student learning

⇒ Grade level field studies, quarterly inter-sessions, quarterly classroom speakers and adults partner, semester academic fairs

Actively involve parent/community in decision-making

⇒ Parent representative on school Board, positive behavior support team, and traffic and safety committee

Parent-Teacher Conference Attendance Per Semester

Fall semester parent-teacher conferences had a large percentage of parent attendance, however, teachers were unable to accommodate all parents due to conference format. Winter semester the format was changed to allow more scheduled slots for teachers to meet with parents. As a result there was a slightly lower number of parents in attendance, but a higher number of parents serviced during conferences.

Term	Student Population	No. Parents in Attendance
Semester 1	373	375
Semester 2	371	321

Summary of District Demographic Data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted?

Staff noted the high number of males in the 9th grade and high number of females in the 7th grade. Staff also noted the lack of racial and economic diversity in the school.

2. After discussion about these areas of concern, what possible causes for the problems were identified?

Due to our enrollment being based on a blind lottery system, the gender and racial imbalances were random. The implication of the gender imbalances was achieving the best balance of each gender in grade 7 and grade 9 classes.

MEAP Assessment Test Item Analysis

What additional data sources (other than MEAP/MME) were used to inform decision-making about student achievement?

Name and Type of Measurement Instrument	Grade Levels Assessed	Subject Areas Assessed
NWEA Map Testing	6,7,9	Reading, Language Usage, Math
District Baseline Assessment: Weschler	6, 7, 9	Math

MEAP Data 2009-2010

GRADE 6

Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading
State	88%
Aggregate Scores	79%
Male	78%
Female	81%
Economically Challenged	79%
Non-Economically Challenged	80%
African-American	78%

Group	Math
State	82%
Aggregate Scores	58%
Male	62%
Female	55%
Economically Challenged	56%
Non-Economically Challenged	64%
African American	58%

Group	Social Studies
State	73%
Aggregate Scores	56%
Male	62%
Female	55%
Economically Challenged	56%
Non-Economically Challenged	64%
African American	55%

GRADE 7

Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading
State	82%
Aggregate Scores	77%
Male	75%
Female	78%
Economically Challenged	77%
Non-Economically Challenged	76%
African American	77%

Group	Mathematics
State	82%
Aggregate Scores	66%
Male	56%
Female	73%
Economically Challenged	67%
Non-Economically Challenged	66%
African American	66%

GRADE 9

Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Social Studies
State	71%
Aggregate Scores	52%
Male	56%
Female	47%
Economically Challenged	51%
Non-Economically Challenged	54%

African American	52%
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MAP DATA Spring 2010

2009- 2010 Fall- to- Spring Season Growth Summary

Grade	Subject	Student Growth % (# of students who met their projected growth target)
6	Reading	44.1%
	Mathematics	21.2%
	Language Usage	46.6%
7	Reading	43%
	Mathematics	26.8%
	Language Usage	41.8%
9	Reading	31.4%
	Mathematics	40.2%
	Language Usage	49.5%

Overall Percentage of HFA:SCS Students Meeting Growth Targets: 38.3%

National Percentage of Students Meeting Growth Targets: 60.3%

Summary of Student Achievement Data

Using information from the charts above, answer the following questions:

1. What trends have been identified when looking at 3 year MEAP data?

Our school opened in September of 2009, just six weeks before students took the MEAP test. Therefore, there are no yearly trends to report. Gender and economic status are the only significant sub-groups in our data.

Our scores indicate the following:

Our 6th grade scored significantly below the state proficiency standards in math and social studies. Our math proficiency scores were significantly lower than the state, with 24% less students earning a 1 or 2.

Sub Groups: In the 6th grade, there was a significant disparity in the social studies proficiency between economically advantaged and economically disadvantaged

students. Additionally, more males than females achieved a level 1 or 2 on the social studies exam.

Our 7th grade students scored significantly below the state proficiency standards in math and reading, with math being a particular weakness.

Sub Groups: Interestingly, our female students scored significantly better in math than our male students, with 16% more females earning a level 1 or 2.

Our 9th grade students demonstrate a low percentage of proficiency in social studies and are significantly below the state benchmark.

Sub Group: Our males scored noticeably higher than our females in social studies.

2. To what extent are these trends reflected in other sets of data?

Our lack of academic history prevents us from reporting trends in other sets of data as they relate to MEAP. However, we notice that our students are severely below the nationally-normed average for meeting growth targets on the MAP test.

3. Based on MEAP reports, which areas are not at or above AYP content area targets? What sub groups do not meet AYP content?

Our school met our exceeded AYP targets in each grade level and in each content area.

All students who fall under the sub-groups economically disadvantaged and gender met or exceeded AYP targets.

4. Based on staff review of these data, what has the staff determined to be the contributing cause for the gaps?

As a first year school we have limited data to speculate causes for gaps in the identified areas. The fact that we inherited students from a multitude of schools in the metro Detroit area makes it especially difficult to know a student’s academic history. We know there is a correlation between economic status and MEAP performance. The fact that we have a large population of economically disadvantaged students is an obvious contributing factor to our proficiency levels. As an art and design-focused school, we occupy a certain niche in the community, and therefore attract students with strengths not measured on state assessments. In regards to the gender disparities, the fact that our 7th grade female students score better in math than their male counterparts is unknown, and defies the results of most gender studies. Our male students in the 6th and the 9th grade scored noticeably better on the social studies exams; we have not determined a cause for this gap. Below are some possible contributing causes and possible actions.

Contributing Causes	Possible Actions
Curriculum is aligned to national, not	Require teachers to use “white space” in

state standards.	<p>curriculum to address missing GLCEs and HSCEs.</p> <p>Monitor lesson plans to show evidence that standards are being addressed. Perform more frequent classroom observations to ensure that state standards are taught.</p>
Limited practice of school-wide data analysis	Use grade level and all-staff meeting time to deliberately analyze student performance data (MAP and MEAP) with the intent to adjust instruction.
Inheriting students who are below grade level in math and reading.	Provide in-school and after-school remediation in Math and Reading to bring students grade level.

Mobility Data

Grade	# of Students	Number Entering	Number Exiting
6	119	134	15
7	125	134	9
9	111	127	16

Attendance and Discipline Data

Grade	No. Students Absent >10 Days	No. of Suspensions
6	35	33
7	47	27
9	29	14
Total	111	74

Summary of Student Mobility, Attendance & Behavior Data

Based upon a review of these data about student mobility, attendance, and behavior, did the staff identify any areas of challenge?

Staff was concerned about the higher number of students that were absent more than 10 days. Staff was also concerned about the numbers of suspensions.

Area(s) of Concern	Factors Contributing to Concern(s)	Possible Action(s)
Absenteeism	Transportation; commuting from distances that are far from the school; lack of monitoring by school	Identify possible car pool groups for students based on zip code/neighborhoods Hiring of Records & Compliance Coordinator that will routinely check daily, weekly and monthly attendance patterns
Suspensions	Mixture of students from many different other school cultures; new school culture being established	Establishing an identifiable/nameable school culture Teaching students how to manage conflicts through Forum Establish a Conflict Mediation Team

Perception Data

Students: In what ways does the school collect information about student perception in the following areas?

a. How students feel about their school, their teacher, their principal?

We did not administer a Student Survey during the 2009-2010 school year. We will survey students twice during the 2010-2011 school year, and thereafter; once during the first quarter of the year and then again during the fourth quarter of the year. Student perceptions were obtained through meetings with administrators to address concerns and for them to share their thoughts/ideas about the school.

b. What students feel about staff expectations for student performance?

As stated above, we did not survey students during the 2009-2010 year.

Parents: In what ways does the school collect information about parent/guardian perception in the following areas?

a. Teacher effectiveness in motivating students and developing their academic and social skills?

We did not administer a Parent Survey during the 2009-2010 school year. We will survey parents twice during the 2010-2011 school year, and thereafter; once during the first quarter of the year and then again during the fourth quarter of the year. Parent perceptions were obtained through meetings with administrators to address concerns and for them to share their thoughts/ideas about the school.

b. Staff responsiveness to parent concerns?

Although a formal Parent Survey was not given, parents often used email and our school's open door policy to express their concerns. They also met with staff one on one and through grade level meetings.

c. Principal effectiveness?

No formal assessment of Principal effectiveness was given to parents. Parents did express their thoughts through email and one on one meetings.

d. Parent participation in decision-making?

There is a parent on our school improvement team. There is also a group of parents that volunteer and assist the Dean of Students with how to manage student arrival and dismissal.

Staff Perception Data

In what ways does the school collect information about staff perceptions in the following areas:

a. Expectations for all students?

Our staff is required to participate in a three-week professional development camp we call "Summer Institute." Several sessions were dedicated to the

development of school culture during which teachers reviewed the student handbook, designed the ideal graduate of HFA:SCS, participated in curriculum development, and engaged in discussions and activities about classroom management and school climate. Leadership communicated expectations for all students at this time, and solicited staff perceptions regarding the topic.

b. Coherence of instructional programs?

Lead teachers capture these perceptions in team meeting notes as well as in all-staff meeting notes. One-on-one conferences between teachers, the Director of Curriculum, and Principal also provide teachers with a way to express their perceptions. Open forum discussions also solicit this feedback.

c. Processes to support effectiveness of instructional programs?

The following processes are in place: teacher evaluation rubrics and classroom observations, review of SIP indicators at the staff-level, monthly professional development, and bi-weekly staff meeting “discuss, design and develop” activities. These processes encourage staff perceptions around the effectiveness of our educational programs.

d. Leadership effectiveness and support?

A staff survey captured perceptions around the effectiveness and support of leadership; Staff meetings, and end of the year reflection activities (i.e. a “Round Robin” discussion) gave staff the space to provide perceptions.

Summary of Perception Data

1. In what ways does the school use perception data to inform decision-making activities?

We used staff perception data to inform decision-making activities for items such as scheduling, academic programs, and school culture decisions. Some examples of decisions made based on staff perceptions were: meeting more frequently, adjusting daily instructional schedule to increase instruction time, and implementing tardy policies to reduce the amount of tardies. Once we collect student and parent perceptions formally, we will include that data in our school’s decision-making.

2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Staff indicated challenges in the following areas in the School Improvement Framework:

Strand I: Teaching for Learning

Standard 2: Instruction, Benchmark A-Planning

Standard 2: Instruction, Benchmark B-Delivery

Standard 3: Assessment, Benchmark A-Alignment
Standard 3: Assessment, Benchmark B-Data Reporting & Use

Strand III: Personnel & Professional Learning
Standard 2: Professional Learning, Benchmark C-Alignment

Strand V: Data & Information Management
Standard 1: Data Management, Benchmark C-Data Support
Standard 2: Information Management, Benchmark A-Analysis & Interpretation
Standard 2: Information Management, Benchmark B-Applications

We will utilize our professional development schedule, resources from the Grand Valley State Charter Schools Office, Wayne RESA, and MAPSA to address these challenges. Staff will also work collaboratively in their grade level and content area groups to reduce these areas as challenges.

III. TARGETTED ASSISTANCE REFORM STRATEGIES

Section I: Comprehensive Analysis of Student Achievement

Content Area: Reading

Student Goal Statement: Improve Reading Achievement

Statement of gap in student achievement (Need Statement): Students are not meeting the state proficiency level in Reading on the MEAP and are not meeting the yearly growth target on the MAP.

Contributing Cause for the gap in student achievement:

MAP – 44% of 6th graders met the growth target, 43% of 7th graders met the growth target and 31% of 9th graders met the growth target in Reading.

MEAP – 79% of 6th grades met/exceeded state proficiency, 77% of 7th graders met/exceeded state proficiency in Reading

List the multiple sources of data used to identify this gap in student achievement: MEAP, MAP

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.

Strand I: Teaching for Learning

Standard 2: Instruction, Benchmark A-Planning

Standard 2: Instruction, Benchmark B-Delivery

Standard 3: Assessment, Benchmark A-Alignment

Standard 3: Assessment, Benchmark B-Data Reporting & Use

Strand III: Personnel & Professional Learning

Standard 2: Professional Learning, Benchmark C-Alignment

Strand V: Data & Information Management

Standard 1: Data Management, Benchmark C-Data Support

Standard 2: Information Management, Benchmark A-Analysis & Interpretation

Standard 2: Information Management, Benchmark B-Applications

Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: Each student will meet or exceed their individual growth target on the

MAP within 3 years.				
Measures that will be used to assess achievement of this objective: MAP Assessment				
Strategy statement: Teachers will use interactive student notebook. English/Language Arts teachers will implement Reading Response Journals. All 9 th graders will be enrolled in an English/Language Arts support class.				
Scientifically Based Research	Activity/Intervention	Person(s) Accountable	Timeline	Measures/Indicators of Success
Research states that the use of interactive student notebooks helps improve students' comprehension, grasp and express high level concepts and develop critical thinking skills (<i>Teachers Curriculum Institute</i>)	Interactive Student Notebooks	Teachers	Sept 2010 - June 2011	Common rubric to compare data across classes Samples from ISNs
Research shows that Reading Response Journals engages students in the reading (and writing) process, as well as increase the ability to comprehend information and	Reading Response Journals	ELA Teachers	Sept 2010 - June 2011	Samples of Reading Response Journals Improved reading comprehension

become active readers. (<i>Journal of Adolescent & Adult Literacy</i> , 9/2000)				
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Section I: Comprehensive Analysis of Student Achievement

Content Area: Math

Student Goal Statement: Improve Math Achievement

Statement of gap in student achievement (Need Statement): Students are not meeting the state proficiency level in Math on the MEAP and are not meeting the yearly growth target on the MAP.

Contributing Cause for the gap in student achievement:

MAP – 21% of 6th graders met the growth target, 26% of 7th graders met the growth target and 40% of 9th graders met the growth target in Math.

MEAP – 58% of 6th grades met/exceeded state proficiency, 66% of 7th graders met/exceeded state proficiency in Math

List the multiple sources of data used to identify this gap in student achievement: MEAP and MAP Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.

Strand I: Teaching for Learning

Standard 2: Instruction, Benchmark A-Planning

Standard 2: Instruction, Benchmark B-Delivery

Standard 3: Assessment, Benchmark B-Data Reporting & Use

Strand III: Personnel & Professional Learning

Standard 2: Professional Learning, Benchmark C-Alignment

Strand V: Data & Information Management

Standard 1: Data Management, Benchmark C-Data Support

Standard 2: Information Management, Benchmark A-Analysis & Interpretation

Standard 2: Information Management, Benchmark B-Applications

Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: Each student will meet or exceed their individual growth target within 3 years.

Measures that will be used to assess achievement of this objective: MAP

Strategy statement: A system for consistent, in school academic coaching will be implement during the first semester; teachers will develop a cross-curricular plan to incorporate math skillbuilding in all classes; additional professional development will be explored and extended to all math teachers				
Scientifically Based Research	Activity/Intervention	Person(s) Accountable	Timeline	Measures/Indicators of Success
Research indicates that some students require additional time and instruction on math to overcome skill deficiencies <i>(Educational Leadership, 3/01)</i>	Academic Coaching	Teachers	October 2010-June 2011	Weekly assessments Math Class grades Percent of students served
Research indicates that a “tiered model” where struggling students take a supplemental course alongside regular courses can increase student academic performance <i>(Principal</i>	Math Support Class	Math Support Teacher	September 2010-June 2011	Math Support Class grades Math Class grades MAP Scores

<i>Leadership,</i> <i>4/09)</i>				
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Section I: Comprehensive Analysis of Student Achievement

Content Area: Attendance

Student Goal Statement: Reduce student absenteeism

Statement of gap in student achievement (Need Statement): A large percentage of students (30%) had excessive absenteeism during the 2009-2010 school year.

Contributing Cause for the gap in student achievement: A variety of factors including transportation and socio-economic status may have caused this gap. Lack of immediate monitoring was also a factor.

List the multiple sources of data used to identify this gap in student achievement: PowerSchool Attendance

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.

Strand V: Data & Information Management

Standard 1: Data Management, Benchmark C-Data Support

Standard 2: Information Management, Benchmark A-Analysis & Interpretation

Standard 2: Information Management, Benchmark B-Applications

Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: No more than 8% of the enrolled student population will have more than 10 days of absence.

Measures that will be used to assess achievement of this objective: PowerSchool Attendance, Weekly Attendance Rates

Strategy statement: Establish and communicate a truancy policy that will include regular phone calls and monitoring by school staff.

Scientifically Based Research	Activity/Intervention	Person(s) Accountable	Timeline	Measures/Indicators of Success
Research indicates that collaboration with families, use of incentives and consistency in	Truancy Policy	Dean of Students	September 2010-June 2011	Phone Log Daily, Weekly Attendance Rates

<p>policies positively improve student attendance and prevent high drop out rates (<i>National Dropout Prevention Center, 2005</i>)</p>				
<p>Research indicates that positive behavior support systems that use positive interactions, reinforcement and attendance monitoring will increase student attendance.</p>	<p>Promotion and Implementation of A.R.T.S Culture (Attitude, Reliability, Thoughtfulness, Scholarship)</p>	<p>Dean of Students Principal Teachers</p>	<p>September 2010-June 2011</p>	<p>Daily, Weekly Attendance Rates</p>

IV. HIGHLY QUALIFIED PROFESSIONAL STAFF

During the 2009-2010 school year, all staff at HFA: SCS were highly qualified and as such, met the requirements of No Child Left Behind. Documentation of staff qualifications is available for review in staff human resource files. There are no paraprofessionals employed at the school.

V. STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHER TO HIGH NEEDS SCHOOLS

HFA: SCS has been in existence for one year. All staff has taught at the school for an average of 1 year. The average years in teaching is 2.4 years.

At the time that the school opened, 20 teachers were recruited and hired. The teacher turnover rate is 30%, with 6 teachers being replaced for the 2010-2011 school year. We had difficulty filling a high school math teaching position as well as world language position with highly qualified staff. Both content areas are deemed shortage areas; we will apply for emergency permits for these two teachers.

Our recruitment efforts include using our website to post openings, attendance at several college teacher fairs and posting to national job search sites such as Monster.com. We promote the creative environment, state of the art facility and small class size to attract highly qualified staff.

VI. HIGH QUALITY PROFESSIONAL DEVELOPMENT

During the month of August, staff engaged in three weeks of professional development that focused on the learning design of the school. Throughout the school year, professional development was held once a month and at times, through bi-weekly staff meetings. Staff also attended various conferences throughout the year.

Date	Professional Development Topic
August 17, 2009	School Vision, Mission and Values
August 18, 2009	Building Positive School Culture Who are HFA:SCS Graduates? Where Our Students Come From: Motor City Maze
August 19, 2009	Introduction to Curriculum Design Thinking
August 20, 2009	Forum: Building Relationships with Students Design Thinking Cont.
August 21, 2009	Adolescent Development Supporting Students with Special Needs
August 24, 2009	School Culture and Safety Classroom Management Strategies School Operations
August 25, 2009	Powerschool Training
August 26, 2009	Curriculum: Grade Level Quarter Overview Charts
August 27, 2009	Curriculum cont.
August 28, 2009	Incorporating MEAP prep in Curriculum
September 25, 2009	Interactive Student Notebooks Serving Students with Special Needs Academic Coaching
October 24, 2009	Teacher Evaluation Protocol and Rubrics Staff Team Building
November 3, 2009	Quarter Overview Charts
November 16, 2009	Teacher Records Day
January 29, 2010	Using Mobis in Your Classroom Design Challenge Refresher Quarter Overview Charts
February 8, 2010	Teacher Records Day Grade Level Planning Time
April 26, 2010	Teacher Records Day Grade Level Intersession Planning
May 14, 2010	Design Thinking: Teaching Point of View Creative Arts Studio Visit
June 18, 2010	Curriculum Feedback Data

	Using Adult Partners Effectively in the Classroom
June 28, 2010	Round Robin: Gathering Teacher Feedback for School Improvement

VII. STRATEGIES TO INCREASE PARENT INVOLVEMENT

HFA: SCS believes that a parent involvement in their child's education is pivotal to their academic success. In order to best serve our student population, we aim to create an environment in which parent participation is integrated into all areas of schooling. To ensure that all parents are able to have meaningful participation in our school we have implemented the following:

- Our building and facilities are handicap accessible, thus there are no barriers that interfere or limit parents' ability to enter the building or classrooms.
- Routine collaborations with our Parent as Partners organization allow us to provide valuable pertinent community information to our parent population.
- At the start of each year we facilitate professional development to our staff to ensure that they have hands-on experience, knowledge, and understanding of the numerous diverse communities that our families reside.
- During family orientation parents complete a volunteer worksheet that allows us to have a better consensus and understanding of how parents want to volunteer
- Effective communication is a reoccurring topic of bi-weekly staff meetings and grade level teams. Staff received concrete strategies to increase and improve two-way communication with parents on a regular consistent basis.
- Our traffic and safety team is comprised of parents and staff working together to develop and implement strategies to create a safe parking and traffic process during arrivals and dismissals. Parents direct traffic, greet students, and remind parents about school news for the day.
- Parents are given a variety of opportunities to provide support and constructive feedback to school administration. These include parent representatives on our school Board, parent-teacher organization, and positive school culture team. In Each semester the principal also meets parents to discuss needs and concerns.

Within our school model there are components developed to build and sustain strong parent-school relationships. They include the following:

Adult Partners

During each quarter, every teacher utilizes a minimum of two adult partners in the classroom to provide real world examples of how academic content is applied in real-world professions and situations. We partner with parents, businesses, organizations, institutions, and human service agencies to bring the community into the classroom and facilitate authentic learning experiences.

Field Studies

Each quarter every grade level participates in two field studies that occur off school grounds and supports a specific academic content with a real world experiences and evaluations. Parent participants actively facilitate alongside teachers to assist students in field study testing and examinations.

Intersession

At the end of each quarter, students participate in a theme-related week-long alternate schedule of academic coaching, specialized workshops, assemblies, and guest presenters. During intersession parents are sought and encouraged to get involved and showcase their areas of expertise in workshops and classroom presentations.

Parent Meetings

These meeting or events are held each quarter in the evening. Being a start-up school, they focus on introduction of curriculum, school practices, grade level expectations, and other major announcements. To accommodate parent schedules and avoid numerous evenings a month, we frequently collaborated with our Parent as Partners PTO organization to meet jointly with parents. Children supervision was provided during meetings.

Because we believe that parents play a vital role in our school's student achievement, we strive to increase and improve our communication and collaboration with parents. We have an open door policy with parents to meet, visit classrooms, volunteer, and provide support and resources to the school in a host of ways. At the start of school we have registration and orientation to ensure that each family have completed the necessary documents and information for their child to properly start school. In addition we have a parent night prior to school start to introduce staff and explain the curriculum, school norms and expectations. We provide a broad range of parent-school communication. Every classroom has a phone and teachers have an additional phone extension and email addresses. Parents also receive a username for our information system to access their child's progress reports and review teacher assignments. Each month, an electronic and paper newsletter goes out to all parents with accessible emails. Group call-in phone conferences, allow parents to phone into a conference call and listen to important school topics and parenting advice. Parents also receive regular communication about upcoming events and activities through written correspondence.

VIII. PRESCHOOL TRANSITION STRATEGIES

HFA: SCS is a middle and high school and does not provide pre-school services.

IX. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

All teachers work together in grade level and content area teams to develop, evaluate and improve classroom assessments in each content area. In the 2010-2011 school year, staff will work to align grading scales across grade and content areas to provide consistency across the curriculum.

All staff is involved in analyzing student achievement data so as to impact the teaching and learning practices employed at HFA: SCS. A focus of upcoming professional development will be data-driven decision making that includes state assessments, in class assessments, and other measures. At the end of each quarter, staff also receive and review student performance in each content area and overall GPA trends.

X. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING STANDARDS

HFA: SCS identifies students having difficulty mastering grade level content expectations in a number of ways including:

- ⇒ Disaggregation and review of standardized test scores (MAP, MEAP)
- ⇒ Grade level team weekly meetings to review student performances on quarterly assessments in core academic content areas
- ⇒ Review of mid-quarter progress reports and quarterly academic reports
- ⇒ Teacher classroom observation and review of student portfolio of work in core academic content areas

The student academic referral process to address these needs is as follows:

1. Teacher identifies a student with academic concerns. Classroom strategies are attempted and documented.
2. Academic concerns continue and teacher informs team during grade level meeting. Team reviews student work in all subjects. Additional strategies are suggested. Teacher is assigned to contact parent.
3. Teacher contacts parent to share academic concerns. Home strategies are suggested.
4. Academic concerns persist; teacher refers student to academic intervention team.
5. Intervention team reviews student record and refers student to appropriate academic intervention options. Options include the following in no particular order:
 - a. Parent Conference
 - b. Before and Afterschool Tutoring (teacher-led)
 - c. Academic Coaching tutor groups
 - d. Learning Enhancement Academic Program (LEAP)
 - e. Child Study Team Meeting
 - f. Guidance Counselor services
 - g. Special Education services
6. Once referred, the process is as follows:
 - a. Student academic record is reviewed by the Leadership Team (i.e. class work, test scores, grades, standardized tests, school records, attendance, behavior, etc.)
 - b. Student is referred to intervention option(s) based on the following academic performance:
 - i. **Above Average** - refer to LEAP, Academic Coaching acceleration groups
 - ii. **Average**- Before and Afterschool tutoring strongly recommended, On Point
 - iii. **Below Average**- LEAP, Academic Coaching remediation groups, mandatory tutoring, On Point Program
 - iv. **Extremely Low**- Parent Conference, Child Study Team meeting

7. Once intervention(s) are implemented, a time frame is given to monitor students' progress.
8. Student progress is reviewed at the end of designated timeframe.
9. If academic concerns still persist, intervention team revisits options (see #5) and selects appropriate next steps.
10. Steps 5 thru 8 are continued until the desired progress has been achieved or additional assessments must be recommended for student.
11. It is important that in each step, proper documentation has occurred. Teachers should document classroom strategies and family contact. Grade level teams should keep a list of those students who've been identified with academic concerns that hinder learning. All forms, correspondence, and tutor programs should document student performance.

A basic description of academic intervention programs/services is as follows:

Parent Conference

Academic conference is scheduled with the parent and all teachers who express academic concern for student. Lead teacher or at least one administrator should also be present. Team should discuss strategies to be implemented and agreed upon by teachers, parents, and student.

Before and Afterschool Tutoring

Tutor programs facilitated by HFA: SCS teaching staff. These tutor times are open for any student who needs academic assistance. Students should develop task sheets that identify 3 areas of improvement they wish to accomplish. Students can also be assigned to attend these tutor sessions.

Academic Coaching

All students at HFA: SCS participate in academic coaching. Students receive in-school remediation twice a week from instructional staff based on identified and observed grade level deficit trends in student achievement. Students are re-grouped into skill level tutor teams and attend skill-building tutor lessons. Groupings are based on grade level teams academic review of test scores and current student work. Academic coaching occurs two days a week during flex schedules.

Learning Enhancement Academic Program (LEAP)

Students referred to the LEAP program will be eligible to receive in-school tutoring for remediation or acceleration from an outsourced company. The Learning Disabilities Clinic is the reputable company we selected to provide remediation for students performing below average. Our pilot LEAP program facilitated tutoring services for 60 students (20 from each grade level- 10 boys/10 girls per) in math and reading. Students had pre and post-tests and received 20 hours of in-school remediation for a 10-week period (2 hours per week). Those referred for remediation will be services by an outsourced company. Regular student attendance to sessions and parent involvement will be mandatory.

Guidance Counselor Services

Students whose behavior, health, and/or family environment hinders their academic performance are referred to the school guidance counselor for services.

Special Education Services

If a student has been identified as having an IEP, they will be referred to special education services. Parents who request psychological evaluations of their child are also referred to the special education program.

IX. COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL PROGRAMS AND RESOURCES

TITLE I COMPONENT	FUNDING SOURCES	PROGRAMS
Comprehensive Needs Assessment	General Fund Title I	School Improvement Process
Targeted Assistance Reform Strategies	Title I	School Improvement Process
Instruction by Highly Qualified Professional Staff	No funds are needed in this area	
High Quality and Ongoing Professional Development	General Fund Title I	Data-driven Decision-Making Training
Strategies to Increase Parent Involvement	General Fund Title I	Parent Surveys Principal Talks sessions Focus Groups
Teacher Participation in Making Assessment Decisions	General Fund	Grade Level Meetings Content Area Meetings Staff Meetings
Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title I Section 31a Special Education Funds General Funds	Academic Coaching LEAP Before/After School Tutoring
Coordination with other Federal, State and Local services	General Fund	Coordination is completed by the Director of Business Operations in conjunction with the Treasurer of the CUE Management Company, Executive Director and Principal

X. ADULT AND COMMUNITY PARTNERSHIPS

Adult and community partners play a critical role in our school's model. We have a goal to establish a consortium of adult partners that work with teachers in the classroom to create authentic real-world learning experience for our students. Each quarter every teacher has a minimum of two adult partners visit their classroom to work with students in their career field. Many adult partners work across the curriculum with teachers in more than one subject area. Adult partners support the academic lesson and afford students hands-on access to professionals within their own communities. In addition, the adult partner links the school to their business and organization for possible continued collaboration. Another key component of our school model is garnering support and collaboration from the community-at-large. We seek to expose students to as many meaningful community experiences as possible. These experiences are directly or indirectly related to student achievement and social/cultural awareness and development. Our goal in our opening year, was to begin developing community collaborations and exploring ways we could partner with area businesses and institutions. In appendix is a broad list of emerging partners and collaborators with our school.

XI. REQUIRED STAKEHOLDERS

HFA: SCS stakeholders include parents, teachers, students, administrators and representatives of our management company. At the time that this School Improvement Plan was prepared, staff and a parent of the school were the contributors. The Plan will be reviewed and submitted for approval to our management company as well as our school board.

XII. EVALUATION

Staff will collect and analyze data throughout the school year to determine progress toward our goals. A Data and Assessment Team will be organized to assist in the collection and analysis of the data; the Team will be made up of various staff members. We will also utilize our professional development days and staff meetings for data analysis.

The School Improvement Team will lead the effort to formally evaluate the progress of this plan at least 3 times during the 2010-2011 school year.

APPENDIX I PARENT INVOLVEMENT POLICY

Henry Ford Academy: School for Creative Studies

Parent(s)/Guardian(s) and School Partnerships

The Board encourages parent(s)/guardian(s) involvement in the schools through programs and activities designed to increase parent(s)/guardian(s)-school communications and to involve parent(s)/guardian(s) in the development and implementation of educational policies and school programs.

The Principal is responsible for facilitating parent(s)/guardian(s) involvement in the schools by affording special consideration to single and working parent(s)/guardian(s). Schools should schedule meetings, programs, and events so that working parent(s)/guardian(s) can attend.

Parent(s)/Guardian(s) Involvement Policy

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the Henry Ford Academy: School for Creative Studies' educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the school. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The review of instructional materials: input on the ways that the School may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and School offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Principal shall provide a copy of the School's Parent/Guardian Involvement plan to all parent(s)/guardian(s)

School Plan

In accordance with the requirement of the No Child Left Behind Act, the Henry Ford Academy: School for Creative Studies encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parent(s)/guardian(s) to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of School programs/services through participation on building School Quality Teams,
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting, with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation,
- Assistance to parent(s)/guardian(s) in understanding Title I and other School programs including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable,
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection,
- Information regarding child's achievement and progress,
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s),
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning,
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies,
- Ongoing communication between school and parent(s)/guardian(s), and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

Written Plans/Policies

Henry Ford Academy: School for Creative Studies, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a School plan for parent(s)/guardian(s) involvement in the development of a Title I plan

- Involve parent(s)/guardian(s) in the development of the plan,
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school.
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance,
- To 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,
- To review and evaluate the School's plan annually and to share the results of that review and evaluation with the Board,
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement, and
- To distribute the School plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the School's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

APPENDIX II
LIST OF COMMUNITY PARTNERS & COMMUNITY COLLABORATIONS

College for Creative Studies	
Art Education Department	Student teachers, art projects, presenters, specials guest, curriculum
Community Arts Program	After school programs, art program referrals, presenters
Graphic Design	Speakers, class collaborations
Advertisement Dept.	speakers
Animation Dept.	speakers
Automotive Design	Speakers, collaboration opportunity
Advance Security	School safety, presenters, collaborate with Dean
Sodexo	Student food services, catering
CCS Students	Recruit HFA:SCS student volunteers for projects

Cultural Institutions	Civil Services
Detroit Institute of Arts – Trips, education dept. scavenger hunt Holocaust Museum- field study Greenfield Village- field study Museum of African-American History - field study, tour Detroit Public Library - recruitment, field study, resources Heidelberg Project- field study, presentation Motown Museum – field study	Detroit Police Department - Art project, presenters, community relations Michigan State Police - presenters, behavior modification Wayne County Medical Examiner- presenters, SDD, fairs Detroit Fire Department- field study, presenters Cadillac State Building – recruitment, field study, intersession
Human/Youth Service Agencies	Educational Institutions
Detroit Children’s Center - family referrals, recruitment Detroit Children’s Place - family referrals, recruitment Learning Disabilities Clinic - Special Education, remediation	Henry Ford Academy: Dearborn - professional development, resource for teachers/staff, collaboration Woodward Academy- recruitment

<p>Massenburg & Associates- Special Education Global Psychological Services- Prospective student assessments, special education Youthville – afterschool programming latchkey referrals YMCA Boll Downtown- After schools programs ThinkDetroit PAL – athletics programs Michigan High School Athletic Association (MHSAA) - athletics Flip the Script – male mentorship referrals Detroit Hispanic Development Center -recruitment Latino Family Services-recruitment</p>	<p>Eastern Michigan University- field study Wayne State University- field study, department collaborations MSU Extension Resource Center- professional development</p>
Businesses	Organizations/Non-Profits
<p>Fitness Works- staff discount on services Ultimate Party Rental- fall extravaganza services River Rouge Plant- field study Northland Skating Rink- intersession activity Motown Photography- school pictures Fisher Building – recruitment, field study Means Consulting Group- afterschool programs DBT Awards & Graphics- school uniforms IZZE Designs- presentation, SDD Fedex Kinkos- copies, resources</p>	<p>Inside Out Literary Project – writer poetry workshop series EnGarde Detroit- emerging partnership for programs Detroit Parent Network- parent resources, presenters, family referrals Detroit Family Place- family referrals, resources New Center Council- recruitment, speakers, business contacts Each One Teach One- emerging partnership</p>