



Single Building District Improvement Plan

Henry Ford Academy

Henry Ford Academy

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The school improvement plan was developed by the school improvement team. The team consists of administrators, teachers, counselors, students, and parents. The parent positions on the school improvement team are pre-agreed upon duties of the president and vice-president of the HFA Parent Organization group and pre-agreed upon duties assigned to the presidents of the following school clubs: Student Council, Senior Class, and National Honor Society. All of the meetings occur after school, sometimes at 3:45pm (right when school lets out) and sometimes later depending on how all parent and staff schedules. In addition to SI meetings, the annual survey is conducted each year and distributed to parent, students and staff. The highest and lowest indicators are noted for each stakeholder group. The SI team examines the parent feedback and chooses one improvement priority and the designs a plan of action to meet it. The staff review the staff survey results and provide feedback to the SI team and Admin for improvement priorities. These areas of improvement are integrated in to the following year's PD plan, the mentorship program and any needed policies and procedures. The SI team and admin also reviews the students survey results and uses this as a guide to determine the climate and curriculum focus for the following year.

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

The School Improvement Team consists of teachers, administrators, students and parents. Teachers have the greatest representation on the team. At least one student from each of the following groups is on the team: NHS, Student Council, Senior Council. All of administration and one of the counselors also participates in the team. Data analysis is shared at the monthly parent org meetings and discussed at monthly staff meetings during the year. The plan is shared with the student body during the first trimester at a Town Hall meeting and survey results are shared at a Town Hall meeting in the Spring. All parents and students share their input through surveys, and the students and parents on the SI team provide information to help develop, monitor and evaluate current year programs.

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

After the entire staff has been provided the opportunity to modify the plan constructed by the School Improvement Team, the School Improvement Plan is presented to the HFA Board of Directors for approval in June at the end of the school year or at the first meeting of the year in the fall. When the new year begins, the plan is presented to parents during Parents as Partners week, as part of the Title I annual parent meeting, as well as the first Parent Org meeting in October. Parts of the plan are shared with students in sections at monthly Town Hall meetings.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team conducted a series of three meetings to evaluate and assess multiple data sources to conduct the comprehensive needs assessment. In the initial meeting, the principal, school improvement chair, curriculum coordinator, director of finance and school improvement conducted a preliminary examination of the 18-19 School Improvement Plan (SIP), the data sources listed in the 18-19 SIP and Progress Monitoring data for all of the 18-19 activities. Following this meeting, a second meeting was held with the entire School Improvement team gathered to examine the Progress Monitoring data to discuss recommendations for Strategies and Activities for the 18-19 school year. At this meeting two parents, two students and multiple teachers and administrators were present. The team determined whether the interventions we had planned for this school year were showing impact and modifications that may need to be made for the following school year based on this information. A third meeting was held with HFA Administrative Team, Curriculum Coordinator and School Improvement Chair at which the data and research gathered was analyzed. As a result of analyzing the perception data, student achievement measures and demographic data conclusions were drawn concerning growth, needs and interventions. Once gaps and needs were determined, research was aligned and interventions to address these areas were planned for the 19-20 SY. The information from this final meeting will be shared at the 19-20 Staff Institute.

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

The comprehensive needs assessment was conducted examining three types of data: SAT and PSAT results, MiStar DnA data and Survey responses. Based on our three assessments student achievement is as follows: Class of 2018 to Class of 2019 growth of 6.6 proficiency percentage points increase in math SAT, 8.5 proficiency percentage point increase in ELA, 17.7 in Social Studies (Science scores unreported.)

The analysis of these academic assessments led us to conclude that the instruction that is being facilitated in the classroom is effective in supporting student growth on grade level standards. Students may not be progressing to a fully proficient or advanced proficiency level by the end of the term, but they are making gains in their proficiency. Overall, the instruction that is being provided in the classroom is making an impact and the Curriculum Coordinator position will continue to help to coordinate and promote increased proficiency. Teachers consistently demonstrated movement of students from Not Proficient to Partially or Proficient quadrants.

Perception Surveys - Upon examining the perception surveys of the staff, students and parents the overall reflection was that these subgroups have a positive perception of the Academy. From the student surveys, the most positive areas are: first, high expectations from teachers and principals, and second, consistent use of multiple methods of formative and summative assessment to measure learning. From the parent surveys, the most positive areas are: first, high expectations of students, and second, a safe learning environment. From the staff surveys, the most positive areas are: "Our school provides qualified staff members to support student learning," and second "Our school provides instructional time and resources to support our school's goals and priorities." In the staff survey an area of concern for improvement is "school personnel regularly engage(s) families in their children's learning progress." In the parent survey an area of concern for improvement was "All of my child's teachers keep me informed regularly of how my child is being graded." In the student survey an area of concern for improvement was respect amongst students and towards adults.

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Overall proficiency of African American students on state tests is 32% at HFA, compared to 18% in similar schools nationwide and 17% in Michigan. This was an increase from 18% last year. While this comprehensive view is positive, after investigating the subgroups, it was concluded that the gap continues to exist between our two largest subgroups of African-American students, Economically Disadvantaged and Caucasian students. While both made gains during the term, The African-American students and Economically Disadvantaged students do not make gains sufficient enough to close the gap. As we move forward, to focus on closing the gap, our staff will build learning strategies to analyze the MISTAR pre and post tests to design instruction to meet the needs of the students each Tri and continue to implement ASAP/HSS/CRP for all students. In addition staff will receive professional development with respect to analyzing data and relating to these subgroups.

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

It is clear that a detailed analysis of multiple types of data was conducted to select the goals. The needs assessment has revealed that our focus on improving the basic skills of reading, writing and mathematics is showing impact yet it has not resulted in achieving 100% proficiency in these areas. Since we are making progress on the objectives of these goals, we are continuing to work on the same three goals for the 19-20 school year with modified strategies based on the needs assessment. The goals for the 19-20 are: All students will be proficient in mathematics. All students will be proficient in reading. All students will be proficient in writing.

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

The data continues to show that all students need to increase their achievement in reading, writing and math. Efforts focused on these three subject areas will impact the needs of students who are disadvantaged. All test data shows a gap between Free and Reduced Lunch students and African-American students when compared with their counterparts. Several school-wide programs, such as ASAP, HSS, School Psychologist access, Curriculum Coordinator, CRP, Math Paraprofessional, and staff PD on instructional methods and strategies attempt to address students who are disadvantaged. In the 19-20 school year, we will continue the strategy of small group instruction utilizing a paraprofessional in the 9th grade math classes. In reading, the needs assessment has revealed that our students need support in the area of vocabulary. An additional 15 minutes will continue to be built into the 2nd block class and will be used to facilitate intensive and structured vocabulary instruction to address this need.

Component 2: Schoolwide Reform Strategies

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

All content area courses have adopted either reading, writing or math strategies to help all students reach the state's standards. The math team continues to analyze data to make sure that all students are able to receive both remedial support for Algebra I (Intro to Algebra course) and accelerated challenge (ACE program math and on-line Algebra). A process has been created to place students in the appropriate math courses and a math paraprofessional is in place in the 9th grade math courses to help students meet state standards. The Curriculum Coordinator has worked with the math team to coordinate these efforts.

Within the ELA curriculum, instruction has been aligned to strengthen close reading methods, use of primary resources to draw conclusions, vocabulary skills, and the use of context clues. Close Reading strategies from 19-20 were built upon and the Curriculum Coordinator will coach and mentor teachers in these reading techniques, particularly the staff has begun "annotation" as a school-wide reading comprehension strategy. Additionally, ELA teachers have learned and taught the key strategies of the SAT essay, which involves the close reading of a passage, annotation and note-taking, identifying types of argumentation, essay planning and thesis-forming, drafting an essay with sufficient detail and supporting evidence, and assessing the essay using the HFA SAT Common Rubric.

The Science team has become to integrate the NGSS standards into the curriculum, as well as the 3D curriculum mindset. This approach to teaching shifts to a focus on scientific thinking, problem solving, inquiry and discussion, as well as a deeper understanding of scientific concepts. The team, with the help of the Curriculum Coordinator, has begun to redesign their curriculum and instructional strategies according to the state's 3 year roll-out plan for the new standards. The 11th and 12th grade teachers have completed formal NGSS training, while the 9th and 10th grade Science teachers will receive formal NGSS in 2020-2020.

The Social Studies team has made strides in connecting Social Studies content to the artifacts and resources of The Henry Ford, our partner and home site, to strengthen understanding of content and create more opportunities for hands-on learning. This connects with the idea of kinesthetic, hands-on learning being more impactful than textbook and "lecture" learning. All teachers have completed Curriculum Unit Maps in which they tie Common Core, Michigan Standards and other standards to their curriculum and teaching. This painstaking process has resulted in a close analysis of curriculum including systems of support for struggling students, reading in the content area, connections to The Henry Ford, Power Standards, and Project Based Instruction. In the 2019-20 school year, teachers will analyze their assessments (including projects and presentation rubrics) and mapping electives. The Social Studies team will offer AP US History as an additional course offering in 2019-2020.

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

The overarching research-based strategy and methods included Marzano's strategies (Classroom Instruction that Works, 2001) to increase student performance and the Stanford Design School's approach to Design Thinking in the classroom. These methods were employed systematically to improve Math, Reading, and Writing. Close Reading is a Best Practice in reading, widely used in connection with the Common Core State Standards and emphasizes depth of understanding over rote recall. The Writer's Workshop approach and similar processes are used in the Writing Curriculum, as well as other best practices in writing instruction, such as annotation, outlining, rubric-based SY 2018-2019

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assessment, and peer editing. The quantity of vocabulary instruction was improved as a result of adding fifteen minutes of instructional time to the school day. This fifteen minutes was added to one class period and dedicated to specific, research-based, school wide vocabulary intervention. The HFA curriculum is rooted in the best practice of project-based learning and the idea of "learning by doing." HFA has developed several unique hands on courses: TEALS (Computer Science), Village History, Food and Agriculture, STEAM I and II, Ecology of the Oxbow, and Chemistry Unleashed.

Marzano, Robert J. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Alexandria: McREL, 2001. Print.

Creative Confidence: Unleashing the Creative Potential Within Us All Hardcover - October 15, 2013." Creative Confidence: Unleashing the Creative Potential Within Us All: Tom Kelley, David Kelley: 9780385349369: Amazon.com: Books. N.p., n.d. Web. 29 May 2015.

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

The findings of the comprehensive needs assessment identified a need to increase basic skills in reading, writing, and math. The perception surveys and the work of the school improvement team have revealed a need for greater data analysis by the teachers on using their classroom assessments data to differentiate learning. Marzano's strategies are used by all teachers to improve instruction school wide. Based on the comprehensive needs assessment a schoolwide vocabulary program was instituted to improve reading skills. Additionally, close reading, note-taking in the SAT essay response process, providing specific writing feedback, and developing a thesis are among Marzano's 9 identified and research-based best practices (Classroom Instruction that Works). The use of small groups in the High School Readiness class and the math paraprofessional in math classes is designed to improve basic skills. Dr. Nicki Newton's Guided Math in Action gives an in depth analysis of the benefits of grouped instruction within mathematics. She encourages teachers to use grouped learning for all students and not simply those that are struggling. By putting students together with those of a similar performance level, the teacher can actively assess their understanding and give detailed instruction that allows the students to interact with the material and not simply be affected by it. At Henry Ford Academy-Dearborn, our students come to us from a variety of backgrounds. Whether it is the student who is well above or below his or her academic level, our math teachers find a way to teach them all within the same classroom location and hour. By utilizing a tutor and grouped instruction, we can focus our instruction to a particular style for a particular group to help that group to the next academic level.

The Curriculum Coordinator, PLC Teams, and all staff will work together to implement these research-based plans.

Newton, Dr. Nicki. Guided Math in Action: Building Each Student's Mathematical Proficiency with Small-Group Instruction. Larchmont, New York: Eye on Education, 2013.

Building Academic Vocabulary - Robert J. Marzano (Author), Debra J. Pickering (Author) 2005 Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement.

Marzano, Pickering, Pollock. ASCD. Alexandria, VA. 2001.

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

Math

The strategy of keeping students on track for 4 year math requirement has a level of interventions that students with most instructional support would benefit from: focused small group math instruction allows for a second teacher/paraprofessional to be in the general math classroom and provide support for all students in the 9th grade. Students are also invited or required to attend the after-school tutoring program. All students can participate in Homework Lab on an as-needed basis. Then students who require greater support are placed in the High School Readiness/High School Success programs to receive instruction on basic math skills. Students who are unable to perform at a proficiency level required to complete a course requirement are placed in the Credit Recovery program.

ELA

The ELA team utilizes a strategy of a student choice-based, leveled reading strategy where students can choose their own books and teachers can be sure it matches their ability level. ELA teachers can instruct students with comprehension and meaning-making strategies and still support struggling readers while challenging stronger readers. Teachers also utilize technology related to reading and writing, including Google Apps for Education, and Odysseyware. Students who require greater support are encouraged to attend Homework Lab and After-School Tutoring. Students who need more intensive support are placed either in High School Success (HSS) or they can complete Credit Recovery program requirements. All Content Areas are provided a level of intervention through the Credit Recovery Program. Students requiring assistance in any subject area are provided small group instruction and remedial skill instruction in these sessions. For all subject areas, at the end of their 9th grade year, students who are at risk of failing to meet requirements and are not benefiting from any one intervention are placed in an academic and behavior support program called the Academic Support and Achievement Program (ASAP). This program supports students by tracking their progress in each class, behavior referrals and study skills. ASAP will be redesigned to be to integrate greater research based strategies and increase the program's effectiveness.

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

Methods used to monitor progress at Henry Ford Academy include MiStar DnA pre-post testing results, GPA and Graduation Requirement monitoring, and multi-year growth over the PSAT/SAT series including a progress monitoring administration of the PSAT for all ninth graders in September/October. Students in Credit Recovery are monitored based on program completion tasks and assessment scores. Students must score at a predetermined proficiency and completion level to pass.

The school uses the following assessment schedule: MiStar DnA: Students are administered a pre-test at the beginning of the trimester in a course and again at the end of the trimester, along with formative unit assessments during the trimester. STAR Math/Reading: administered to all students 9-11 in October (18-19) PSAT 9: administered to all 9th graders (19-20) in October as a diagnostic, communication pieces and data point for growth Check-in/Check-Out: Students in the ASAP program are monitored each day by every course teacher. Then progress on the specific goals is evaluated on a weekly basis for satisfactory performance. PSAT 9, PSAT 10 and SAT (11): administered in Spring (April) to grades 9-11 as part of state accountability as well as growth models for student and teacher achievement The determination of students to receive interventions is made based on the results of the following assessments: The MiStar DnA data is examined by the

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principal and the teachers at the end of each trimester to determine proficiency levels and growth by sub groups. Students in need of support may be referred to Credit Recovery. The math and ELA teachers examine the skills deficiencies and focus on instructional modifications. The vertical (subject area) and horizontal teams (grade level) examine the data and make determinations of students who need to receive particular interventions. Horizontal teams use an MTSS format for student discussions.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	One of our highly qualified math instructors left mid-year and was replaced with a long term substitute with significant professional experience in the field of mathematics, but was not certified to teach Mathematics. Henry Ford Academy is currently staffed with certified teachers for the 2019-2020 school year.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had 3 out of 27 teachers leave (89% retention rate.)

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

The breakdown regarding the experience level of teachers is as follows:

1-8 years experience - 40%

9-14 years experience - 35%

15+ years experience - 25%

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

Henry Ford Academy recruits teachers at teacher fairs, community education events and posts jobs online with virtual job bulletin boards. This includes our chartering agency website, Wayne RESA, and Henry Ford Learning Institute. Thus expanding our reach to a national audience via the website www.hfli.org/somethingbigger.

The Academy specifically posts on all teacher positions that we only accept applications from highly qualified teachers. Annually teachers are surveyed about work conditions. The school allows teachers to be involved in all decision making and we allow a stipend for teachers to take college level classes. Both of these have been cited in surveys as reasons why teacher turnover rate is so low.

HFA has used Title II funds for signing bonuses for the sake of attracting and retaining new and beginning teachers. Additionally, HFA has Title II funds for merit bonuses for teachers who score high on the Danielson Rubric.

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

As a public school academy, HFA is a one school district so the answer from Number 3 applies here as well.

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

Teacher turnover rate is low and has been historically low. HFA has used Title II funds for signing bonuses for the sake of attracting and retaining new and beginning teachers. Additionally, HFA has Title II funds for merit bonuses for teachers who score high on the Danielson Rubric.

Component 5: High Quality and Ongoing Professional Development

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

In the 2018-2019 school year, teachers have undergone 32.5 days of dedicated professional development, counting approximately six (6) Vertical (subjects-level) team meetings and six (6) horizontal (grade-level) team meetings. The professional development began in HFA's 6-day Summer Institute where staff was introduced to Deeper Understanding (DOKs) strategies as well as PD on Project-Based Learning. Additionally, staff honed their understanding of the VIP Vocabulary Program. Staff also developed personal goals based on the school improvement goals and selected a staff member as a peer partner with whom they would co-observe and would act as a PLC. Staff members studied the idea of "Deeper Understanding" and "Creating a Positive School Culture." In summer institute and throughout the year, staff studied data from the PSAT and SAT with guest presenters from Wayne RESA. Additionally, staff learned about the infusion of technology in the classroom to bolster learning in math, ELA and in other core classes and now up to 15 teachers implementing Google Classroom. In vertical teams, staff continued to develop their curriculum maps as part of the Curriculum Mapping projects and aligned their curriculum vertically with Power Standards, developed common interventions, and made connections to The Henry Ford and Design Thinking. The Science team worked specifically to align to NGSS and implement strategies. Vertical Teams and staff members looked closely at their curriculum in terms of alignment with SAT expectations, CCSS and state standards, and alignment with 21st century skills.

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

The staff has engaged in a full week of teacher institute filled with workshops and training at the beginning of the year. These workshops included: project-based learning, building a positive school culture, effectively teaching reading across the curriculum, examining data to make instructional decisions, MSTEP preparation training, miStar DNA training, and Writing with the SAT Prompt/Common Rubric. These themes continue throughout the year in planned PD sessions and PLC groups: Vertical Team meetings, Horizontal Team meetings, Peer Pair/Peer Observation Teams, Evaluation Teams, and full Staff meetings. Teachers engage in horizontal teams quarterly in collaborative sessions focused on school improvement goal related strategies that these teachers implement in the classroom and use to effectively meet these goals for reading, writing and math. Teachers also meet quarterly in vertical teams to utilize SAT/PSAT, MME, MiStar DnA, and STAR data and set objectives that align with the school improvement goals and strategies for reading, writing and math goals for their particular content area. Additionally, teachers choose personal goals that are focused on school improvement goals as part of their Individualized Development Plan, which is then reviewed in their year-end Professional Evaluation. They have PLC groups that conduct peer observations and book readings. Additionally, vertical (subject level) teams work as a PLC, studying and researching best practices in their areas.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in three ways:

Parents are part of the school improvement team where the plan is developed and evaluated.

Parents are part of the school board where the plan is approved.

Parents are surveyed and their input is shared, discussed, and valued by the school improvement team as they develop the plan.

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

Parents are key to the parent involvement part of the plan. They support the school through traditional fundraising, but also serve as mentors in the school's internship program, Parent representatives are key players on our school improvement team which supports the implementation of the school wide plan. Monthly parent meetings are used to gather resources, inform parents about programs and plans. Responses from the annual surveys are also used to measure the effectiveness of implementation and highlight areas of need.

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

The School Improvement Team is responsible for evaluating the schoolwide plan. At least two parents sit on the School Improvement Team and are actively involved with the process and procedures carried out at the team meetings. At the close of each trimester, the parents on the school improvement team are informed about the progress that students made in each of the activities outlined in the school improvement plan. Also, information about intervention progress is shared with parents at each monthly Parent Organization meeting. When a program is evaluated, part of the evaluation includes survey responses from parents of students involved in the program.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

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

Events & Activities that bring Parents & Families into HFA

* Student Activities: Student Talent Shows, Choir Concerts, Play Performances, Dance Club Recitals, Town Hall Meetings (monthly student assemblies), Honors Convocation Night, Sports Awards Night

* Parent Communication/Learning Opportunities: Personal Finance Workshops, Class Meetings, Fall Open House Cookout, Welcome Night for Incoming Class, Monthly Parent Organization Meetings with light supper & door prizes provided, School Improvement Team, Wellness Committee, Parents as Partners Week, Parent Workshops, i.e. Bullying, Technology, Standardized Test Results Interpretation

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Strategies that Improve Communications with Families

Mailings:

- Monthly Principal's Newsletter
- Student Progress Reports
- Student Report Cards
- Fall Registration Materials
- Student Transcript Updates

* Emails:

Monthly Principal's Newsletter

Scholarship Information

College site Visit Calendar

School Event Reminders

Important Safety Alerts

Students receive an HFA email address for announcements

* HFA Website:

Calendar of Events

Links to:

Staff Emails

School Forms

Department Contacts & Info

Teacher Course Websites

Parent Organization

Parenting Tips Site

Partner Schools

Annual Education Report

MI School Data

School Profile

Wellness Policy

Principal's Newsletters

Enrollment Information

* Phone Calls:

Daily Attendance Verification

Incidents of Behavior

Parent Meeting with Staff

Group phone alerts by "robo" call system

Inviting School Environment for Students & Parents

- * Secure school entrances
- * Welcoming front-office staff
- * Safe school environment
- * Security officers
- * Parent visits encouraged
- * Open School Board meetings
- * Open Parent Org meetings

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- * Administrations open door policy
- * School staff representation at Parent Organization meetings
- * Parent-School Compact
- * Expectation of 24-hour response time to phone calls & emails from Staff
- * Parent survey feedback requested regularly

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

The parent involvement component of the schoolwide plan is evaluated by examining the perception data that was collected through the staff and parent surveys. Components in these surveys elicited responses regarding the parent involvement strategies that we are using throughout the school year. In addition to this summative assessment, parent perception and concerns are addressed at monthly Parent Organization meetings. The school has a Parent Organization Coordinator who acts as a liaison between the parents/families, school staff and administrators. While parents are always welcome and able to participate in events and communicate with staff, any parent who needs additional support may receive this through the Parent Organization coordinator.

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

The results of the parent surveys are examined by the School Improvement Team and the information from each strand is further investigated with parent input from the parents on the School Improvement Team. The School Improvement Team also shares this information with the Board and recommendations are gathered for changes that need to be made in the schoolwide plan. Overall, our parents express satisfaction with the degree of parent involvement that is integrated into our school community.

8. Describe how the school-parent compact is developed.

The School-Parent Compact was developed through a joint venture including parents, staff, teachers and Board members. The sessions resulted in generating themes and strategies that were deemed beneficial to strengthening the presence and involvement of families in the overall school community. The compact is revisited every five years for revision.

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

NA

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

The School-Parent compact is an important document for the families to read and understand prior to registration. At registration, students submit the compact and any questions or concerns regarding the responsibilities of both the families and the school are addressed. The

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families are encouraged to maintain a copy of the compact for themselves and post it in a visible location to be revisited throughout the school year at home.

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

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

The Academy strives to maintain an open and timely channel of communication with parents. At registration, all parents are encouraged to complete a Parent Connect application to gain access to the Parent Portal. This Portal provides parents with up-to-date information regarding their student's progress at school. The parents have access to information regarding their students test scores, assignments, missing assignments, and attendance records. If desired, parents can opt to have this information emailed to them in a Pulse report each evening to learn of their student's standing in a course. In addition to the school academic results, standardized test results are sent home with the parent letter to explain the results, areas of improvement and levels of mastery. Parents are provided with the opportunity to visit the school counselor for more details.

Component 7: Preschool Transition Strategies

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

NA

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

NA

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers play a major role in regards to school based academic assessments. Localized assessments are created or organized by instructors in miStar DNA. These assessments are given as pre and post tests delivered at the beginning and end of each trimester. This data is evaluated for gains by subgroups and improvement in overall student achievement. Teachers do a formal reflection of their data at the end of each trimester to improve quality and quantity of instruction. Interim assessments are also taken at the end of each unit to evaluate program effectiveness. The data informs staff on which programs student may need for remediation, support and accelerated learning. The information is shared to parents and students after each assessment as posted in the online grading site. Henry Ford Academy uses, MME, PSAT, and SAT data to study school-wide performance in Math and ELA.

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

Teachers at Henry Ford Academy are motivated and have high expectations for all students. In addition to collecting, analyzing and interpreting localized data to inform curricular modifications and changes, teacher reflect on the data to develop goals. The practice of analyzing data to improve instruction has become regularly implemented by staff by administering pre and post tests for each course. Teachers specifically review internal, localized data in the form of their own pre post tests as measured in the MiStar DnA system and the state and college entrance exams in the form of the SAT, PSAT and Science and Social Studies portions of the MSTEP. Staff reviews the disaggregated data annually and discusses it in large and small groups, and draws conclusions about instruction and curriculum. Data documentation is also a part of the final teacher evaluation and teacher determined goals. These efforts are led by the Curriculum Coordinator and other administrators and staff.

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

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

The school maintains records of student progress using multiple assessment measures. For the ninth grade students, the Algebra and Earth & Physical Science Pre/Post tests are given at orientation to determine the grade level mastery of both subjects, along with the PSAT. If a student scores two grade levels or below on this assessment, then he/she is referred to the High School Readiness course to receive required basic skills instruction. For all students, during the year, teachers submit MiStar DNA data at the end of each term based on proficiency by level. Students are then referred to tutoring after school or credit recovery program. In addition to these term evaluations, horizontal teams meet twice a month using an MTSS format to discuss the progress of students in their team and raise student names for needed intervention. With the transition of state assessment data teachers relied on classroom assessment data. Students who meet the exit criteria of gaining course proficiency or meeting the set academic-behavioral goals are then transitioned out of the program. For each of the programs a separate set of exit criteria determine when a student is transitioned out. In general, students usually remain in a program for an entire trimester to really show impact in academic and behavior achievement. In math, internal tests determine a students courses as they enter HFA. Students are offered a "Intro to Algebra" before they take Algebra I parts A and B. This allows students who need extra help, along with the Math Coach, to work at a pace that suits them.

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

The timely, effective and additional assistance provided to students is listed below and specified by grade level and content area.

ELA

Reading

9th grade

High School Readiness Course

ELA

Writing

9th-12th grade

Credit Recovery Program

High School Readiness Course

Math

9th grade

High School Readiness Course

Math Paraprofessional

Math

9th-12th

Credit Recovery Program

Science

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9th-12th

Credit Recovery Program

Social Studies

9th-12th

Credit Recovery Program

Academic-Behavior Support

9th-12th

ASAP Program

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

Henry Ford Academy has a history and culture of being an innovator and pioneer in differentiated instruction. Internal tests and PSAT results have made the rationale for differentiating instruction an imperative. Students come to HFA from their 8th grade school with reading, writing and mathematics levels ranging from 4th grade to above 11th grade. The majority of students test in the 7-9th grade level at the beginning of 9th grade, but the data supports the need for differentiating instruction. Some examples of providing these opportunities include but are not limited to: "flipping the classroom" in math, self pacing, group work, authentic assessments, portfolio projects, presentations and multiple assessment tools, design thinking in learning, base group design, adaptive teaching and teacher professional development in the subject. In English-Language Arts, students have choice and ability-leveled novel choices. The teacher conducts book clubs and literature circles to help all students work at their own pace. Teachers utilize technology in ELA such as Google Apps for Education, TurnItIn, and Odysseyware.

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

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

Title 1A:

Math Paraprofessional

Curriculum Director

Summer School

Parent and Community Events

Baseline Assessment Tool

Homeless Support

Summer School

Title 2A:

PD for teachers focused on SI goals

PD for admin focused on SI goals

Teacher Evaluation Tool

Merit Pay for Teacher Retention

31A:

ASAP

HSS/HSR

School Social Worker

School Psychologist

Conflict Resolution Coordinator

11th grade intervention teacher

Online learning program

Online writing program

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

Comprehensive Needs Assessment

School Improvement Team

Curriculum Coordinator

School Improvement Chair

Schoolwide Reform Strategies

Activity Vocabulary Instruction

Activity Math Paraprofessional

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Activity Curriculum Coordinator

Highly Qualified Staff

Ongoing Professional Development through Horizontal and Vertical Team Meetings

Attract and Retain Highly Qualified Staff

6 day Professional Learning Institute

Partnership with UM-Dearborn School of Education

WRESA Professional Development Workshops

Professional Development

Ongoing Professional Development through Horizontal and Vertical Team Meetings

Assessment Decisions

Timely and Additional Assistance

Activity High School Readiness (Section 31A)

Activity Credit Recovery (Section 31A)

Activity ASAP (Section 31A)

Activity On-line Credit Recovery (Title Ia)

Activity Math Para Professional

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

Nutrition Programs: School participates in the School Lunch Program and offers Free and Reduced Lunches to qualifying students. School upholds the Local Wellness Policy and integrates healthy activity and play into the schedule. Since the 14-15 SY the school implemented the school breakfast program.

Violence Prevention Programs: School psychologist/social worker runs small group programs targeted at anger management/violence prevention.

Evaluation:

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

The School Improvement Team (SIT) meets the third Wednesday of the month throughout the school year. SIT views improvement as a continuous process. Programs will begin with the end in mind. To that end, an evaluation process must be part of the recommendation to launch every school improvement initiative. Indicators of success and how it will be measured are critical aspects of an initiative. Criteria for how students enter and exit a program will be spelled out as well.

1. Data will be collected for each program initiative that come from each of following categories:

- Performance Data (MSTEP)
- Growth Data (miStar DNA Pre/Post, PSAT/SAT Linkage, STAR 9th,10th, 11th)
- Surveys (Students, Parents, Staff)

2. Data is housed in a digital format. The Director of each initiative is responsible for obtaining and inputting the data. At the end of each trimester, data is collected and stored in the appropriate online portal (ASSIST, miStar DNA).

3. Data is analyzed by Vertical Teams, Horizontal Teams, and/or the entire Staff. The analysis is conducted to identify improvements, deficits, and trends. A "questioning protocol" will be developed that can be applied to any initiative. Recommendations from the various teams to continue, end, or modify an initiative will be made to the School Improvement Chairs.

4. The School Improvement Team will conduct surveys that include but are not limited to program initiatives funded by Title I and 31A funds. Using the results of the surveys, performance data, growth data, and recommendations from the V-Teams and H-Teams the SIT will rate the effectiveness of each initiative a determination to continue, end, modify the plan will be made.

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

Each school year begins with the entire instructional team reviewing the results from the state assessment that was administered in the spring. We note areas of improvement and those that need to be improved. We also look at alignment of our academic goals and the most recent test results. Subject area groups dig deeper into the data, making adjustments to the curriculum.

The team then discusses various state or federally funded programs which may need review. Once the team selects a program that they determine will have the most impact on students, they develop a plan to gather data, perception data, and other information about the program. After analyzes results and determining effectiveness of the program, the team issues recommendations for continued revision or discontinuation of the program.

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

The Curriculum Coordinator creates and maintains a database of our at-risk students and the support programs that they participate in. Analysis is done with each program coordinator and the programs that yield a great level of improvement are kept in place and those that did not are re-designed or ended.

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

The School Improvement Team (SIT) meets the third Wednesday of the month throughout the school year. SIT views improvement as a continuous process. Programs will begin with the end in mind. To that end, an evaluation process must be part of the recommendation to launch every school improvement initiative. Indicators of success and how it will be measured are critical aspects of an initiative. Criteria for how students enter and exit a program will be spelled out as well.

1. Data will be collected for each program initiative that come from each of following categories:

- Performance Data (MSTEP)
- Growth Data (miStar DNA Pre/Post, SAT/PSAT Linkage)
- Surveys (Students, Parents, Staff)

2. Data is housed in a digital format. The Director of each initiative is responsible for obtaining and inputting the data. At the end of each trimester, data is collected and stored on appropriate online portal (ASSIST, miStar DNA).

3. Data is analyzed by Vertical Teams, Horizontal Teams, and/or the entire Staff. The analysis is conducted to identify improvements, deficits, and trends. A "questioning protocol" will be developed that can be applied to any initiative. Recommendations from the various teams to continue, end, or modify an initiative will be made to the School Improvement Chairs.

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School Improvement Plan 19-20

Overview

Plan Name

School Improvement Plan 19-20

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 will be proficient in mathematics (Y4 19-20)	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$193991
2	All students will be proficient in reading (Y4 19-20).	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$128379
3	All students will be proficient in writing (Y4 19-20)	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$80732
4	Collaborate with parents/guardians as full partners in the learning and development of their children. (Y4 19-20)	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$4263
5	Create opportunities for communication and mentorship. (Y4 19-20)	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$11795

Goal 1: All Students will be proficient in mathematics (Y4 19-20)

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 25 percentile point increase in their ability to create, interpret and analyze equations that describe numbers or relationships in Mathematics by 06/30/2020 as measured by miStar DnA (pre and post test).

Strategy 1:

Improving Basic Mathematics Skills - - Students' current math skill levels will be measured through multiple measures including PSAT/SAT, miStar DnA pre-post tests, demographic info, prior year course final grades, and GPA. Students will be placed in various remediation intervention programs based on their needs.

Category: Mathematics

Research Cited: Bakken, Jeffrey, Response to Intervention in the Core Content Areas. Waco, Texas, Prufrock Press, 2012

Tier: Tier 2

Activity - High School Readiness/High School Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic math skills.	Technology , Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5500	Title I Part A	Administration, Curriculum Coordinator , HSR/HSS Coordinator , Counselors , Team Leaders

Activity - Homework STEM Lab (after school help)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With a focus on STEM subjects, students in need of teaching and re-teaching in academic skills in current classes will be identified for tutoring using classroom tests, progress monitoring, quizzes and teacher referral.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$11288	Title IV Part A, Title I Part A	Administration, STEM Lab Tutors, Counselors

Activity - SAT STEM Saturdays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop basic math skills to master the SAT. Students will use the KHAN Academy/College Board integration.	Technology , Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$3283	Title IV Part A	Administrati on, Counselors , Teachers
Activity - Curriculum Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.	Professiona l Learning, Academic Support Program, Curriculum Developme nt	Tier 1	Implement	08/12/2019	06/26/2020	\$31728	Title I Part A	Administrati on, Curriculum Coordinator
Activity - PSAT 8/9 Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the PSAT 9 as a measure for diagnostic and growth testing	Evaluation	Tier 1	Monitor	09/03/2019	06/19/2020	\$1600	Title I Part A	Teachers, Curriculum Coordinator
Activity - Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Coach works with teachers on Best Practices and Instructional Coaching and implementation of curriculum; develops common practices and continuity among 4 member math team in terms of instructional approach; observes on prep hour and provides coaching and feedback before and after school	Professiona l Learning, Teacher Collaborati on, Curriculum Developme nt	Tier 1	Implement	09/03/2019	06/19/2020	\$3000	Title I Part A	Selected math teacher to serve as math coach
Activity - Assessment Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment Coordinator to oversee quality assessment implementation for progress monitoring assessments such as STAR, PSAT 9, 10, SAT, MME and WIDA; these are part of the standardized assessments HFA uses to adjust instruction, measure growth, and progress monitor.	Implementa tion	Tier 1	Implement	09/03/2019	06/19/2020	\$1500	Title I Part A	independen t tech expert and testing coordinator

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Activity - AP Computer Science Principles fees	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supporting Free and Reduced Lunch students in gaining access to Advanced Placement curriculum and test fees.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$500	Section 31a	Curriculum Coordinator, HFA Administration, AP Coordinator

Strategy 2:

Supporting Students to Complete 4-year Mathematics Requirement - To maintain students on a path to on-time graduation, students who have failed a math course will participate in a variety of academic and behavioral programs to increase likelihood of success in mathematics content.

Category: Mathematics

Research Cited: Gersten, Russell and Rebecca and Newman-Gonchar, ed. Understanding RTI in Mathematics: Proven Methods and Applications. Baltimore: Paul H Brooks Publishing, 2011

Tier: Tier 2

Activity - Credit Recovery Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on online learning modules to complete coursework in a class that they have previously failed in order to regain credit.	Technology, Academic Support Program	Tier 2	Monitor	06/04/2019	08/28/2020	\$7666	Section 31a	Administration, Counselors, CRP Tutors, Tech Coordinator

Activity - Academic Support Achievement Program/Mental Health Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students on academic probation will meet weekly with the School Social Worker to track their academic progress in mathematics. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Students suspected of learning disabilities or other issues in MTSS format Vertical Team meetings, may be tested by school psychologist or school social worker in conjunction with the Special Education department and HFA administration. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least one extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/03/2019	06/19/2020	\$21249	Section 31a, Section 31a	Administration, Curriculum Coordinator, Counselors, ASAP Coordinator, School Psychologist, School Social Worker
Activity - PSAT 9 and 10 with Khan Academy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in PSAT in the 9th and 10th grade and receive Khan Academy prescriptions to support their math skill deficits.	Technology, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administration, Counselors, Curriculum Coordinator, 9-11 Teachers
Activity - Summer Credit Recovery Program/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are in need of math graduation requirements will participate in summer CRP to regain lost credit.	Technology, Academic Support Program	Tier 3	Monitor	06/01/2020	08/21/2020	\$14186	Section 31a, Title I Part A	Administration, Counselors, SCRP Staff
Activity - Liveschool PBIS System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Liveschool is a web-based, mobile-ready PBIS and behavior, academic monitoring and communication platform; it is available for staff to communicate with parents and students about expectations and behavior in class; also includes options for students to get positive reinforcement points and gain credits; also allows communication with parents and goal setting	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/19/2020	\$890	Title I Part A	9th Grade Team and administration will test implement with 9th graders

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Activity - Renaissance STAR Test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Math by Renaissance Learning will be used as a Progress Monitoring assessment; this information will inform instruction and also help select students for various support programs; additionally, it will be used to periodically measure student growth throughout the school year	Academic Support Program, Monitor	Tier 1	Monitor	09/03/2019	06/19/2020	\$1400	Title I Part A	All teaching staff, curriculum coordinator, and HFA administration
Activity - College and Career Exploration / Counseling / XELLO	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing a College and Career counselor through MCAN program to support students in the college application and payment process, including exploration of careers in math and STEM fields; College and Career Exploration and planning will utilize the XELLO program	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/19/2020	\$17800	Section 31a, Section 31a	Counseling Team, College and Career Counselor, HFA Administration, Technology Coordinator
Activity - Security	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school that has over 50% Free and Reduced Lunch, Security is provided under 31a to create a school-wide atmosphere conducive to learning in mathematics, reading, and writing	Other - Security as allowed under 31a for school with over 50% FRL	Tier 1	Implement	09/03/2019	06/30/2020	\$21027	Section 31a	Security, HFA Administration

Strategy 3:

Targeted Support in the Math classroom - Students will receive support in the classroom to increase their ability to make sense of problems and persevere in solving problems.

Category: Mathematics

Research Cited: Gersten, Russell and Rebecca Newman-Gonchar, ed. Understanding RTI in Mathematics: Proven Methods and Applications. Baltimore: Paul H Brooks Publishing, 2011.

Tier: Tier 1

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Activity - Math Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math paraprofessional will work with small groups of students in the math classroom in order to help students increase their ability to make sense of problems and persevere in the classroom.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/19/2020	\$44046	Section 31a	Administration, Curriculum Coordinator, Math Teachers, Math Paraprofessional

Activity - New Teacher Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-Mentor to work with new teachers defined years 1-3 on classroom instructional strategies, classroom management, and using data to show growth	Professional Learning	Tier 1	Implement	09/03/2019	06/19/2020	\$2533	Title II Part A	New Teacher Coach

Strategy 4:

Professional Learning in the Content Area for - Administration will attend Conferences based on Best Practices for ELA/Mathematics/Writing and other school-wide goal areas to share and possibly implement with staff and students.

Category: Mathematics

Research Cited: Marzano, Robert 2003. "What Works In Schools: Translating Research into Action" ASCD

Tier: Tier 1

Activity - Professional Development for Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will attend Conferences based on Best Practices for ELA/Mathematics/Writing and other school-wide goal areas to share and possibly implement with staff and students (examples include, ASCD conference, Michigan or National Charter Schools Conference, Advanced Conference, etc) and ASCD Institutional Membership	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$4295	Title II Part A, Title II Part A	HFA Admin, Curriculum Coordinator

Activity - Safe Schools PD Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Safe Schools in on-line PD modules, ranging from Best Practices in classroom, to Formative Assessment, to Classroom Management Procedures	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$500	Title II Part A	Assistant Principal, Curriculum Director

Goal 2: All students will be proficient in reading (Y4 19-20).

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of 15 percentile point increase in their ability to "cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text" (CCSS.ELA-Literacy.RL.9-10.1) in Reading by 06/30/2020 as measured by miSTAR DnA (pre and post tests).

Strategy 1:

Improving Basic Reading Skills - Students will be identified through multiple measures including PSAT/SAT, miSTAR DnA pre-post tests, and teacher referral. Students will be placed in various remediation interventions to meet their needs.

Category: English/Language Arts

Research Cited: Blachowicz, Camille and Peter J. Fisher. Teaching vocabulary in all classrooms, 2nd edition. Columbus, Merrill Prentice Hall, 2002

Tier: Tier 2

Activity - STEM Homework Lab (After School Tutoring)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of reading skills assistance will be identified through miStar DnA pre-post tests, progress monitoring, quizzes and teacher referrals.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$6022	Title I Part A	Administration, Curriculum Coordinator, Tutors, Counselors

Activity - High School Readiness/High School Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching reading skills and strategies.	Technology, Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5500	Title I Part A	Administration, HSR Teacher, Curriculum Coordinator, Teachers

Activity - Content Area Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will devise a plan and strategy for reading in the art, tech, physical education and drama/music classes that requires reading and best-practice reading instruction related to the content area.	Technology, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	General Fund	Curriculum Director, Teachers

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Activity - Vocabulary is Power Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 9-12 will participate in the VIP program for the first 15 minutes of second block learning vocabulary words in various methods and then taking a vocab quiz each Friday. Words will be gathered from the core curriculum.	Technology , Academic Support Program	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	All teachers, Curriculum Coordinator
Activity - Curriculum Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$31728	Title I Part A	Administration, Curriculum Coordinator
Activity - Teacher and Administration Training on Reading / Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will participate in professional development on close reading and reading and writing in the content areas.	Professional Learning, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$3800	Title II Part A	Teachers, Curriculum Coordinator
Activity - STEM Saturdays SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop reading skills to master the SAT. Students will use the KHAN Academy/College Board integration, with a special focus on the Math and Science portions of the SAT	Technology , Academic Support Program	Tier 2	Implement	01/17/2020	04/17/2020	\$3283	Title IV Part A	Administration, Counselors , Teachers
Activity - Renaissance STAR Test	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Renaissance STAR test will be used as a Progress Monitoring assessment for all students, but especially with 9th graders and students in special programs and interventions.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$1400	Title I Part A	Curriculum Coordinator, HFA Admin, Teachers and Program Coordinators
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Activity - New Teacher Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-Mentor to work with new teachers defined years 1-3 on classroom instructional strategies, classroom management, and using data to show growth	Professional Learning	Tier 1		09/03/2019	06/19/2020	\$2533	Title II Part A	New Teacher Mentor

Strategy 2:

Supporting Students to Complete 4-year Reading Requirement - Students who have failed or are at risk of failing will participate in a variety of programs that support academic achievement or behavioral improvement to increase the likelihood of success in Reading content.

Category: English/Language Arts

Research Cited: Dougherty Stahl, Katherine A and Michael C McKenna. Reading Assessments in an RTI Framework. New York, Guilford Press, 2013.

Tier: Tier 1

Activity - Credit Recovery Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have failed an ELA course will work through online modules to demonstrate proficiency in order to regain credit.	Technology, Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2020	\$7666	Section 31a	CRP Teachers, Administration, Teachers, Counselors

Activity - Academic Support Achievement Program/Mental Health Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Henry Ford Academy

Students on academic probation will meet weekly with the Social Worker to track their academic progress in reading. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Referrals to School Psychologist or School Social worker may include interventions or formal testing as referred by Horizontal Teams in an MTSS meeting format. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	06/03/2019	06/30/2020	\$21249	Section 31a, Section 31a	ASAP Coordinator, School Psychologist, School Social Worker, Teachers, Conflict Resolution Coordinator
Activity - Summer Credit Recovery Program/Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are in need of ELA graduation requirements will participate in summer CRP to regain lost credit.	Technology, Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2020	\$14186	Section 31a, Title I Part A	Counselors, Teachers, Administration
Activity - Homeless Student Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as homeless will be assisted with transportation and supply subsidies in order to ensure they continue to attend school.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$1000	Title I Part A	Director of Operations, Counselors, Administration
Activity - College and Career Counseling / XELLO Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing a College and Career counselor through MCAN program to support students in the college application and payment process, including exploration of careers in math and STEM fields; College and Career Exploration and planning will utilize the XELLO program	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/19/2020	\$5000	Section 31a	MCAN College Adviser, Counseling Team, HFA Administration
Activity - Liveschool PBIS Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Mobile, web-based PBIS program allows teachers to communicate re: class participation, behavior, and reinforce positive behaviors and academic performance; school and parent communication piece allows students to gain points	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$1335	Title I Part A	HFA Administration, 9th grade team
Activity - AP program support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training for AP Literature and AP US History (both reading intensive) Supporting Free and Reduced Lunch students with free or reduced AP test fees so they can have access to a higher level, reading intensive curriculum	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$1650	Title II Part A, Section 31a	AP Coordinator, HFA Administration
Activity - Security	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school that has over 50% Free and Reduced Lunch, Security is provided under 31a to create a school-wide atmosphere conducive to learning in mathematics, reading, and writing	Other - Security as allowed under 31a, over 50% FRL	Tier 1	Implement	09/03/2019	06/30/2020	\$21027	Section 31a	Security, HFA Admin
Activity - Professional Development for Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin will attend professional development on improving instruction and best practices in support of teachers and school-wide programs	Professional Learning	Tier 1		09/03/2019	06/19/2020	\$1000	Title II Part A	Administrators

Goal 3: All students will be proficient in writing (Y4 19-20)

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth by 5 points (on a 16 point HFA Common Rubric) in their ability to write an SAT style written analysis in response to a text-based prompt with supporting details and evidence in Writing by 06/30/2020 as measured by by the HFA Common Writing Rubric.

Strategy 1:

Supporting Students to Complete the 4-year Writing Requirement - Students will participate in a variety of programs that will assist them to improve their writing to complete their 4-year ELA requirement.

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Henry Ford Academy

Category: English/Language Arts

Research Cited: Blachowicz, Camille and Peter J Fisher. Teaching Vocabulary in the Classroom, 2nd edition, Columbus, Merrill Prentice Hall, 2002

Tier: Tier 1

Activity - Credit Recovery Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work through online modules to demonstrate their proficiency in writing to regain lost credit.	Technology , Academic Support Program	Tier 3	Monitor	09/03/2019	06/19/2020	\$7666	Section 31a	CRP Tutors, Counselors , Teachers, Administration
Activity - Academic Support Achievement Program/Mental Health Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students on academic probation will meet weekly with the ASAP (Academic Support Achievement Program) Coordinator to track their academic progress in writing. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/03/2019	06/19/2020	\$21249	Section 31a, Section 31a	ASAP Coordinator , Curriculum Coordinator , School Psychologist, School Social Worker, Teachers, Conflict Resolution Coordinator
Activity - Summer Credit Recovery Programs (SCRIP) / Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete prescribed online modules to regain lost credit in ELA coursework, including writing assignments.	Technology , Academic Support Program	Tier 3	Monitor	09/03/2019	06/19/2020	\$9398	Section 31a	SCRIP teachers, Counselors , Administration

Strategy 2:

Improving Basic Writing Skills - Students will be identified through multiple assessment measures such as PSAT/SAT, miStar DnA, teacher referrals. Students will be placed in various remediation programs based on their needs.

Category: English/Language Arts

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Henry Ford Academy

Research Cited: Dougherty Stahl, Katherine A and Michael C McKenna, Reading Assessment in an RTI Framework, New York Guildford Press 2013

Tier: Tier 1

Activity - STEM Homework Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in need of assistance with current coursework are referred to after-school tutoring. Students are identified by miStar DnA pretests, progress monitoring, quizzes and teacher referrals. Special focus on writing related to STEM courses	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5658	Title I Part A	Tutors, Teachers, Administration
Activity - High School Readiness/High School Success	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic writing skills and strategies.	Technology , Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	HSR Teacher, Teachers, Administration, Curriculum Coordinator
Activity - Google Apps for Education/Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Google Apps for Education, Google Classroom and other Google features to improve their writing experience.	Technology	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	General Fund	Tech coordinator, Teachers, Curriculum Coordinators
Activity - Curriculum Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$31728	Title I Part A	Administration, Curriculum Coordinator

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Activity - Write About	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a web-based writing prompt bank and feedback program that facilitates writing instruction and assessment.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/21/2019	\$2500	Section 31a	Teachers
Activity - HFA-SAT Common Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HFA teachers assess students in the VIP program on a 50 minute rubric graded essay (Common Rubric developed as an adaptation to the SAT prompt). The 16 point rubric score is used as a pre-test score. The ELA team then implements a 1-2 week curriculum developed to address the skills needed on the SAT test. The curriculum unit culminates with a "post" test that generates growth data and informs further instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	Curriculum Coordinator, ELA staff, all staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop reading skills to master the SAT. Students will use the KHAN Academy/College Board integration.	Technology, Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$0	No Funding Required	Administration, Counselors, Teachers
Activity - New Teacher Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-Mentor to work with new teachers defined years 1-3 on classroom instructional strategies, classroom management, and using data to show growth	Professional Learning	Tier 1	Implement	08/09/2019	06/19/2020	\$2533	Title II Part A	New Teacher Coach

Goal 4: Collaborate with parents/guardians as full partners in the learning and development of their children. (Y4 19-20)

Measurable Objective 1:

collaborate to build positive connections with families by 06/30/2020 as measured by positive perception ratings on the annual HFA parent survey.

Strategy 1:

Build a Positive Connection with Families and Maintain Multiple Channels of Communication - Develop new and/or continue methods to involve parents/guardians in all school activities and events throughout the school year.

Single Building District Improvement Plan

Henry Ford Academy

Category: School Culture

Research Cited: Williams, D.L. & CHAVKIN, N.F. (1989). Essential elements of strong parent involvement programs. Educational Leadership, 47, 18-20

Tier: Tier 1

Activity - Annual Title One Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Annual Title One Meeting will be held at the beginning of the school year for all parents/guardians to learn about the progress and achievement of the school, programs offered for academic support and interact with school staff and faculty in a casual setting.	Parent Involvement	Tier 1	Monitor	09/03/2019	10/18/2019	\$500	Title I Part A	All staff and teachers, administrators and support staff.
Activity - Parent Organization Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly parent organization meeting will be held for parents to learn about updates of school progress and events from the administrators and teachers. A light dinner and door prizes will be included to increase participation. The Parent Organization will lead the meeting and invite teachers and staff for short presentations to assist parent's understanding of the high school experience.	Parent Involvement	Tier 1	Monitor	09/03/2019	10/25/2019	\$243	Title I Part A	Director of Finance and School Improvement, Administration, Parent Organization,
Activity - Parents as Partners Week	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A full week will be dedicated to the engagement and participation of parents at the Academy at the beginning of the year. Parents will have the opportunity to observe instruction, communicate with administrators and counselors at breakfast and attend a school-wide picnic in the Village campus.	Parent Involvement	Tier 1	Monitor	09/03/2019	10/11/2019	\$350	Title I Part A	Director of Finance and School Improvement, Administrators, counselors
Activity - Parent Teacher Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will hold parent-teacher conferences three times during the academic year to communicate academic and behavior progress for students. The first two conferences of the school year will be for all students, while the third conference will be for students who require intensive support due to deficits in academics or behavior. In Staff Summer institute, stakeholders will explore how to make conferences most valuable for all groups involved.	Parent Involvement	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	Administrators and Teachers
Activity - Parent Connect and Remind	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents/guardians will be charged with participating in two innovative parent communication tools: 1)Parent Connect - the online parent communication tool module of the miStar Student Information System 2)Remind - the mobile app for free institutional texts. Parent/guardians will be provided with enrollment forms and any needed support.	Technology	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	No Funding Required	Administration, Teachers
Activity - School Breakfast	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As required 31a breakfast funds up to \$10 per At-Risk Student; to create a healthy student, ready to learn, breakfast is provided	Other - As required 31a breakfast funds up to \$10 per At-Risk Student	Tier 1		09/03/2019	06/30/2020	\$500	Section 31a	Director of Operations, HFA Admin
Activity - LiveSchool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Designed to give PBIS feedback to students, families and staff; works through an easy to use app, pricing for 30 teachers.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$2670	Title I Part A	PBIS Committee

Goal 5: Create opportunities for communication and mentorship. (Y4 19-20)

Measurable Objective 1:

increase student growth in terms of social interactions, conflict resolution, developing a positive school culture, and improving student empathy and compassion by 06/30/2020 as measured by HFA program perception surveys conducted by the School Improvement Team and completed by the Link Crew and the freshmen class.

Single Building District Improvement Plan

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Strategy 1:

Link Crew Team - Student leaders (juniors and seniors) will be trained to communicate and demonstrate the school's purpose and direction with and among those within the school who might otherwise be disengaged: freshman. The information will be disseminated through student-to-student connections both one on one and in small groups.

Category: School Culture

Research Cited: Erwin, J.C. (2004) The classroom of choice: Giving students what they need and getting what you want. Alexandria, VA. ASCD

Payne, R.K. (1996). A framework for understanding poverty. Highlands, TX. aha! Process, Inc.

Tier: Tier 1

Activity - Link Crew	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of teacher and Link Crew Coordinators will select a group of juniors and seniors who will attend training to become Link Crew Leaders. The Link Crew will mentor the freshmen class with one on one communication and small group activities.	Communication	Tier 1	Implement	09/03/2019	06/30/2020	\$2895	Title II Part A	Link Crew Coordinator, Administration, Teachers

Measurable Objective 2:

collaborate to mentor, support, and empower new HFA staff so that they can quickly become comfortable, efficient, and effective teachers by 09/03/2019 as measured by Mentor and New Teacher perception surveys.

Strategy 1:

Professional Development for Staff on Mentorship - In Summer Institute, new staff will be assigned mentors for teachers new and 1-3 years on the staff. There will be a mentorship binder and orientation and regular interaction between staff mentors and mentees. Additionally, new staff will all attend the New Teacher Academy at Wayne RESA.

Category: School Culture

Research Cited: Robbins, P (2015). Peer coaching to enrich professional practice, school culture, and student learning. Alexandria, VA. ASCD

Tier: Tier 1

Activity - Peer Mentorship / Peer Observation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Single Building District Improvement Plan

Henry Ford Academy

Teachers and administration will work in teams to observe and discuss classroom practice, using classroom observations and video recording of classroom instruction, utilizing the Swivl camera	Technology , Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Curriculum Coordinator , Technology Coordinator , Administration, Teachers
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Activity - Teacher Book Clubs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams of teachers will study, discuss, and present the following books to further their thinking, and the staff's thinking: Learning First, Technology Second; Hanging In; Never Work Harder Than Your Students; Total Participation Techniques; Motivating Black Males to Achieve; How To Create a Culture of Achievement; teachers will present their understandings to staff throughout the year.	Technology , Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	Teachers, Curriculum Coordinator , Tech Coordinator , Administration

Activity - Incentive Pay and Retention Pay	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who demonstrate the greatest student growth and reflect personal growth in terms of teaching style, student engagement and student performance will be recognized with a merit bonus. Teachers who receive the bonus will be determined based on: walkthroughs, formal observations, student performance results, end of year evaluation.	Professional Learning, Walkthrough, Teacher Collaboration, Curriculum Development	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$7000	Title II Part A	Administration

Activity - Advanced Placement Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Up to two teachers will be trained to teach AP Courses (AP Literature and Composition and AP US History)	Professional Learning, Academic Support Program	Tier 1		09/03/2019	06/30/2020	\$1400	Title II Part A	AP Teachers, Curriculum Coordinator , AP Coordinator

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

Single Building District Improvement Plan

Henry Ford Academy

World Language teachers at HFA will attend workshops (MIWLA, Mitten CI or others), includes costs for registration, travel, and lodging	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$500	Title II Part A	FL Teachers, Curriculum Coordinator, HFA Admin
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Homework STEM Lab (after school help)	With a focus on STEM subjects, students in need of teaching and re-teaching in academic skills in current classes will be identified for tutoring using classroom tests, progress monitoring, quizzes and teacher referral.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5266	Administration, STEM Lab Tutors, Counselors
STEM Saturdays SAT Prep	The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop reading skills to master the SAT. Students will use the KHAN Academy/College Board integration, with a special focus on the Math and Science portions of the SAT	Technology , Academic Support Program	Tier 2	Implement	01/17/2020	04/17/2020	\$3283	Administration, Counselors , Teachers
SAT STEM Saturdays	The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop basic math skills to master the SAT. Students will use the KHAN Academy/College Board integration.	Technology , Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$3283	Administration, Counselors , Teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Reading	Teachers will devise a plan and strategy for reading in the art, tech, physical education and drama/music classes that requires reading and best-practice reading instruction related to the content area.	Technology , Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Curriculum Director, Teachers
Google Apps for Education/Chromebooks	Students will use Google Apps for Education, Google Classroom and other Google features to improve their writing experience.	Technology	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	Tech coordinator, Teachers, Curriculum Coordinators

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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Mentorship / Peer Observation	Teachers and administration will work in teams to observe and discuss classroom practice, using classroom observations and video recording of classroom instruction, utilizing the Swivl camera	Technology , Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Curriculum Coordinator , Technology Coordinator , Administration, Teachers
High School Readiness/High School Success	The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic writing skills and strategies.	Technology , Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$0	HSR Teacher, Teachers, Administration, Curriculum Coordinator
Vocabulary is Power Program	Students in grades 9-12 will participate in the VIP program for the first 15 minutes of second block learning vocabulary words in various methods and then taking a vocab quiz each Friday. Words will be gathered from the core curriculum.	Technology , Academic Support Program	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	All teachers, Curriculum Coordinator
HFA-SAT Common Rubric	HFA teachers assess students in the VIP program on a 50 minute rubric graded essay (Common Rubric developed as an adaptation to the SAT prompt). The 16 point rubric score is used as a pre-test score. The ELA team then implements a 1-2 week curriculum developed to address the skills needed on the SAT test. The curriculum unit culminates with a "post" test that generates growth data and informs further instruction.	Direct Instruction	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	Curriculum Coordinator , ELA staff, all staff
Teacher Book Clubs	Teams of teachers will study, discuss, and present the following books to further their thinking, and the staff's thinking: Learning First, Technology Second; Hanging In; Never Work Harder Than Your Students; Total Participation Techniques; Motivating Black Males to Achieve; How To Create a Culture of Achievement; teachers will present their understandings to staff throughout the year.	Technology , Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Teachers, Curriculum Coordinator , Tech Coordinator , Administration

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Parent Teacher Conferences	Teachers will hold parent-teacher conferences three times during the academic year to communicate academic and behavior progress for students. The first two conferences of the school year will be for all students, while the third conference will be for students who require intensive support due to deficits in academics or behavior. In Staff Summer institute, stakeholders will explore how to make conferences most valuable for all groups involved.	Parent Involvement	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	Administrators and Teachers
PSAT 9 and 10 with Khan Academy	Students will participate in PSAT in the 9th and 10th grade and receive Khan Academy prescriptions to support their math skill deficits.	Technology, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$0	Administration, Counselors, Curriculum Coordinator, 9-11 Teachers
Parent Connect and Remind	All parents/guardians will be charged with participating in two innovative parent communication tools: 1)Parent Connect - the online parent communication tool module of the miStar Student Information System 2)Remind - the mobile app for free institutional texts. Parent/guardians will be provided with enrollment forms and any needed support.	Technology	Tier 1	Monitor	09/03/2019	06/19/2020	\$0	Administration, Teachers
SAT Prep	The bottom 60 percent of the 10th and 11th grade class will be targeted to participate in a SAT prep program. Students will develop test taking strategies and develop reading skills to master the SAT. Students will use the KHAN Academy/College Board integration.	Technology, Academic Support Program	Tier 2	Implement	09/03/2019	06/19/2020	\$0	Administration, Counselors, Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Foreign Language Professional Development Conferences	World Language teachers at HFA will attend workshops (MIWLA, Mitten CI or others), includes costs for registration, travel, and lodging	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$500	FL Teachers, Curriculum Coordinator, HFA Admin

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Incentive Pay and Retention Pay	Teachers who demonstrate the greatest student growth and reflect personal growth in terms of teaching style, student engagement and student performance will be recognized with a merit bonus. Teachers who receive the bonus will be determined based on: walkthroughs, formal observations, student performance results, end of year evaluation.	Professional Learning, Walkthrough, Teacher Collaboration, Curriculum Development	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$7000	Administration
AP program support	Teacher Training for AP Literature and AP US History (both reading intensive) Supporting Free and Reduced Lunch students with free or reduced AP test fees so they can have access to a higher level, reading intensive curriculum	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$1400	AP Coordinator, HFA Administration
Advanced Placement Training	Up to two teachers will be trained to teach AP Courses (AP Literature and Composition and AP US History)	Professional Learning, Academic Support Program	Tier 1		09/03/2019	06/30/2020	\$1400	AP Teachers, Curriculum Coordinator, AP Coordinator
New Teacher Coach	Teacher-Mentor to work with new teachers defined years 1-3 on classroom instructional strategies, classroom management, and using data to show growth	Professional Learning	Tier 1		09/03/2019	06/19/2020	\$2533	New Teacher Mentor
Professional Development for Administration	Admin will attend professional development on improving instruction and best practices in support of teachers and school-wide programs	Professional Learning	Tier 1		09/03/2019	06/19/2020	\$1000	Administrators
New Teacher Coach	Teacher-Mentor to work with new teachers defined years 1-3 on classroom instructional strategies, classroom management, and using data to show growth	Professional Learning	Tier 1	Implement	08/09/2019	06/19/2020	\$2533	New Teacher Coach
Professional Development for Administration	Administration will attend Conferences based on Best Practices for ELA/Mathematics/Writing and other school-wide goal areas to share and possibly implement with staff and students (examples include, ASCD conference, Michigan or National Charter Schools Conference, Advanced Conference, etc) and ASCD Institutional Membership	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$1295	HFA Admin, Curriculum Coordinator
Teacher and Administration Training on Reading / Writing Across the Curriculum	Teachers and administration will participate in professional development on close reading and reading and writing in the content areas.	Professional Learning, Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$3800	Teachers, Curriculum Coordinator

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Link Crew	A group of teacher and Link Crew Coordinators will select a group of juniors and seniors who will attend training to become Link Crew Leaders. The Link Crew will mentor the freshmen class with one on one communication and small group activities.	Communication	Tier 1	Implement	09/03/2019	06/30/2020	\$2895	Link Crew Coordinator, Administration, Teachers
New Teacher Coach	Teacher-Mentor to work with new teachers defined years 1-3 on classroom instructional strategies, classroom management, and using data to show growth	Professional Learning	Tier 1	Implement	09/03/2019	06/19/2020	\$2533	New Teacher Coach
Professional Development for Administration	Administration will attend Conferences based on Best Practices for ELA/Mathematics/Writing and other school-wide goal areas to share and possibly implement with staff and students (examples include, ASCD conference, Michigan or National Charter Schools Conference, Advanced Conference, etc) and ASCD Institutional Membership	Professional Learning	Tier 1		09/03/2019	06/30/2020	\$3000	HFA Admin, Curriculum Coordinator
Safe Schools PD Program	Safe Schools in on-line PD modules, ranging from Best Practices in classroom, to Formative Assessment, to Classroom Management Procedures	Professional Learning	Tier 1	Implement	09/03/2019	06/30/2020	\$500	Assistant Principal, Curriculum Director

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance STAR Test	Renaissance STAR test will be used as a Progress Monitoring assessment for all students, but especially with 9th graders and students in special programs and interventions.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$1400	Curriculum Coordinator, HFA Admin, Teachers and Program Coordinators
Annual Title One Meeting	An Annual Title One Meeting will be held at the beginning of the school year for all parents/guardians to learn about the progress and achievement of the school, programs offered for academic support and interact with school staff and faculty in a casual setting.	Parent Involvement	Tier 1	Monitor	09/03/2019	10/18/2019	\$500	All staff and teachers, administrators and support staff.
Homeless Student Services	Students who are identified as homeless will be assisted with transportation and supply subsidies in order to ensure they continue to attend school.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$1000	Director of Operations, Counselors, Administration

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Curriculum Coordinator	Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$31728	Administration, Curriculum Coordinator
High School Readiness/High School Success	The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching reading skills and strategies.	Technology, Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5500	Administration, HSR Teacher, Curriculum Coordinator, Teachers
Liveschool PBIS System	Liveschool is a web-based, mobile-ready PBIS and behavior, academic monitoring and communication platform; it is available for staff to communicate with parents and students about expectations and behavior in class; also includes options for students to get positive reinforcement points and gain credits; also allows communication with parents and goal setting	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/19/2020	\$890	9th Grade Team and administration will test implement with 9th graders
STEM Homework Lab	Students in need of assistance with current coursework are referred to after-school tutoring. Students are identified by miStar DnA pretests, progress monitoring, quizzes and teacher referrals. Special focus on writing related to STEM courses	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5658	Tutors, Teachers, Administration
Summer Credit Recovery Program/Summer School	Students who are in need of ELA graduation requirements will participate in summer CRP to regain lost credit.	Technology, Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2020	\$4788	Counselors, Teachers, Administration
PSAT 8/9 Assessment	All students will take the PSAT 9 as a measure for diagnostic and growth testing	Evaluation	Tier 1	Monitor	09/03/2019	06/19/2020	\$1600	Teachers, Curriculum Coordinator
Liveschool PBIS Program	Mobile, web-based PBIS program allows teachers to communicate re: class participation, behavior, and reinforce positive behaviors and academic performance; school and parent communication piece allows students to gain points	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/03/2019	06/19/2020	\$1335	HFA Administration, 9th grade team

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STEM Homework Lab (After School Tutoring)	Students in need of reading skills assistance will be identified through miStar DnA pre-post tests, progress monitoring, quizzes and teacher referrals.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$6022	Administration, Curriculum Coordinator, Tutors, Counselors
Summer Credit Recovery Program/Summer School	Students who are in need of math graduation requirements will participate in summer CRP to regain lost credit.	Technology, Academic Support Program	Tier 3	Monitor	06/01/2020	08/21/2020	\$4788	Administration, Counselors, SCRIP Staff
Math Coach	Math Coach works with teachers on Best Practices and Instructional Coaching and implementation of curriculum; develops common practices and continuity among 4 member math team in terms of instructional approach; observes on prep hour and provides coaching and feedback before and after school	Professional Learning, Teacher Collaboration, Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$3000	Selected math teacher to serve as math coach
Parent Organization Meetings	A monthly parent organization meeting will be held for parents to learn about updates of school progress and events from the administrators and teachers. A light dinner and door prizes will be included to increase participation. The Parent Organization will lead the meeting and invite teachers and staff for short presentations to assist parent's understanding of the high school experience.	Parent Involvement	Tier 1	Monitor	09/03/2019	10/25/2019	\$243	Director of Finance and School Improvement, Administration, Parent Organization,
High School Readiness/High School Success	The HSR/HSS teacher, in collaboration with the subject area teacher, will work with small groups of students teaching basic math skills.	Technology, Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$5500	Administration, Curriculum Coordinator, HSR/HSS Coordinator, Counselors, Team Leaders
Assessment Coordinator	Assessment Coordinator to oversee quality assessment implementation for progress monitoring assessments such as STAR, PSAT 9, 10, SAT, MME and WIDA; these are part of the standardized assessments HFA uses to adjust instruction, measure growth, and progress monitor.	Implementation	Tier 1	Implement	09/03/2019	06/19/2020	\$1500	independent tech expert and testing coordinator
LiveSchool	Program Designed to give PBIS feedback to students, families and staff; works through an easy to use app, pricing for 30 teachers.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$2670	PBIS Committee

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Curriculum Coordinator	Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	08/12/2019	06/26/2020	\$31728	Administration, Curriculum Coordinator
Curriculum Coordinator	Curriculum Coordinator will coach teachers in instruction, strategies, professional development, data-informed decision-making, and curriculum alignment and development. Curriculum Coordinator will oversee curriculum mapping and revision in alignment with CCSS and other standards and skills and ensure integrity and quality of teacher generated pre/post tests. Curriculum Coordinator will oversee school-wide initiatives in relation to school-improvement such as the VIP program, common rubrics and writing assessment curriculum, utilizing math coach, and development of elective courses.	Academic Support Program, Curriculum Development	Tier 1	Implement	09/03/2019	06/19/2020	\$31728	Administration, Curriculum Coordinator
Parents as Partners Week	A full week will be dedicated to the engagement and participation of parents at the Academy at the beginning of the year. Parents will have the opportunity to observe instruction, communicate with administrators and counselors at breakfast and attend a school-wide picnic in the Village campus.	Parent Involvement	Tier 1	Monitor	09/03/2019	10/11/2019	\$350	Director of Finance and School Improvement, Administrators, counselors
Renaissance STAR Test	STAR Math by Renaissance Learning will be used as a Progress Monitoring assessment; this information will inform instruction and also help select students for various support programs; additionally, it will be used to periodically measure student growth throughout the school year	Academic Support Program, Monitor	Tier 1	Monitor	09/03/2019	06/19/2020	\$1400	All teaching staff, curriculum coordinator, and HFA administration
Homework STEM Lab (after school help)	With a focus on STEM subjects, students in need of teaching and re-teaching in academic skills in current classes will be identified for tutoring using classroom tests, progress monitoring, quizzes and teacher referral.	Academic Support Program	Tier 2	Monitor	09/03/2019	06/19/2020	\$6022	Administration, STEM Lab Tutors, Counselors

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Achievement Program/Mental Health Interventions	Students on academic probation will meet weekly with the Social Worker to track their academic progress in reading. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Referrals to School Psychologist or School Social worker may include interventions or formal testing as referred by Horizontal Teams in an MTSS meeting format. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	06/03/2019	06/30/2020	\$8666	ASAP Coordinator, School Psychologist, School Social Worker, Teachers, Conflict Resolution Coordinator
Academic Support Achievement Program/Mental Health Interventions	Students on academic probation will meet weekly with the ASAP (Academic Support Achievement Program) Coordinator to track their academic progress in writing. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/03/2019	06/19/2020	\$12583	ASAP Coordinator, Curriculum Coordinator, School Psychologist, School Social Worker, Teachers, Conflict Resolution Coordinator

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Academic Support Achievement Program/Mental Health Interventions	Students on academic probation will meet weekly with the ASAP (Academic Support Achievement Program) Coordinator to track their academic progress in writing. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	09/03/2019	06/19/2020	\$8666	ASAP Coordinator, Curriculum Coordinator, School Psychologist, School Social Worker, Teachers, Conflict Resolution Coordinator
Summer Credit Recovery Program/Summer School	Students who are in need of math graduation requirements will participate in summer CRP to regain lost credit.	Technology, Academic Support Program	Tier 3	Monitor	06/01/2020	08/21/2020	\$9398	Administration, Counselors, SCRP Staff
Security	As a school that has over 50% Free and Reduced Lunch, Security is provided under 31a to create a school-wide atmosphere conducive to learning in mathematics, reading, and writing	Other - Security as allowed under 31a for school with over 50% FRL	Tier 1	Implement	09/03/2019	06/30/2020	\$21027	Security, HFA Administration
AP program support	Teacher Training for AP Literature and AP US History (both reading intensive) Supporting Free and Reduced Lunch students with free or reduced AP test fees so they can have access to a higher level, reading intensive curriculum	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$250	AP Coordinator, HFA Administration
School Breakfast	As required 31a breakfast funds up to \$10 per At-Risk Student; to create a healthy student, ready to learn, breakfast is provided	Other - As required 31a breakfast funds up to \$10 per At-Risk Student	Tier 1		09/03/2019	06/30/2020	\$500	Director of Operations, HFA Admin
Summer Credit Recovery Programs (SCRP) / Summer School	Students will complete prescribed online modules to regain lost credit in ELA coursework, including writing assignments.	Technology, Academic Support Program	Tier 3	Monitor	09/03/2019	06/19/2020	\$9398	SCRP teachers, Counselors, Administration

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Math Paraprofessional	A math paraprofessional will work with small groups of students in the math classroom in order to help students increase their ability to make sense of problems and persevere in the classroom.	Academic Support Program	Tier 1	Monitor	09/03/2019	06/19/2020	\$44046	Administration, Curriculum Coordinator, Math Teachers, Math Paraprofessional
College and Career Exploration / Counseling / XELLO	Providing a College and Career counselor through MCAN program to support students in the college application and payment process, including exploration of careers in math and STEM fields; College and Career Exploration and planning will utilize the XELLO program	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/19/2020	\$2800	Counseling Team, College and Career Counselor, HFA Administration, Technology Coordinator
Credit Recovery Program	Students who have failed an ELA course will work through online modules to demonstrate proficiency in order to regain credit.	Technology, Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2020	\$7666	CRP Teachers, Administration, Teachers, Counselors
Write About	Students will use a web-based writing prompt bank and feedback program that facilitates writing instruction and assessment.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/21/2019	\$2500	Teachers
Summer Credit Recovery Program/Summer School	Students who are in need of ELA graduation requirements will participate in summer CRP to regain lost credit.	Technology, Academic Support Program	Tier 3	Monitor	09/03/2019	06/30/2020	\$9398	Counselors, Teachers, Administration
College and Career Counseling / XELLO Program	Providing a College and Career counselor through MCAN program to support students in the college application and payment process, including exploration of careers in math and STEM fields; College and Career Exploration and planning will utilize the XELLO program	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/19/2020	\$5000	MCAN College Adviser, Counseling Team, HFA Administration
AP Computer Science Principles fees	Supporting Free and Reduced Lunch students in gaining access to Advanced Placement curriculum and test fees.	Academic Support Program	Tier 1	Implement	09/03/2019	06/19/2020	\$500	Curriculum Coordinator, HFA Administration, AP Coordinator

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Security	As a school that has over 50% Free and Reduced Lunch, Security is provided under 31a to create a school-wide atmosphere conducive to learning in mathematics, reading, and writing	Other - Security as allowed under 31a, over 50% FRL	Tier 1	Implement	09/03/2019	06/30/2020	\$21027	Security, HFA Admin
Credit Recovery Program	Students will work through online modules to demonstrate their proficiency in writing to regain lost credit.	Technology , Academic Support Program	Tier 3	Monitor	09/03/2019	06/19/2020	\$7666	CRP Tutors, Counselors , Teachers, Administration
Academic Support Achievement Program/Mental Health Interventions	Students on academic probation will meet weekly with the Social Worker to track their academic progress in reading. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Referrals to School Psychologist or School Social worker may include interventions or formal testing as referred by Horizontal Teams in an MTSS meeting format. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff	Behavioral Support Program, Academic Support Program	Tier 3	Implement	06/03/2019	06/30/2020	\$12583	ASAP Coordinator , School Psychologist, School Social Worker, Teachers, Conflict Resolution Coordinator
College and Career Exploration / Counseling / XELLO	Providing a College and Career counselor through MCAN program to support students in the college application and payment process, including exploration of careers in math and STEM fields; College and Career Exploration and planning will utilize the XELLO program	Career Preparation /Orientation	Tier 1	Implement	09/03/2019	06/19/2020	\$15000	Counseling Team, College and Career Counselor, HFA Administration, Technology Coordinator
Credit Recovery Program	Students will work on online learning modules to complete coursework in a class that they have previously failed in order to regain credit.	Technology , Academic Support Program	Tier 2	Monitor	06/04/2019	08/28/2020	\$7666	Administration, Counselors , CRP Tutors, Tech Coordinator

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<p>Academic Support Achievement Program/Mental Health Interventions</p>	<p>Students on academic probation will meet weekly with the School Social Worker to track their academic progress in mathematics. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Students suspected of learning disabilities or other issues in MTSS format Vertical Team meetings, may be tested by school psychologist or school social worker in conjunction with the Special Education department and HFA administration. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least one extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/19/2020</p>	<p>\$8666</p>	<p>Administration, Curriculum Coordinator, Counselors, ASAP Coordinator, School Psychologist, School Social Worker</p>
<p>Academic Support Achievement Program/Mental Health Interventions</p>	<p>Students on academic probation will meet weekly with the School Social Worker to track their academic progress in mathematics. Students who are low achieving and at risk of probation may also receive mental health assistance to focus on behavioral barriers to academic success. Students suspected of learning disabilities or other issues in MTSS format Vertical Team meetings, may be tested by school psychologist or school social worker in conjunction with the Special Education department and HFA administration. Key components of the program are: Parent communication - initial letter, parent meeting, weekly emails, Remind texts Students - attend after-school tutoring once per week, participate in at least one extracurricular club/activity, enrollment in HSS in 10th grade Staff - communication/support between ASAP Coordinator and teaching staff</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/19/2020</p>	<p>\$12583</p>	<p>Administration, Curriculum Coordinator, Counselors, ASAP Coordinator, School Psychologist, School Social Worker</p>