

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Majed K. Fadlallah
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Henry Ford Early College
(As it should appear in the official records)

School Mailing Address 5101 Evergreen
(If address is P.O. Box, also include street address.)

City Dearborn State MI Zip Code+4 (9 digits total) 48128-1495

County Wayne County

Telephone (313) 317-1588 Fax (313) 317-1585

Web site/URL https://earlycollege.dearbornschools.org/ E-mail fadlalm@dearbornschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Glenn Maleyko E-mail maleykg@dearbornschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dearborn City School District Tel. (313) 827-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jim Thorpe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	20	31	51
10	18	32	50
11	19	29	48
12 or higher	22	66	88
Total Students	79	158	237

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2019	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Urdu, Spanish, Farsi, Bengali, Romanian

English Language Learners (ELL) in the school: 12 %
28 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 237

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	51
Enrolled in a 4-year college or university	90%
Enrolled in a community college	0%
Enrolled in career/technical training program	5%
Found employment	5%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Building positive and collaborative relationships, HFEC will prepare a talented group of diverse students for careers in healthcare while promoting a safe environment that will be academically challenging, technologically innovative, and designed to promote higher level thinking through active participation.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Because of COVID and the closure of schools in March of 2020, we, as many, had to adapt our strategies and instruction to meet the new needs of our students. Our district moved to Schoology as a learning platform as well as using Zoom. The teachers and students have adapted to using new technology such as Kami, for annotating articles and writing on PDFs; Jamboard, for class discussion and formative assessments; and Nearpod, for student engagement and interactive lessons. In addition to using Schoology as our learning platform, many teachers use Remind, which is a private mobile messaging platform, to keep students and parents informed and up-to-date.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Henry Ford Early College (HFEC) is located on the campus of Henry Ford College (HFC). Due to our unique partnership and agreement with Henry Ford Health System (HFHS), fifty-two students are accepted each year for the ninth grade: half from the Dearborn District and the other half from schools across Wayne County. Students interested in attending should have a goal of becoming part of the healthcare industry as a chosen occupation. All students including those with special needs are encouraged to apply to our school. We arrange for presentations at our local middle schools to discuss the benefits of our program. Our applicants come from the entire county, and we currently serve students from 22 districts. The lottery is administered by our student services office. Once the names are picked, we truly have no idea who the

student is, or whether they are special or not.

The principal and HFEC counselor recruit students through presentations at each middle school in the Dearborn District and by attending high school fairs at charter schools and private schools in Wayne County. Students and parents have an opportunity to attend an open house at both the school and at Henry Ford Health System.

PART III - SUMMARY

Dearborn Public Schools is located on the border of Detroit and is the third largest district in the state. The district consists of over 20,669 students and 1,426 instructors. Of all the school districts in Michigan, we are currently the only district that experiences continuous growth on an annual basis. This is partly due to our large influx of immigrants from the Middle East. The Dearborn/Detroit area is home to the largest Arabic population outside the Middle East. As a result, we draw many immigrants. Over half of our students have a language other than English as their primary language at their home. Arabic is the language spoken by the majority of our students, followed by Spanish, and other languages.

The district is made up of thirty-two buildings. Our buildings have several options to meet the needs of our population and to offer parents and students choices. In addition to traditional elementary, middle, and high school buildings and curriculum, we also offer several programs for high schools. The Henry Ford Early College (HFEC) is such a program.

Dearborn Public Schools serves nutritious meals every full school day. The district participates in the Community Eligibility Program under the U.S. Department of Agriculture's School Lunch Program and offers free lunch and breakfast to all kindergarten to 12th grade students, regardless of family income. Based on our free and reduced lunch population in the district, our district-wide poverty rate is 75%. In addition to a high poverty percentage, our district also is challenged with a high transiency rate. Economic factors, housing struggles, and students returning overseas for extended periods of time contribute to such a high transitory student population. Undeterred by language, economics, and transient factors Dearborn Public Schools continues to outperform similar districts in the state.

Dearborn Public Schools offers numerous educational opportunities and options for its students. In addition to traditional high school and middle school programs, students have other district options, including dual enrollment, the Michael Berry Career Center, the Dearborn Magnet School, the DCMST (Dearborn Center for Math, Science, and Technology), STEM Middle School, Henry Ford Early College, and Henry Ford Collegiate Academy. These specialized programs are extended to students who meet specific criteria.

Henry Ford Early College is a five-year educational program (9th thru 13th grades) that offers an integrated curriculum of high school and college courses resulting in a high school diploma and up to two years of college credit, a college certificate, or an associate degree in a health-related field from Henry Ford College in Dearborn, Michigan. This program is intended for students interested in the health career industry. Henry Ford Early College is a partnership between the Dearborn Public Schools (DPS), Henry Ford College (HFC), and the Henry Ford Health System (HFHS), a major hospital complex in the city of Detroit. This partnership provides students with hands-on learning experiences in all three environments.

A very important aspect of our program is that Henry Ford Early College incorporates a weekly session to the Henry Ford Health System on Wednesdays. In ninth grade, students spend one day a week at Henry Ford Health System working on science experiments one half of the day and job shadowing the other half. In tenth grade, students also spend one day a week at the Henry Ford Health System. They work on science experiments and labs for half the day and receive instruction in a required HFC college course, Basic Health Assessments, taught by a college professor. The science labs at Henry Ford Health System are located at their headquarters in Detroit, One Ford Place. Being required to attend labs, rotations, and classes at our partner, Henry Ford Hospital, is one of the reasons why we are limited in the number of students that we can accept every year. Students are given an opportunity in ninth and tenth grade to job shadow at Henry Ford Health System once a week. The job shadowing experiences are also located in Detroit at their main hospital. Eleventh graders have two to three high school classes each day, and the other half of the day they attend college classes. In the 12th and 13th grades students are given a full-time schedule at the college. It should be stressed that this is a five-year program. Students do not receive a high school diploma until they complete their 13th year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Henry Ford Early College is a five-year educational program (9th thru 13th grades) that offers an integrated curriculum of high school and college courses resulting in a high school diploma and up to two years of college credit, a college certificate, or an associate degree in a health-related field from Henry Ford College in Dearborn, Michigan. HFEC Programs of study include: Surgical Technologist; Pharmacy Technician, Physical Therapy Assistant, Respiratory Therapist, Radiographer, Medical Practice--Clinical Management, Medical Practice/Facility Business Management, Ophthalmic Technical, Biotechnology, Paramedic, Pre-Nursing, and Associate of Science.

The state of Michigan develops and reviews a curriculum framework that outlines expectations for student performance and describes the knowledge and abilities needed to be successful in today's society. Each district then uses this framework to develop a standards based curriculum. Dearborn employs the Dearborn Educational Curriculum (DEC) platform to house district curriculum documents; all teachers have access to the DEC. The educators can access their grade/course level to view the Common Core State Standards (CCSS), pacing guides, common core essential questions, resources, lessons, activities, and assessments, both formative and summative. These materials are constantly being updated to ensure close alignment with CCSS and evolving state assessments. Also, please visit our website for more detailed information at <https://dearbornschools.org/>

Our students scored proficient on the SAT and MSTEP (Michigan Student Test of Educational Progress) and have consistently exceeded state and district percentages. Our graduation rate was 100%. While we recognize some areas of concern for our students, we will continue to nurture and support them. Evidence of this can be found in our data report that states we are closing the achievement gap at 97%. Completing college coursework is no easy task. Our students rise to the highest level to not only complete, but rank among the highest achieving college students at the Henry Ford College. What is even more impressive is that they do this while still in high school.

Our students at the Henry Ford College exceed expectations. Students are exposed to a focused curriculum which meets all of the State of Michigan mandated requirements of high school graduation as well as all Henry Ford College Associate Degree requirements. The students are given varied opportunities to participate in clinical experiences at the Henry Ford Health System at the Detroit location.

In addition, HFEC provides other opportunities outside the classroom to learn in the areas of reading, writing, math and science and history. In years past, these opportunities include trips to The Henry Ford and the Detroit Institute of Arts. Many of our students may never have an opportunity to do this outside of school. These opportunities help close the social and educational gap for all groups.

The Henry Ford Early College follows the curriculum established by Dearborn Public Schools. This past summer, our District tested a new curriculum platform, Schoology. They adopted the new learning platform, Schoology, in addition to Zoom, for use across the entire district. Because the Early College teachers recognized the need for students to be college-ready, we sought out other web applications to engage our students and provide them with enhanced learning opportunities. In the beginning of the 2020 school year, we were fully online; however, beginning in March of 2021, we transitioned to a hybrid learning model, which allows us to see students face-to-face four out of the five days of the school week.

1a. For secondary schools (middle and/or high school grades):

The Henry Ford Early College program is built on helping students become college and career ready. Beginning in ninth grade, our core curriculum is focused on college readiness.

Each year, the HFEC faculty meets with the College instructors to ensure our content and assessments are in line with the College's expectations. The HFEC faculty meet with their content area counterparts from the College to review syllabi and areas of growth for our high school students. In tenth grade, the students take NBRS 2021

the college class College Success (COL 101). The strategies learned in that class help prepare them for academic success in high school as well as in college. Our faculty also prepares the students for college through the rigor of the curriculum. Besides taking College Success, the students meet with our full-time counselor and an HFC academic advisor to help plan and prepare their career path. Each Wednesday, the students visit Henry Ford Health System and meet preceptors in different areas of the medical field. The students rotate through various medical disciplines with the guidance of a preceptor, who is an expert in his/her field, allowing the students to experience first-hand the demands, difficulties, and highlights of the job.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The Henry Ford Early College students take physical education (PE) for one semester and Allied Health for one semester, following the Michigan Core Curriculum. Pre-pandemic PE classes were held in the gym on the campus of the Henry Ford College. Once our school closed, along with the rest of the District, we went to online schooling. During the shutdown, the PE teacher focused on videos of group sports, exercises students could do on their own, exercising with the students in class, and reading articles on the importance of physical education and the body. The teacher placed an emphasis on moving away from the computer screen and moving outside--walking around the block, walking to a park, etc. The teacher also emphasized proper nutrition and using food for fuel.

Allied Health is taught by science teachers and includes a variety of topics, but has an emphasis on nutrition, emotional/mental health, and exercise components. In partnership with Henry Ford Health System, Generation with Promise is a program that frequents area schools to teach about making healthy food choices. The Generation with Promise instructors are employees of HFHS and are chefs, dieticians, nutritionists, etc. They visited the school several times throughout the year to show students how to cook nutritious food, utilizing vegetables and fruits. Generation with Promise teaches students to make informed decisions about the food they eat utilizing the "My Plate" recommendations by nutritionists. Each week the students learned about healthy choices within major food groups.

The Henry Ford Early College students take foreign language classes at the college as juniors and seniors. The College offers several different language options for students. Due to the College shutdown, all classes have remained online.

One of the highlights of our program is the phenomenal opportunity the freshmen and sophomore students have to go downtown on Wednesdays to the Henry Ford Hospital and One Ford Place in Detroit. The students meet with their science teachers and complete labs in biology, physics, anatomy and physiology, and chemistry. Students also go on rotations at the Hospital, visiting different areas each week: surgical technician, nursing, ophthalmic technician, pharmacy technician, etc.. It is an excellent way for students to see first-hand how individual jobs are performed and for students to determine where their interests may be. Due to COVID, the students are not permitted to go downtown; however, in lieu of a physical rotation, they are completing virtual rotations every Wednesday with Henry Ford Health System preceptors via Zoom. Students are able to ask questions, practice and participate through assignments, and obtain a glimpse into the day-to-day tasks of the preceptors.

3. Academic Supports:

The School Improvement Plan for Henry Ford Early College is continuously reevaluated. Students, staff, and parents participate in a comprehensive review of student data and collaborate to create a school-wide plan encompassing goals, objectives, strategies, and activities aimed at increasing academic achievement for all students. Our current academic goals focus on reading, writing, and math. All of our goals focus on increasing student achievement and reducing all achievement gaps.

Our English Language Learner population is at 12%: 28 students out of 237. Our staff currently has two teachers who have an English Language Learner (ELL) certification and one English Language Development (ELD) specialist in our building to offer any assistance needed.

As a staff, the HFEC teachers recognize the need to reach all students. Our primary focus is to close achievement gaps and help students be able to succeed in their college classes. Our staff offers before and after school tutoring in all classes but especially in the areas of math, science, and language arts. During online learning, teachers met with students during learning lab times as well as after school hours.

The math and language arts departments utilize the IXL, which is an online program that offers assistance with math and language arts concepts. The District also adopted a new math program that offers an online component, which was helpful during the shutdown and online learning.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

HFEC has a relatively small staff compared to most high schools. Many of the teachers have the same students for two years in a row, usually as freshmen and sophomores. Because of the small staff size, the engagement with students is high. Many teachers use the app Remind to keep students informed but also to stay connected to them. During online learning, using Remind and video messages helped the students stay connected to the school. Once the District made the move to the online platform of Schoology, the students took a course in social and emotional learning. The teachers strive to provide a safe atmosphere for students to learn--to ask questions and take risks. The HFEC staff utilizes many strategies to help students stay motivated and involved: activities and work that involve a Depth of Knowledge (DOK) levels of 2, 3, and 4; using exit tickets; engaging students in Socratic seminars and critical thinking; Sheltered Instruction Observation Protocol (SIOP) strategies; various strategies for reading in the content areas; Cornell note taking strategies; and using Frayer models. Because of the small staff size, the teachers are involved with students and families. The students know that the teachers care and want them to succeed in College and in life. As juniors, seniors, and fifth year students, many return to the teachers to thank them specifically for preparing them for their College classes, especially the math and science teachers.

With teacher guidance and help, students take the lead in their learning process by completing our school's My Learning Plan (MLP). The students are asked to set goals, determine ways to achieve their goals, create time management parameters, and then revisit and revise those goals throughout the school year. The sophomore students also meet with the school counselor individually to determine what areas of study to focus and what classes to take in College.

At the Early College, the junior year is the last time students will all be together as a group before branching off into various college courses and programs. The English Language Arts (ELA) department created an end-of-the-year program that focused on the novel *The Great Gatsby*. The students dressed up, came together for brunch, and gave speeches. Unable to hold the party last year, in lieu of a physical party, the students made speeches and recorded themselves. The videos were then played in class as a way of commemorating the year for them.

2. Engaging Families and Community:

Although the Early College does not have a Parent-Teacher Association, parent involvement is very high. Over 85% of our families were represented at parent-teacher conferences. Additionally, parents frequently bring in breakfast and lunch for the teachers as a thank you.

Because of the partnership between the Early College and Henry Ford Health System, an Alumni Wall was created at One Ford Place to showcase our graduates and jobs at their current profession within HFHS. The partnership with HFHS and HFC remains the cornerstone of our program.

For two years, we held a Care to the Core picnic, where the students cleaned up the campus and the College served lunch. We held the picnic on Campus, and the students enjoyed playing soccer in the field, walking the paths by the pond, throwing frisbees, and just taking a mental break from school. The upperclassmen were also able to participate, as the date of the picnic coincided with the end of the College semester.

Our National Honor Society has several drives each year for different charities and organizations. We have held a food drive for the Hawks' Nest, the College's food bank; a toy drive for the Children's Hospital; clothing drives for Zaman; and winter clothing drives for House of Providence, a local foster care organization.

During the shutdown, teachers reached out to students online, via Remind and email, to identify needy students. The District distributed meals daily at local high schools, and several teachers volunteered to assist. The school staff also distributed chrome books to students who needed them, as well as participated

in textbook distributions and collections.

When we suddenly closed last year due to COVID, our local cable company offered free Wi-Fi service to local students until the end of June and offered reduced rates for the current school year.

3. Creating Professional Culture:

Our professional development (PD) is ongoing and delivered by teacher leaders both on a district level and in our building. Our staff also participates in Professional Learning Communities (PLCs) that are cross-curricular and focus on health careers when appropriate. Our school's focus is to incorporate as much interdisciplinary studies and connect them with the various health career programs that are offered at the college as much as we can. For example, you will see reading and writing across the curriculum with the Article of the Week strategy, Claim Evidence Reasoning (CER) writing, and speaking skills being practiced in all classrooms.

One of the highlights of the professional development schedule is the vertical articulation with the College instructors. The Early College staff meet with their respective College counterparts to engage in a dialogue that strives to benefit the students. The Early College staff glean knowledge from the College instructors how to better adapt lessons and engagement to help our high school students perform at the College level.

Last spring brought us into unprecedented times in which remote learning became a serious struggle for many of our students and staff. For the staff, not having the right technology to continue the level of instruction and engagement with the students became our top priority. After some discussions and funding concerns, our administration came to the rescue. Each teacher received a Chromebook, document camera, webcams, laptop stands, and a microphone to make online learning easier.

4. School Leadership:

Our school's leadership is led by a principal and a teacher team leader. The philosophy of our school, however, is that we all work together for the success of the students and the school. Our principal is highly visible at all times of the day, in classrooms, hallways, and wherever students are present. He is committed to daily individualized check-ins (in person or via Zoom) with the entire staff and has an open-door policy. When a student is struggling or there is a situation that needs to be discussed and dealt with, the team leader brings it to the team's attention and then we discuss it as a staff. The administrative leadership at HFEC trusts the staff to do what is right for students and empowers them to be leaders and do what needs to be done. The administration is always supportive, but also does not hesitate to pull a teacher aside and discuss something that may need to be worked on or adjusted. They also recognize when a teacher may need support and are right there to get that teacher whatever support s/he may need. The team leader is also available daily to offer support. She is also a classroom teacher on the team that knows the students; therefore, she assists when problems arise that does not require the attention of our administrator.

5. Culturally Responsive Teaching and Learning:

The city of Dearborn has a high Muslim population from varying countries and the number of African Americans has been increasing every year. Since we accept applicants from all cities within Wayne County, we have a diverse student population. Diversity, inclusion, and differentiation are critical to ensure the success of our students. All of our staff members have received a variety of training in areas such as, Sheltered Instruction Observation Protocol (SIOP), Americans with Disabilities Act (ADA), anti-bullying, Office of Civil Rights (OCR), Title IX, and COVID-19 training. We have completed both a professional development and online training in each of the previously named courses.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Since the closures began last year, the most influential practice in how the school year has successfully addressed COVID-19 is multi-faceted. The District's acquisition of Schoology and Zoom has clearly been beneficial to both teachers and students. Our District has offered several hours of professional development and extensive support of Schoology and Zoom. The professional development was necessary in order to provide proper instruction during the crisis. Zoom and Schoology offers teachers a secure way to help students stay connected and involved. In addition, the staff has used other forms of technology to enhance students' learning, such as Kami, Nearpod, and Jamboard. The staff needed to change their approach to teaching online vs in person, and these examples of technology helped bridge that gap.

The use of technology helped the staff to build on the established relationships with students and allowed the staff to individualize their approach to helping students. The staff was able to keep track of students' needs and assist when necessary. The staff prides themselves on staying connected with the students, and many teachers had daily and weekly check-ins with students. Communication is the best way the staff found to keep students engaged, motivated, and learning. The staff also used Screencastify to post videos of lessons and engage with students. Remind, email, and Schoology are also effective ways teachers use to communicate with their students.

The Early College staff is a small staff that resembles a family. Because of the nature of our staff and school--its size and location--the teachers build a rapport with the students that spans five years. The staff take our role as educators seriously--not only for the students' academic success, but also for their emotional and social well-being. Offering a safe environment where students can question, engage, and learn is a key strategy to the success of the Early College. Students who are safe, fed, and welcomed are students who will succeed.

Overall, the staff at the HFEC never veered from what we believe in--all our students can succeed with the right amount of support and the tools needed to be successful. Our unwavering belief in our abilities, and our school mission and vision statements, helps us to practice what is best for every student. Even during the pandemic, we did not take a one-size-fits-all approach to education, but rather attempted to cater to the individual needs of our students--academically, socially, and emotionally.