

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

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[X] Public or [ ] Non-public

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

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

Official School Name Haigh Elementary School  
(As it should appear in the official records)

School Mailing Address 601 North Silvery Lane  
(If address is P.O. Box, also include street address.)

City Dearborn State MI Zip Code+4 (9 digits total) 48128-1537

County Wayne County

Telephone (313) 827-6200 Fax \_\_\_\_\_

Web site/URL https://haigh.dearbornschools.org/ E-mail shortz@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\* Mr. Glenn Maleyko E-mail maleykg@dearbornschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dearborn City School District Tel. (313) 827-6200

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. James 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**

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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

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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):
- 21 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 33 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	45	34	79
1	51	38	89
2	48	35	83
3	44	49	93
4	42	49	91
5	52	39	91
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	282	244	526

\*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
  - 0 % Asian
  - 3 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % 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: 6%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2019	516
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Arabic, Spanish

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 255

8. Students receiving special education services: 2 %

46 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>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>32</u> Speech or Language Impairment        |
| <u>2</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: 6

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.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 23:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
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.

Students First - Inspire, Educate, Celebrate. Goal 1: (Reading Comprehension) All students at Haigh will increase reading comprehension in all content areas across all grade levels. Goal 2: (Writing Proficiency) All students at Haigh will increase writing proficiency across all content areas all grade levels. Goal 3: (Math Proficiency) All students at Haigh will increase mathematical competencies, as required by the common core state standards (CCSS) across all grade levels.

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.

Haigh Elementary used a combination of the Hybrid Model and Remote instruction this school year. Please see a sample letter below that I have used with the community.

Hybrid Plan has been approved (we are waiting for our rates to go down in the county to start in-person instruction)-\*\*\* The county looks at the positivity rate and the “Letter” that we are scored at. We have to be below a five and have a “letter grade of at least a “D” to begin in person instruction.\*\*\*

Details:

There will be two groups of students (A and B). Families will be in the same group and students that receive support services will continue to receive these supports online or in person.

Group A students come to school from 9:40am-2:20pm on M/TH (two days)\*\* Lunch will be provided and we will follow the Centers for Disease Control (CDC) and Wayne County Health Guidelines. New this year is that only one grade level will eat at a time in the cafeteria. A-students will have their special area classes on days that they are not at school. The whole class will meet

remotely on Wednesdays (same schedule as now).

Group B students come to school from 9:40am-2:20pm on Tues/Friday (two days)\*\*. Lunch will be provided and we will follow the CDC and Wayne County Health Guidelines. New this year is that only one grade level will eat at a time in the cafeteria. B-students will have their special area classes on days that they are not at school. The whole class will meet remotely on Wednesdays (same schedule as now).

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

## **PART III - SUMMARY**

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Dearborn Public Schools is located on the border of Detroit and is the third largest district in the state. The district has a total enrollment of approximately 21,000 students and is currently the only district in the state of Michigan that experiences continuous growth in enrollment on an annual basis. This growth is in part due to a large influx of immigrants from the Middle East including Syria and Yemen. The Dearborn/Detroit area is home to the largest Arabic speaking population outside the Middle East. As a result, the district draws many immigrants and our English language learner population is over 43% with Arabic being the primary language spoken at home.

Dearborn Public Schools has recently received several distinctions at the school and district levels. At the district level, Dearborn was recognized for achieving the among the highest graduation rates in the state. For the seventh straight year, the district has watched rates climb from 76% in 2011 to an all-time high of 95% in 2018. Graduation rates have increased for students in all subgroups.

Multiple independent reports provide further evidence that the teaching and learning happening within the district is having a positive impact on student achievement. Bridge Magazine, a statewide news publication, rated the Dearborn Public Schools as one of its 30 Academic State Champions in 2018. Additionally, in comparison to other large districts, Bridge Magazine rated Dearborn Public Schools as number one in the state. This evaluation was based on data from a national study that measured student's academic growth from third to eighth grade while also considering demographic factors that impact student performance such as socio-economic data, family structure, and family education. At the school level, two Dearborn schools (Iris Becker Elementary and Dearborn STEM Middle School) have recently received the National Blue Ribbon School award and one school (Maples Elementary School ) has received the National Distinguished School Award by The National Association of ESEA State Program Administrators. In 2018, Dearborn received four of the eight nominations for this award statewide.

In 2018, Dearborn was awarded the District of Distinction Award for its internal system of accountability used to monitor the implementation of our school improvement process. This award, given to only 45 districts across the country by District Administration Magazine and is part of a national recognition program, awarded to school districts that are leading the way with innovative ideas.

Haigh Elementary School is a graded K-5 elementary school in the city of Dearborn, Michigan. The school first opened its doors in 1949. It is named after Henry Haigh. Henry Haigh was a farmer, lawyer, financier, writer, and the owner of the electric rail lines. Through his pen and speeches, much of early Dearborn history was able to be preserved. At Haigh, we start each day with our morning pledge, share our Haigh Habit Goals for the month, share announcements, and the younger grades sing the Haigh Song "We're the Owls."

The current enrollment at Haigh is 534 students. We have grown dramatically over the last five years from 460 students to now 534 students. Seven years ago Haigh was placed on the "Priority List" in the state for having too wide of a gap between our learners. Over the last six years, we have closed that gap and have become one of the top performing schools in the district and across the state when compared to other schools of similar demographics. Yearly, we perform 30-40 percent over the state average on state assessments when compared to these other schools. We also score above the district, state, and national level in all grades when taking the NWEA National Assessments. We are very proud of this achievement and contribute it to our K-5 vertically aligned best practices: use of Claim Evidence Reasoning, a Common Writing Structure (called blueprints), Common Math language and practices, use of Close Reading Skills, and use of the RAN Strategy (Reading and Analyzing) non-fiction text. Most importantly, we meet with all our students in small groups and one-on-one based on their academic levels. This allows us to provide both intervention and extension instruction and has demonstrated much growth and success for our students over the years.

A building goal for 2019-20 was setting up an effective and engaging Social and Emotional Learning (SEL) environment with our students. For Social and Emotional Learning we pride ourselves on the Haigh Habits.



As a building we developed a Habit for each month of the school year. These include: Begin with the End in Mind, Take Responsibility, Prioritize, Problem Solve, Be Respectful, Problem Solve, Soar Towards Success, Save the Earth, and Strengthen your Roots. Each of these Habits have goals that we have set for ourselves and students. We have also developed videos for the students that target the habit of the month, and provide students with growth/goal charts. We recognize our students through monthly shout outs and awards. We share selected books that are aligned to our habits, and work on grade level activities for each of the habits. Within our classrooms, we have also set up calming corners, use of flex seating, use of sensory equipment and fidgets, and have put in a sensory walk and room. The implementation of these SEL practices has resulted in a very positive foundation for learning and success of all our students.

Demographically, Haigh has seen a change in our students with disabilities and who may be economically-disadvantaged. Currently we have eight students with Autism and seven paraprofessionals that work at our building. We also have several students with Other Health Impaired (OHI) and students who are Hearing Impaired. In the past we only had two students in the entire building who may have had an Individualized Education Program (IEP) or needed accommodations. With our goal of Social and Emotional Learning we have focused the last two years professional development on SEL and working with students who have disabilities. We have received training from our district Autism Spectrum Disorder (ASD) coaches, state and national trainers, and have had members from Wayne County RESA (Regional Educational Service Agency) come to Haigh to work with our staff and students. Overall, we have done a phenomenal job to meet the needs of all our students.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

For 2020-21 school year, Haigh Elementary focused on the following items due to COVID-19 and a balance of remote instruction and the Hybrid Model.

Grade level teams worked very hard to unwrap the essential standards for their reading, writing, and math units. We also used constant common formative assessments to check the comprehension of our students weekly in these content areas to provide intervention or extension. Science and Social Studies have been embedded into Reading and Writing. We also had mini-lessons two times a week for additional background information. Professional Learning Communities (PLC) meetings focused on essential standards, pacing, and planning for intervention and extension based on common assessment results. Grade levels have done a phenomenal job with unwrapping the units and provided excellent tiers of education for their students.

The information below is from a normal school year:

#### **1a. English Language Arts**

Haigh Elementary School uses the same curriculum as all Dearborn Schools. The elementary curriculum is based on the Common Core State Standards (CCSS) for English Language Arts. The staff implements the Balanced Literacy Framework, which includes Common Core State Standards for Speaking, Listening, Reading, and Writing. Classrooms provide uninterrupted time for reading and writers workshops through the use of the Benchmark Curriculum and the locally developed Dearborn writing framework. Within these frameworks, our teachers utilize a mini-lesson and workshop approach, which allows teachers to provide differentiated instruction to individuals or small groups in reading and writing. This instruction is rooted in data gathered during formative observations and in frequent progress monitoring checks. Data collected during these progress monitoring checks drives both the content and frequency of small group instruction, focusing on students demonstrating below expected performance. The students receive more frequent and more explicit research based intervention using the Fountas and Pinnell Leveled Literacy Intervention System (LLI) with appropriate scaffold during guided practice. Students who demonstrate above grade level performance are challenged with extension activities or independent projects.

#### **1b. Math**

Recently, the district has adopted the Eureka Math series as a way to ensure students have a curriculum that focuses on developing a deep understanding of mathematical content as well as access to rigorous problem solving experiences. The Eureka Math program was designed to teach the Common Core Standards using the eight mathematical practices. Haigh students spend time daily improving their number sense, procedural fluency, and problem solving ability. Teachers create opportunities for differentiation, and enrichment through small group instruction and the use of “can do” problems for students ready to demonstrate deep understanding of content in rigorous contexts. This program has built in opportunities for both formative and summative assessments. The formative assessments are in the form of exit tickets. These tickets are used to help the teacher in making decisions based on students' understanding. There is also an opportunity for debriefing, which provides time to address certain misconceptions or extensions. It also allows time to build students' oral mathematics language. The school offers interventions outside the school day for students identified as needing greater intervention as determined by NWEA (Northwest Evaluation Association) assessment and classroom formative assessments.

#### **1c. Science**

Utilizing the Next Generation Science Standards, the district has adopted a pacing guide which incorporates the Mystery Science program. Mystery Science is an investigation and experiment-based curriculum designed to tap into children's innate sense of curiosity about the world. Like real-world scientists, each lesson begins with students examining a mystery in which they are then challenged to engage in the

scientific process to solve. Through these engaging lessons our students develop a deep understanding of science topics while simultaneously strengthening their curiosity. This love of science is evidenced by the large number of Haigh students who desire to attend our middle school STEM (Science, Technology, Engineering, Math) program. Science content is reinforced through reading and writing activities. Data analysis from locally developed science common assessment and M-STEP (Michigan Student Test of Educational Progress) targets inform science instruction. More frequent intervention in science is based on classroom formative assessment, using Discovery science resources and district-developed assessments. In addition, a Target Analysis report from M-STEP (Michigan Student Test of Educational Progress) is used to identify specific targets that are an area of growth. These targets are used in our decision-making process moving forward.

#### 1d. Social Studies

Haigh Elementary teachers use the Michigan Citizenship Collaborative Curriculum on the Atlas Rubicon system as their core curricular resource that is aligned to both the Michigan Grade Level content expectations and the proposed National Council for the Social Studies (College, Career, and Civic Life (C3) standards. These units provide a comprehensive social studies foundation that provides teachers with built-in seamless learning progressions; they are self-referential; and they clearly explain what to do, how to do it, and why. Once taught we use our district common assessments to assess our students' understanding of the content and ensure that it is to the rigor of the grade level standard. These assessments were developed using a program that offered questions using higher rigor and depth of knowledge, similar to those on state assessments. Social Studies content is also reinforced through daily reading and writing activities. Data is collected and analyzed from locally developed social studies common assessments and the M-STEP (Michigan Student Test of Educational Progress) targets to inform our social studies instruction. Based on our Target Analysis Report from the M-STEP (Michigan Student Test of Educational Progress), a greater emphasis is placed on areas of lower performance. District common assessment results are used to provide teachers with a more formative approach to drive their instruction.

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

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

### **2. Other Curriculum Areas:**

In order to nurture the development of the whole child, Haigh Elementary uses several programs for character education. Haigh has developed our Monthly Haigh Habits. The school is also a Positive Behavior and Intervention Supports (PBIS) school that is rooted in the Core Values of honesty, integrity, responsibility, courtesy, respect for self and others, and citizenship. We have implemented the Haigh Habits across all aspects of our school and infused these habits within our core PBIS expectations of Be Respectful, Be Safe, and Be Responsible. These nine habits are the heart of our character building belief of preparing our students for their future.

All students at Haigh also have access to music, gym, STEM, media, and art on a weekly basis. Each of these classes support our school's mission to offer a rigorous curriculum with a focus on the nine habits.

Physical Education (PE) is offered weekly to students in all grades K-5 and two times a week in our lower grade levels. Physical education allows students to develop healthy lifelong practices that support their other pursuits. Each class period is structured multiple activity sessions followed by a group reflection on their participation. Students are encouraged to collaborate, prioritize, and problem solve as they work together as teammates.

All Haigh students attend art class weekly to develop their ability to express themselves. Our upper grade

levels attend Art two times per week. Students learn about art theory and techniques. During these art classes students often work on art projects which support the nine habits. These projects are often displayed in the main hallway Art showcase. Students with exceptional art products are entered into the district art show.

Haigh Elementary students in grades 1st-3rd have a weekly media class. Within media students are given a chance to increase their media literacy skills. Students are given opportunities to engage in print, computer, and digital literacy.

Haigh Elementary students go to Music classes twice weekly. This class teaches music theory, composition, singing skills, and instrument playing. Students perform in yearly concerts which give students an opportunity to display their vocal and instrumental skills. In addition, students in the fourth and fifth grades have the opportunities to audition for an honors choir which practices weekly. Students in the fifth grade also have an opportunity to be a part of our instrumental class. Our new Music teacher has also developed a “Modern Band” club for our upper level students.

### **3. Academic Supports:**

Haigh Elementary serves a diverse student group and is committed to supporting every child. Because of the diverse populations our school represents, we monitor not only the achievement and growth of our overall student population as a whole, but also the achievement and growth of our special populations. Our commitment to universal success begins when students enter kindergarten. We offer a young-fives kindergarten classroom for students who need a more developmental kindergarten experience. Within our kindergarten classrooms, students, who are designated at-risk by observation and assessment data, receive daily small group intervention from their classroom teacher and our kindergarten interventionist. We also offer support for our second and third grade students who need more support from our site Instructional Coach. Our English language learners (ELL) students meet with our school English Language Development (ELD) Specialist and our Title 1 Interventionist. This assessment data includes the students' scores on the NWEA assessment in English Language Arts as well as their score on selected assessment tasks measuring early reading skills from the Developmental Reading Assessment (DRA).

Over the last six years Haigh’s population of students, who are economically-disadvantaged, has increased to 49 percent of our student population. In order to target the needs of this population, we have developed and implemented a more targeted system of support. We were fortunate to use Title I money to provide a reading interventionist who provides direct reading instruction to small groups of students below level students and are Title I targeted assistance eligible. In addition to this intervention, we also offer extended day and school year programs for Title I targeted assisted eligible students to receive additional direct instruction on reading and math.

Haigh Elementary utilizes a Multi-Tiered System of Supports (MTSS) approach to identify, plan, and monitor ongoing student interventions. We meet weekly to discuss student levels, set goals, and plan for intervention and extension for these students at our building.

Haigh Elementary serves a linguistically diverse community with 34 percent of our school’s population being English language learners (ELL). We have a full time ELL resource teacher who is able to provide support for those with very limited proficiency and co-teach within classrooms. This co-taught model allows for our ELL resource teacher to model and support effective language and literacy practices that support the language development of all students within the classroom. We also have a .6 FTE Title I interventionist that also meet with our ELL students for further instruction and goal setting.

Students with identified special education needs are supported by a special education team. For

students in the upper grades, a co-teaching model is used to ensure that students with special education needs are able to fully access and make progress within the general education curriculum

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Our building goal for 2019-20 was setting up an effective and engaging Social and Emotional Learning environment with our students. For Social and Emotional Learning, we pride ourselves on the Haigh Habits. As a building we developed a Habit for each month of the school year: Begin with the End in Mind, Take Responsibility, Prioritize, Problem Solve, Be Respectful, Problem Solve, Soar Towards Success, Save the Earth, and Strengthen your Roots. Each of these Habits have goals that we have set for ourselves and students. We have also developed videos for the students that target the habit of the month and provide students with growth/goal charts. We recognize our students through monthly shout outs and awards. We share selected books that are aligned to our habits, and work on grade level activities for each of the habits. Within our classrooms we have also set up calming corners, use of flex seating, use of sensory equipment and fidgets, and have put in a sensory walk and room. The implementation of these SEL practices has resulted in a very positive foundation for learning and success of all of our students.

For our staff, we begin each staff meeting with Shout outs and thank you, Share outs, ice breakers and Haigh Guess Who Facts. These build a fun and engaging culture where we celebrate each other and learn new things. We also have potlucks, barbecues, and meet up outside of Haigh to build relationships.

### **2. Engaging Families and Community:**

At Haigh School we take great pride in the teamwork that we have between our school and community. We use a variety of instruments to keep our families involved and informed. These instruments include the use of class/school blogs, our learning management system (Schoology) for assignments and schedules, Class Dojo for parent communication/student celebrations/messaging, and of course in-person meetings to go over student academics and social interactions.

On our school and classroom blogs, we provide a variety of information, such as class schedules, school announcements, and content resources, Haigh Habit resources, student celebrations, and much more. These blogs are a primary resource for parents to go to when they need information about our school from home. Each classroom teacher has a specific page that has a multitude of information to keep parents informed.

Through Schoology our students and parents are able to access very valuable information about classroom assignments, grades, and resources. Schoology also allows our staff to post updates, send messages, and provides a schedule for each week for student viewing. Parents can log in to see students grades and missing assignments at any time with a current grade for their student. Schoology is extremely helpful and beneficial for our staff, students, and parents.

Class Dojo has been used at Haigh for the last three years and allows instantaneous positive feedback for students during the school day. Students are often trying to achieve a certain amount of points to receive certificates, lawn signs, or other rewards for their achievement. Dojo also allows our teachers and parents to communicate very quickly with use of text or pictures. It is a great way for our staff to share student learner evidence and student comprehension with their parents. It is also used as a communication tool to show students/parents what resources may be needed for instruction or a project.

During our in-person conferences or meetings, we always go over student academics and social interactions. These meetings are important to show our parents' student progress, set goals, and to discuss social skills and interactions as well. We meet with our parents throughout the school year to provide them with currency information and skills that their students can practice at home.

### **3. Creating Professional Culture:**

Haigh teachers are highly involved in Professional Learning Communities on a weekly basis both within the school and at the district level. Teachers work collaboratively creating lessons/units that meet the diverse

needs of learners as well as extensions beyond the basic grade level expectations. These are delivered using a variety of strategies using the gradual release of responsibility. These ensure the majority of students are successful before being sent off to work independently, allowing the teacher to be more intentional and focused on students needing differentiation. A Multi-Tiered System of Support is used to provide instruction, assessment, and interventions to meet the instructional and behavioral needs of all students. Haigh staff is committed to a spirit of continuous improvement through learning. In order to continue to improve, professional development is aligned to goals outlined in the district's strategic plan as well as the school's improvement plan.

At the district level, professional development offerings are designed to bring clarity, understanding, and cohesion around curriculum as well as to support the implementation of instructional best practice strategies. These include training on Sheltered Instruction Observation Protocol and other strategies for our special populations. The district has also partnered with consultants to support professional learning communities (PLCs), standards-based grading, and essential standards. Teacher representatives also serve on district-wide committees whose guidance and recommendations they lead within their building.

At the building level, professional development offerings are aligned to the school's goals for improvement, and driven by analysis of teacher needs and student data. These offerings allow us to refine our instructional practices to best support academic achievement and the leadership development of our students. In order to improve reading achievement, professional development sessions have focused on the Michigan Essential Literacy Practices, PLC pathways, and assessment practices. Teachers are offered the chance to attend the Dearborn Teacher Reading Academy, which supports teachers' knowledge of how to support struggling students in reading. Staff have also participated in the adoption of Benchmark, which is our new ELA common resource. In math, professional learning has focused on implementing and refining instruction within Eureka Math.

A variety of formats are used to provide time for professional learning. These include: one hour delays, bi-weekly two hour staff meetings, monthly half days, and quarterly grade level release time for data analysis. Data analysis continues in grade level teams who monitor student progress towards collective wildly important goals. These teams meet weekly in professional learning communities to discuss student learning and instruction.

Impact on teacher and administrator preparation and growth is evident through results of feedback surveys and classroom practice. Dearborn staff has implemented the Google Form feedback practice to collect perception data on the level of satisfaction of PD content and delivery. Impact at the classroom level is measured through the district school improvement tool which assesses the level of implementation of instructional practices as well as daily walkthroughs, PLCs, and teacher evaluations using the Danielson framework.

#### **4. School Leadership:**

At Haigh we believe we are “Soaring Towards Success” when all students and staff work together collectively as one team. Through our Haigh Habits we are focused on goal setting and celebrating achievement with our staff and students. We have developed a culture team at our building that works on the monthly Haigh Habit lessons, activities, resources, and celebrations. Through this work, our students and staff are setting monthly goals and practice the Habits both at home and at school. Each month we provide shout outs for our students and recognize them with certificates and inclusion in our Habit Videos.

A leadership team, composed of the building principal, instructional coach, Title I interventionist, and resource teachers, meet weekly to support the building's initiatives. With a data focus this team meets to discuss current developments, best practices, and how to continue to develop areas of growth. This team also leads teacher groups in data-based instructional dialogues to examine and determine how to respond to student data trends. These meetings have a goal of building teacher data analysis capacity and focus on supporting growth of all students. Grade level teams continue this dialogue in weekly PLC meetings.

Students are empowered to participate in school leadership. Students hold leadership roles throughout the NBRS 2021

school and within their own classrooms. Students have the opportunities to join two leadership bodies (Haigh Safeties and Haigh Helpers) within the school. Through these groups these students practice leadership skills, the Haigh Habits, and help to keep our Haigh Owls safe.

#### **5. Culturally Responsive Teaching and Learning:**

At Haigh we have a wide range of learners from all over the world. We have students from Lebanon, Syria, Iran, Egypt, Mexico, and many other places. Throughout the year we have different activities and events at our building to celebrate these cultures. One of our favorite events is our Market Day. For Market Day different grade levels research different cultures and develop their trades, crafts, and food that align with the culture. On different days grade levels have their "Market Day" where other grade levels come to explore these cultures. We also use our Haigh Habit Activities and Lessons to build cultural awareness. Each Spring many of our students also have Ramadan and the Eid al-Adha Holiday. During this time we embrace this as our school and educate ourselves on these two events. Overall, we celebrate different cultures each month through our Haigh Habits, current world events, and with different cultural holidays throughout the school year.



## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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At Haigh Elementary School, the principal believes our biggest reason for success is our collaboration with one another! As a school we have developed our best practices that start at the Kindergarten level and travel all the way up to our fifth grade students. These include the common language of the Haigh Habits, Eureka Math, Benchmark Universe, the use of RAN/CER/Close Reading, and the use of our schoolwide writing structure “Blueprints.” The main goal with these implementations is that students build confidence with these strategies and practices. The principal often shares with students and staff that the only items that change from Kindergarten through fifth grade are the content and standards. The routines, procedures, strategies, and Habits should be a consistent language for our Owls all the way through their elementary school lives. Collaboration of our staff during their weekly PLC meetings, staff meetings, and non-school hours is also a huge reason for the success of our building.