



Single Building District Improvement Plan

Hope of Detroit Academy

Hope of Detroit 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 2016-2017 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.

A variety of stakeholders were selected in the development of our improvement plan based on our schools' framework and needs. A representative from each grade cluster was selected to be part of our School Improvement Team. We also selected other leads from a variety of departments such as the Parent Action Teacher Team (PATT), the student body, Special Education department, ESL department, and our School Board. They were all informed about their roles and responsibilities in our first meeting. Each one of the selected team members communicate the goals and objectives to each department. Our meetings are scheduled once per month during school hours to accommodate all of our team members.

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

Our School Improvement Team is represented by the following: one classroom teacher from grades K-2, one classroom teacher from grades 3-4, one parent representative, one student, Instructional Coach, ESL Teacher, School Board Vice-President, and Administration. In addition to looking at school wide data, they are part of the development and implementation of our plan. Not only do they give their input in the creation of the goals, but they also help their department implement the goals.

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

The final improvement plan was presented and reviewed with all of the stakeholders in the beginning of the school year. Classroom teachers and support staff meet bi-weekly basis to monitor the progress of our goals and objectives through Data Team Meetings. The board members receive a report of the progress of our goals and objectives on a monthly basis. School Improvement Team meetings also occur once a month where parents, students, and staff monitor the progress of the goals as well.

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?

All of the stakeholders were involved in the Comprehensive Needs Assessment. These findings were discussed in our School Improvement Team meetings. Furthermore, students in grades K-4, parents, and school staff took a survey that contributed to our overall school needs.

These findings were also discussed in our School Improvement Team meetings.

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?

English Language Arts Summary: According to M-Step, one of the challenges across grades 3-8 is reading and interpretation of informational text. There is a noticeable drop in Proficiency Levels when switching from the paper and pencil version of the M-Step test to the online test. There is a negative trend in ELA for grades 3rd-8th (with the exception of 5th grade). During the summer of 2016, we focused on providing training in writing for all teachers. Strategies learned during this professional development will be implemented across the curriculum. We are also focusing on having more consistency with Tier II and Tier III reading interventions, as well as providing more opportunities for teachers to plan with the interventionists. We are also reviewing Summer school and after school programs. Due to the negative trend in 3rd grade, we are creating a common language across K-2 in regards to reading. In addition, we have applied for and received a grant that will provide additional resources for grades K-2. The Middle/High School has implemented Study Skill and ELA labs within the daily schedule to address the needs of students who have performed below average on State and National standardized tests.

Math Summary: According to M-Step, there is a positive trend across 4th, 5th, 7th, and 8th grades. However, we are below the State Average across all grades. This is an area of concern. At the elementary site, we have implemented a plan to help with basic fluency facts for all operations (addition, subtraction, multiplication, division) through a program called XtraMath. We foresee that the strengthening of fluency and foundational skills will carry over into higher grades as students develop a more sophisticated understanding of mathematical concepts, thereby increasing the overall proficiency rating. In addition, 2nd through 4th grade classes are reviewing Common Core mathematical practices daily through their morning work. The Middle/High School has addressed this need by scheduling students of need into a Math Lab as well as a Study Skill Lab. These classes, along with the interventionists at the elementary level, meet the students at their area of greatest need based on the results of their standardized tests (NWEA MAP - i.e. Learning Continuum) in addition to collaboration with the Math grade level teachers.

Science Summary: According to M-Step, there was a negative trend across the grades. This is an area of great concern. We have included specific activities in the School Improvement Plan to support the following:

Alignment of the curriculum with the new Michigan Science Standards (K-9)

PLTW/STEM implementing (Inquiry-based activities)

Differentiated instruction

Interactive Technology

Increase Content Vocabulary in Science

Building Background Knowledge

Writing Across the Curriculum

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Additional resources have been purchased for Middle School Science. These resources are aligned to the Next Generation Science Standards. It provides digital resources, hands on labs, as well as interactive workbooks. We hope that these resources will enhance the Science instruction in the classrooms across the district.

Social Studies Summary: According to M-Step, there was a negative trend in 8th grade, and 5th grade made no progress. We have included specific activities in the School Improvement Plan to support the following:

Project-Based Learning

Differentiated Instruction

Interactive Technology

Increased Academic Vocabulary in Social Studies

Application of Content to Real World Experiences

Building Background Knowledge

Writing Across the Curriculum

These activities have been implemented throughout the grades. We are continuing to research additional Social Studies resources for middle school as we wait for the state to finalize the adoption of Social Studies Standards.

Student Survey

Highest Satisfaction:

K-2: My teacher wants me to learn; My school has books for me to read; I use a computer to learn at school.

3-4: In my school, my principal and my teacher want me to learn; my school has computers to help me learn; my teachers help me learn things I need in the future; my school has many places for me to learn, such as a library.

Lowest Satisfaction:

K-2: I know what to do everyday in school; Other teachers know me

3-4: My teachers ask my families to come to school activities; my principal and teachers ask me what I think about school

Parent Survey

Highest Satisfaction:

My child knows the expectations for learning in all classes; All of my child's teachers work as a team to help my child learn.

Lowest Satisfaction:

Our school supports excellent support services (4.8%).

Staff Survey

Highest Satisfaction:

Our school leaders expect staff members to hold all student to high academic standards.

Lowest Satisfaction:

All teachers in our school use a variety of technology as instructional resources (6%)

All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels (6.6%)

In our school, a formal process is in place to support new staff members in their professional practice (6.6%)

Our school provides opportunities for students to participate in activities that interest them (14%)

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.

Due to our negative trends in student performance in Math and Science the following areas have been identified for establishing Goals: Math, Social Studies, and, Science.

We will also include interventions for ELL students in ELA, and mathematics.

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 goals address the needs of all of our school population in Mathematics, ELA, Science and Social Studies. The goals will provide objectives and interventions for our ELLs and all of the students that are far from meeting the standards.

Component 2: Schoolwide Reform Strategies

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

Our school wide plan focuses on the following strategies: Data Decision Making, the Sheltered Instruction Observation Protocol Model, and Differentiated Instruction. These strategies will be implemented in ELA, Math, Science and Social Studies.

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).

Currently, we are implementing the SIOP (Sheltered Instruction Observation Protocol) Model. The SIOP Model is a research-based and validated model of sheltered instruction. This Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. It is embedded in every lesson and in every content area. The SIOP model has proven to work with non-ELLs as well. Our second strategy, Data Decision Making, is also researched-based strategy that will help us increase our student achievement. Our third strategy, "Differentiated Instruction is an approach where teachers proactively plan various approaches to what students need to learn, how they will learn it, and how they express what they learn" (tolerance.org). According to Huebner (2010), "Differentiated Instruction consistently yields positive results across a broad range of targeted groups".

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

Based on our needs assessments, we noticed that our Non-ELLs are outperforming our ELLs. For this reason, we are focusing on increasing the quality of our instruction for this population through the SIOP Model and Differentiated Instruction. Furthermore, our demographic data shows that this population is rapidly increasing here at our school. Our needs assessment also shows the need to monitor the interventions that are put in place for the students that do not meet the standards. The interventions will be monitored through our RTI meetings. Our Data Teams are part of our Data Decision making strategy that will focus on evaluating, interpreting, and using data to increase student achievement.

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.

The Data Decision Making strategy will help select the students that need Tier II and Tier III Interventions. Once those students are selected professional and support staff will implement specific interventions that those students need to meet the standards. These interventions will be implemented, monitored, and evaluated through the Data Teams and RTI meetings. Monthly objectives for students in Tier II/Tier III in Reading and Mathematics will be documented. Furthermore, these students will be monitored on a monthly basis to determine effectiveness of the interventions.

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

Students in Tier II and III will be monitored through RTI meetings and all students will be monitored through Data Teams in order to ensure that they are meeting all standards. If students do not show adequate progress or regress, the interventions are changed or the team discusses the next steps. The new interventions are monitored as well. Some of the resources that will be used are as follows: Read Naturally, Phonics First, Envision Interventions, Focus Math, Study Island, Reading Eggs, and Learning A-Z.

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. | Yes | | |

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turn over rate for the K-4 Elementary site was very low; we only had 2/15 teachers leave the district.

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

1st Year Teachers: 6

Under 3 Years: 0

3-5 Years: 7

6-10 Years: 0

>10 Years: 5

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

The school participates in yearly job fairs across the state to attract high quality teachers. To retain teachers, the school provides bonuses and raises in the following school year for returning teachers. Teachers also receive tuition reimbursements up to \$1,000 per year. The school also provides a variety of professional development for teachers throughout the school year. Teachers also have the opportunity to select professional development of their choice.

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

The school participates in yearly job fairs across the state to attract high quality teachers. To retain teachers, the school provides bonuses and raises in the following school year for returning teachers. Teachers also receive tuition reimbursements up to 1,000 per year. The school also provides a variety of professional development for teachers throughout the school year. Teachers also have the opportunity to select professional development of their choice.

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?

There is currently no high turn over rate this year.

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.

Hope of Detroit Academy provides professional development/training in the areas of Developmental Reading Assessment (DRA), Sheltered Instruction Observation Protocol (SIOP), Differentiated Instruction, Writers Workshop, Step Up To Writing, Journeys Common Core (K-5th) reading program, Interactive Science, data analysis, Envisions Common Core math, data analysis training, and NWEA training. Hope of Detroit Academy also encourages the staff to attend off-site training as well; the off-site trainings are focused around the teacher's Individual Development and Action Plans.

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

Through the use of teacher surveys, continual walk-throughs, lesson plan monitoring and feedback, data team meetings, Response to Intervention Meetings (RTI) as well as with the use of our Teacher Evaluations we monitor and assess the sustainability and ongoing usage of information gained through Professional Development. With these processes we are able to decide whether or not strategies are being implemented within the classrooms.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|-----------------------------------|
| | 3. The school's Professional Learning Plan is complete. | Yes | | K-4 Professional Development Plan |

Component 6: Strategies to Increase Parental Involvement

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

Hope of Detroit Academy has a parent member on the School Improvement Team that meets on a monthly basis to research the strategies used in the classrooms, discuss programs offered to the students and analyze data to drive instruction and decision making. Furthermore, parents were given a survey that has helped us in analyzing our school's overall needs.

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

Hope of Detroit Academy holds a monthly parent meetings throughout the school year to discuss curriculum, school wide data, and workshops. These workshops focus on topics such as: homework support, reading strategies, and love and logic. We also have an open door policy where parents are welcome to come to our school and volunteer in the classrooms.

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

Hope of Detroit Academy gives parents an opportunity to give feedback by completing a survey at multiple points of the year.

| 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 | | HODA Parental Involvement Plan |

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

Hope of Detroit Academy provides assistance to parents to understand content standards, assessments, Title I programming, monitoring their child's progress through PATT meetings, parent orientations, parent workshops, parent teacher conferences, and curriculum nights. During these activities, parents are provided with materials and trainings as well. Also, all documents that are sent home are translated as well as all events.

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

Hope of Detroit Academy has monthly parent meetings for various topics such as curriculum, fundraising, parent workshops and programs. Information from these meetings will drive further decision making in addition to surveys collected throughout the year.

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

Hope of Detroit Academy will address any concerns by reviewing the plan yearly and make changes that will promote growth for students and change programs as needed.

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

The school-parent compact was developed through collaboration of the school improvement committee and a group of parent volunteers.

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

Elementary teachers use the school compact and student handbook to discuss issues that may be of concern with the parent and student during parent-teacher conferences and discussion about student growth in the classroom.

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

Not applicable

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

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

Hope of Detroit Academy translates all material for parents to Spanish. If an assessment is not translated, the staff meets with parents to explain the results to them.

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?

Incoming Kindergarten students are provided with a 2 week transitional period session during our summer school program. To assist having smaller classroom sizes this program is offered twice during the summer. These students are tested and offered classes that will ensure their readiness for the upcoming school year. Information for the transitional session is provided to parents during our kindergarten round up for the upcoming school year. Kindergarten round up also provides an opportunity for teachers and the school to connect with preschool age children. The school also has Headstart partnerships.

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?

N/A

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?

Hope of Detroit Academy is driven by data. Teachers are fully involved in our school-based assessments in a variety of ways. First, the NWEA is administered in the Fall, Winter, and Spring. After the assessment, the results are shared with the students and the parents. Through the ILC process, teachers identify standards to reteach based on how the students performed in a given assessment. Next, they create a reteaching action plan and assess students again to ensure mastery of standards. The M-STEP is administered in the Spring and the classroom teachers also proctor this assessment. After receiving the results, the teachers create an action plan to focus on the areas of concerns. Additionally, the DRA (Developmental Reading Assessment) is also used to monitor student progress, it is administered in the Fall, Winter, and Spring to K-2 students. Teachers work with the RTI team to select the students that need interventions. After selecting the students, teachers along with the interventionist put interventions in place for each individual student. During RTI meetings (which take place every month), the teacher and interventionist inform the team on the progress students have made with their individualized intervention.

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

Teachers participate in data teams that meet once a month to follow the ILC cycle.

1. Collect and identify standards that need to be re-taught.
2. Create an action plan to reteach the standards not mastered.
3. Re-teach for a planned amount of time.
4. Re-assess
5. Self-reflection of the process to improve professional technique.

After analyzing the latest NWEA scores each grade cluster met with school leaders to create action plans. Areas of concern were identified and then specific strategies were put in place for improving academic achievement in those areas.

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.

Students that do not master the State achievement assessment standards are placed in either Tier II or Tier III. Tier II students in grades K-4 receive small group support 20-30 minutes daily in the areas of Mathematics and Reading. If student is two or more grade levels behind, they receive intensive Tier III support which is one-on-one. In addition to Tier II and Tier III support, the school offers after school tutoring and summer school for those students at risk based on the State assessments.

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?

Beginning of School Year-Initial Screening

NWEA will be utilized as a universal screener and will be completed within the first month of school for grades K-4. If a student falls near or below the At Risk cut points, the Rtl staff will then assess the student with DRA and Words Their Way. The two scores will be evaluated and if deficits are noted the student will be placed in the appropriate Tier based on the DRA and NWEA cut points.

Tier 2 Procedures

A student will only be recommended for Tier 2 academic/behavior interventions if and only if there is classroom documentation that Tier 1 interventions utilized were unsuccessful. Students in Tier 2 must still be monitored within the classroom and interventions must continue to be documented within the data folder. Prior to Tier 2 interventions beginning, the Rtl Team, School Administration, and the classroom Teacher will review the progress of all students within the classroom as 80% should be achieving at grade level. If this is not the case, alternative steps will be addressed.

Tier 3 Procedures

A student can be recommended for Tier 3 interventions if and only if there is classroom documentation that Tier 2 interventions utilized were unsuccessful. It is imperative that data folders have been documented with all interventions, the frequency of intervention, along with progress monitoring results.

Step 1

Rtl/PBIS team, including classroom teacher, will meet to discuss student progress. The team will review and discuss all interventions utilized, attendance records, progress reports, report cards, assessment data, and progress monitoring data. Team may recommend additional interventions which includes PBIS Tier III interventions and monitoring not to exceed an additional 6 weeks.

Step 2

If Rtl/PBIS team feels that all interventions implemented have not been successful, the team will notify the Special Education Department and will discuss scheduling a REED meeting with parent in attendance.

Step 3

After REED meeting has been held and parent has been notified, special education team will determine if proceeding to testing is necessary. After testing, the special education team will call meeting with parent, special education teacher, classroom teacher, and interventionist involved in student's program. At this point, the special education team will recommend special education services or report that the student does not qualify. See the Special Education Timeline for the Child Find process. If student does not qualify, he/she will remain in Tier 3 and alternate interventions will be sought out. If student does qualify, needs of the student will be met with services from special education teachers or reading specialist.

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

Individual student needs are being addressed in the classroom in a variety of ways. In grades K-4, the teachers have a reading block and a math block for one hour each. During that time the activities are differentiated by group or individual students. In reading, students read books at their own level. They either read independently or with a partner to increase their fluency and comprehension. The teacher groups students according to their needs and works with the individual groups for 20-30 minutes 3-5 times per week (depending on the need of each group). During this time, the interventionist is also working with individual groups. In math, students are in groups according to their needs. The teacher and interventionists work in small groups as well.

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.

All Local, State and Federal programs are integrated by reviewing the student data to drive instruction, personnel and materials/programs. Our Reform Strategies in our School Improvement plan are the following: Data Driven Decision Making, SIOF Model, and Differentiated Instruction. The paraprofessionals/interventionists that work with the students and trainings are funded through Federal grants. Also, our after school program and summer school is funded from Federal grants.

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.

After school tutoring, early childhood, and summer enrichment programs are used to assist the students that are below grade level. These students are tracked and given progress reports throughout the process to close their achievement gaps.

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.

Hope of Detroit Academy receives funding for the PBIS program; this program is our behavior support model and promotes positive support and rewarding the students through incentives. Funding for nutritional programs such as breakfast, lunch and snack are offered to students that participate in any educational school program.

Evaluation:

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

Through the use of the MDE program evaluation tool, teacher surveys, student achievement and the data team process, information is compiled, discussed and continuously reviewed, both formally and informally, to analyze and assist us with the monitoring of our school-wide programs. The ongoing information collected is then review annually and used to assist us with determining the changes needed.

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.

In conjunction with state annual assessment data, Hope of Detroit Academy compiles frequent formative assessment data that is driven by the self-reflection at the end of each ILC cycle.

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 school determines whether the school wide program is effective through the use of progress monitoring pre and post assessments and NWEA results in the winter and spring. These assessments provide us with a continuous performance picture, identifying which students, classrooms and teachers need help meeting standards that are monitored and adjusted based upon the students level of growth and are also tracked and measured during the Data Team process and the Response to Intervention (RTI) model.

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?

Monthly School Improvement Team meetings are scheduled to continuously review student achievement and analyze the effects of the school wide programs.

2017-2018 Elementary School Improvement Plan

Overview

Plan Name

2017-2018 Elementary School Improvement Plan

Plan Description

Elementary School Improvement Plan 2017-2018 (K-4 Grades)

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 at Hope of Detroit Academy will become proficient in English Language Arts. | Objectives: 3 Strategies: 5 Activities: 23 | Academic | \$269509 |
| 2 | All students at Hope of Detroit Academy will become proficient in Mathematics. | Objectives: 2 Strategies: 4 Activities: 18 | Academic | \$99400 |
| 3 | All students at Hope of Detroit Academy will become proficient in Social Studies. | Objectives: 1 Strategies: 2 Activities: 15 | Academic | \$85700 |
| 4 | All students at Hope of Detroit Academy will become proficient in Science. | Objectives: 1 Strategies: 2 Activities: 15 | Academic | \$94200 |

Goal 1: All students at Hope of Detroit Academy will become proficient in English Language Arts.

Measurable Objective 1:

44% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in all tested domains in English Language Arts by 06/29/2018 as measured by the 2017-2018 District/State assessment.

Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. The data teams are also responsible for analyzing data and implementation of strategies.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: Data Teams. (2010). Englewood, CO: Lead + Learn Press.

Tier:

| Activity - Response to Intervention with Positive Behavior Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|----------------------------|--|
| <p>The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through the NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool.</p> <ul style="list-style-type: none"> o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$10000 | Title II Part A, Title III | Instructional Staff, Support Staff, Instructional Coach and Administration |

| Activity - Alignment of curriculum, instruction, and assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

Hope of Detroit Academy

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|---|--------------------|--|--|------------|------------|-----|------------------------|---|
| Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Implementa tion | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | All instructiona l staff in grades K- 10, administrati on, and instructiona l coach. |
|---|--------------------|--|--|------------|------------|-----|------------------------|---|

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------|------|------------------|------------|------------|-------------------|---------------------------------|---|
| Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. Additional reading materials will be purchased to accommodate students' needs in Reading. | Professiona l Learning | | Getting Ready | 09/05/2016 | 06/30/2017 | \$12000 | Title III, Title I Part A | All instructiona l staff, administrati on, and instructiona l coach. |

| Activity - Parental Involvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-------|------------|------------|-------------------|---------------------------------|--|
| Increase parental involvement regarding students' academic achievement in Reading. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | Tier 1 | | 09/05/2016 | 06/30/2017 | \$8000 | Title III, Title I Part A | All instructiona l staff, instructiona l support staff, community liaison, adminstrati on, and instructiona l coach. |

| Activity - Data Driven Decision Making Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Reading instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. K - 10th grade teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, differentiated instruction, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments, the SIOP model, Common Core, WIDA Standards and using technology to enhance instruction, This professional learning will include professional development trainings and professional learning community discussions. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | Title II Part A | All instructional staff, instructional support staff, administration, and instructional coach. |
|--|-----------------------|--|--|------------|------------|--------|-----------------|--|

| Activity - Extended Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|------------------------|--|
| <p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. These programs include after-school ESL tutoring program: 3 paraprofessionals providing English language instruction for 45 students and after-school tutoring program for students at risk. The programs' decisions will be made based upon student needs in NWEA data and WIDA data.</p> <p>Based on our Program Evaluation, the after-school program will have the following modifications:</p> <ul style="list-style-type: none"> -Begin with individualized goals (based on NWEA) -Research resources/program that will support the goals -Select a resources that will be used across -Provide consistent professional development -Ensure that students are evaluated consistently and throughout -Allow more opportunities for targeted instruction (i.e. Reading only or Math only) | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$18000 | Title III, Section 31a | Instructional Staff, Support Staff and Instructional Coach |

| Activity - Interactive Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Provide interactive technology and software to assist identified students. Study Island, Compass Learning and Reading A-Z will be used for each grade level for interventions and remediation of student needs identified through NWEA. Kindergarten through tenth grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, white board technology, video clips, tablets and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching. Chromebooks will be purchase for students to be able to access these programs online and in the classrooms. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$16000 | Section 31a, Title I Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Instructional coach and Data coach support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | Title I Part A | school leader, instructional coach |
| Activity - Annual Evaluation | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| School leader will lead the school improvement team and other instructional staff in the annual evaluation of the school's Title I schoolwide reform strategies to determine their impact on student achievement using the MDE program evaluation tool. The team will use the outcomes of the evaluation to inform the need for revisions or adjustments to the improvement plan. | Evaluation | Tier 1 | Evaluate | 03/01/2017 | 06/30/2017 | \$0 | General Fund | school leader, instructional coach, instructional staff, school improvement team |
| Activity - Professional Development on key practices for effective school leadership | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly trainings that focus on key practices for effective leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$7000 | Title II Part A | Instructional Coach, School leader |

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| Activity - Online assessment and practice of skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional staff will provide students with online opportunities for assessment and practice of skills that is self-paced, leveled, and easily accessible. Students online practice and assessment will provide for progress monitoring data on students' learning goals. | Other | Tier 1 | Implement | 09/05/2016 | 06/23/2017 | \$5000 | Title I Part A | school leader, instructional staff, instructional coach |

Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Category:

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Tier:

| Activity - Reading Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------|-------|------------|------------|-------------------|---------------------------------|--|
| All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through the Reading and Language Arts Center (RLAC). Staff will receive professional development in RLAC Phonics First and Structures training. RLAC provides multi sensory strategies that will immediately drive instruction and enhance student expertise in reading comprehension. Professional development will be offered to the appropriate teachers and staff on the Reading and Language Arts Center (RLAC). | Direct Instruction, Professional Learning | | | 09/05/2016 | 06/30/2017 | \$21309 | Title I Part A, Title II Part A | Instructional Staff, Support Staff and Instructional Coach |

| Activity - Sheltered Instruction Observation Protocol Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| All instructional staff and support staff will attend training on the SIOP model to implement Reading research based strategies effectively. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Title II Part A | Instructional Staff, Support Staff and Instructional Coach |

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| Activity - Monitoring Effectiveness of the SIOP Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-------|------------|------------|-------------------|------------------------------|--|
| Progress monitoring of the SIOP model in Reading will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Activity - Co-Teaching/Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Continue to provide resources and training to align the resources with best practices from the SIOP Model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. Interventionists and teachers will be provided professional development to help them implement co-teaching strategies during reading and writing instruction. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$26200 | General Fund, Title I Part A | Instructional Staff, Support Staff, Instructional Coach, Administration |
| Activity - Increase Academic Vocabulary Reading | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students' understanding of the content vocabulary in Reading. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Writing Across the Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | All Instructional Staff |

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| Activity - Writer's Workshop- Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Hope of Detroit Academy will continue to provide resources and training to align Units of Study Writing Workshop, Step Up to Writing and Writing Coach with Common Core state standards and best practices from the SIOP model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Direct Instruction, Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional staff, support staff, instructional coaches |

Strategy 3:

Reaching All Students - To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring.

Category: Learning Support Systems

Research Cited: McKinney-Vento

Tier: Tier 1

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Recruitment and Retention, Academic Support Program | Tier 1 | Getting Ready | 09/05/2016 | 06/30/2017 | \$0 | Title I Part A | School Leader, Dropout Prevention Coordinator, and Homeless Liaison |

Measurable Objective 2:

30% of English Learners students will demonstrate a proficiency in language skills in Reading by 07/01/2017 as measured by WIDA Access .

Strategy 1:

Differentiated Instruction for ELL's - Differentiated instruction is finding alternative pathways to help ELL students succeed in the mainstream classroom. Differentiation means using the following four principles:

1. offer more student choice to promote buy-in, enthusiasm, and ownership.
2. incorporate a variety of learning modes to address differing student needs.
3. design tiered levels to better accommodate diverse student abilities.

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4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties.

Teachers, in collaboration with the support staff, will determine students' strengths according to the WIDA Access scores. Interventions will be tailored to students' needs during Reading Intervention time based on the WIDA "Can Do Descriptors."

Category:

Research Cited: Tomlinson, Carol Ann and Caroline Cunningham Edison, Differentiation in Practice, Alexandria, VA: Association for Supervision and Curriculum Development, 2003.

Tier:

| Activity - ESL Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------|---------|------------|------------|-------------------|-------------------|--|
| Our ESL teacher and ESL paraprofessionals will provide ESL interventions during Reading Intervention time in addition to push-in and pull-out support based on the needs of the ESL students. | Direct Instruction | | Monitor | 09/05/2016 | 06/30/2017 | \$50000 | Title III | ESL Teachers and ESL Paraprofessionals |

| Activity - ESL Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------|------|---------|------------|------------|-------------------|-------------------|---|
| ESL tutoring will be provided after school for students in grades K-8 that scored Level 1, 2, or 3 on the WIDA ACCESS. | Extra Curricular | | Monitor | 09/05/2016 | 06/30/2017 | \$40000 | Title III | Instructional Staff and Instructional Support Staff |

| Activity - ESL Community Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------|---------|------------|------------|-------------------|-------------------|-----------------------|
| The Community Liaison will collect, promote, and provide resources from the community for parents and students to use in order to support their language acquisition. | Community Engagement | | Monitor | 08/05/2016 | 06/30/2017 | \$20000 | Title III | ESL Community Liaison |

Measurable Objective 3:

45% of Students with Disabilities students will demonstrate a proficiency in ELA skills in English Language Arts by 06/01/2017 as measured by 2016-2017 state assessment.

Strategy 1:

Clear Objectives - Setting clear learning objectives for all students, including special education students.

Category: Learning Support Systems

Research Cited: Marzano's high yield strategies

Tier:

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| Activity - Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Implementation, Communication, Academic Support Program | Tier 1 | Implement | 08/01/2016 | 06/30/2017 | \$0 | No Funding Required | Instructional staff, special education staff, and administration |

Goal 2: All students at Hope of Detroit Academy will become proficient in Mathematics.

Measurable Objective 1:

37% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in all tested domains in Mathematics by 06/01/2017 as measured by the 2016-2017 State assessment.

Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. These data teams are also responsible for analyzing the strategy and activity implementation data as well as formative student achievement data to evaluate their success and make adjustments if needed.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: *Data Teams*. (2010). Englewood, CO: Lead + Learn Press.

Tier:

| Activity - Response to Intervention with Positive Behavior Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| <p>The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring</p> | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$10000 | Title III, Title I Part A | All instructional staff, instructional support staff, administration, and instructional coach. |
|---|--------------------------|--|--|------------|------------|---------|---------------------------|--|

| Activity - Alignment of curriculum, instruction, and assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| <p>Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.</p> | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | All instructional staff, instructional support staff, administration, and instructional coach. |

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| <p>Differentiated instruction is finding alternative pathways to help all students succeed in the mainstream classroom. Differentiation means using the following four principles:</p> <ol style="list-style-type: none"> offer more student choice to promote buy-in, enthusiasm, and ownership. incorporate a variety of learning modes to address differing student needs. design tiered levels to better accommodate diverse student abilities. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. <p>To accommodate our ESL students, additional math manipulatives will be purchased.</p> | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$1200 | Title III | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Activity - Parent Involvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|-----------------------------|--|
| Increase parental involvement regarding students' academic achievement in Mathematics. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | | | 09/05/2016 | 06/30/2017 | \$4000 | Title III | All instructional staff, instructional support staff, administration, and instructional coach. |
| Activity - Data Driven Decision Making Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will receive professional development on data driven decision making for Mathematics. Trainings consist of formative assessments, differentiated instruction and data teams. The following professional development will be offered to the appropriate teachers and staff: Data Driven Decision Making o Creating Common Assessments o Analyzing Assessments o Using Assessments to Drive Instruction o Differentiate Instruction | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | Title II Part A | All instructional staff, instructional support staff, administration, and instructional coach. |
| Activity - Interactive Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$16000 | Section 31a, Title I Part A | Instructional Staff, Support Staff and Instructional Coach |

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| Activity - Extended Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|------------------------|--|
| <p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. These programs include after-school ESL tutoring program: 3 paraprofessionals providing English language instruction for 45 students and after-school tutoring program for students at risk. The programs' decisions will be made based upon student needs, Pearson Inform data and WIDA data.</p> <p>Based on our Program Evaluation, the after-school program will have the following modifications:</p> <ul style="list-style-type: none"> -Begin with individualized goals (based on NWEA) -Research resources/program that will support the goals -Select a resources that will be used across -Provide consistent professional development -Ensure that students are evaluated consistently and throughout -Allow more opportunities for targeted instruction (i.e. Reading only or Math only) | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$18000 | Title III, Section 31a | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Instructional Coach and Data Coach support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams.</p> <p>A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.</p> | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | Title I Part A | school leader, instructional coach, data coach |
| Activity - Online assessment and practice of skills | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|----------------|--------|-----------|------------|------------|--------|--------------|---|
| Instructional staff will provide students with online opportunities for assessment and practice of skills that is self-paced, leveled, and easily accessible. Students online practice and assessment will provide for progress monitoring data on students' learning goals. | Implementation | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | General Fund | Instructional staff, support staff, and instructional coaches |
|--|----------------|--------|-----------|------------|------------|--------|--------------|---|

Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Category:

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Tier:

| Activity - Real World Mathematical Applications | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Instructional staff in grades K-10 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in the Common Core Mathematics Standards. Science Technology Engineering and Mathematics (STEM) projects will be integrated with the sixth through eighth grade curriculum. The appropriate staff will attend training(s) to support the integration of STEM projects in the core subject areas. | Professional Learning | | | 09/12/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional Staff, Support Staff, Instructional Coach and Administration |

| Activity - Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Instructional Staff will meet in grade level teams to create vertically aligned units with an emphasis on critical, analytical thinking skills and writing in Math. Hope of Detroit Academy will continue to provide resources and training to align the Envision Mathematics and Prentice Hall Mathematics with best practices from the SIOP model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.</p> | <p>Professional Learning</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$6200</p> | <p>Title II Part A, Title I Part A</p> | <p>Instructional Staff, Support Staff, Instructional Coach and Administration</p> |
|--|------------------------------|-------------|--------------|-------------------|-------------------|--------------------------|--|---|
| <p>Activity - Increase Academic Vocabulary in Mathematics</p> | <p>Activity Type</p> | <p>Tier</p> | <p>Phase</p> | <p>Begin Date</p> | <p>End Date</p> | <p>Resource Assigned</p> | <p>Source Of Funding</p> | <p>Staff Responsible</p> |
| <p>Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the academic vocabulary in Mathematics.</p> | <p>Direct Instruction</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |
| <p>Activity - Monitoring Effectiveness of the SIOP Model</p> | <p>Activity Type</p> | <p>Tier</p> | <p>Phase</p> | <p>Begin Date</p> | <p>End Date</p> | <p>Resource Assigned</p> | <p>Source Of Funding</p> | <p>Staff Responsible</p> |
| <p>Progress monitoring of the SIOP Model in Mathematics will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings.</p> | <p>Monitor</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>Instructional Staff, Support Staff, Instructional Coach and Administration</p> |
| <p>Activity - Sheltered Instruction Observation Protocol Training</p> | <p>Activity Type</p> | <p>Tier</p> | <p>Phase</p> | <p>Begin Date</p> | <p>End Date</p> | <p>Resource Assigned</p> | <p>Source Of Funding</p> | <p>Staff Responsible</p> |

Single Building District Improvement Plan

Hope of Detroit Academy

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|---|-----------------------|--|--|------------|------------|--------|-----------------|--|
| All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments Common Core Standards and SIOP | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Title II Part A | Instructional Staff, Support Staff and Instructional Coach |
|---|-----------------------|--|--|------------|------------|--------|-----------------|--|

| Activity - Writing Across the Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|-------------------|---|
| Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional staff, support staff, and instructional coaches |

| Activity - Reaching All Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring. | Other - Learning Support Systems | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$1500 | Section 31a | Instructional staff, support staff, administration |

Strategy 3:

Reaching All Students - To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care, the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring.

Category: Learning Support Systems

Research Cited: McKinney-Vento

Tier: Tier 1

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

Hope of Detroit Academy

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| The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Recruitment and Retention, Academic Support Program | Tier 1 | | 09/05/2016 | 06/30/2017 | \$1500 | Title I Part A | School Leader, Dropout Prevention Coordinator, and Homeless Liaison |
|---|---|--------|--|------------|------------|--------|----------------|---|

Measurable Objective 2:

27% of Students with Disabilities students will demonstrate a proficiency mathematics skills in Mathematics by 06/30/2017 as measured by 2016-2017 state assessment.

Strategy 1:

Setting Clear Objectives - Setting clear objectives for all students, including special education students.

Category: Mathematics

Research Cited: Marzano's high yield strategies

Tier: Tier 1

| Activity - Collaboration | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Implementation, Communication, Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | Instructional staff, special education staff, and administration |

Goal 3: All students at Hope of Detroit Academy will become proficient in Social Studies.

Measurable Objective 1:

28% of Fifth and Eighth grade students will demonstrate a proficiency in all tested domains in Social Studies by 06/01/2017 as measured by the 2016-2017 State assessment.

Strategy 1:

Data Driven Decision Making - Hope of Detroit Academy is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. The data teams are also responsible for analyzing data and implementation of strategies.

Single Building District Improvement Plan

Hope of Detroit Academy

Category:

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: *Data Teams*. (2010). Englewood, CO: Lead + Learn Press.

Tier:

| Activity - Alignment of curriculum, instruction, and assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | All instructional staff, instructional support staff, administration, and instructional coach. |

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | Title I Part A | All instructional staff, instructional support staff, administration, and instructional coach. |

| Activity - Parent Involvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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Single Building District Improvement Plan

Hope of Detroit Academy

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| Increase parental involvement regarding students' academic achievement in Social Studies. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | | | 09/05/2016 | 06/30/2017 | \$4000 | Title III | All instructional staff, instructional support staff, administration, and instructional coach. |
| Activity - Data Driven Decision Making Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will receive professional development on data driven decision making for Social Studies. This includes training on: the data team process; data driven decision making; differentiated instruction; using assessments to drive instruction; effective progress monitoring; best practices; using formative assessments; developing and using common assessments; effective progress monitoring; the SLOP model and using technology to enhance instruction. This professional learning will include professional development trainings and professional learning community discussions. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | Title II Part A | All instructional staff, instructional support staff, administration, and instructional coach. |
| Activity - Interactive Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide interactive technology and software to assist identified students. Study Island and Brain Pop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. | Technology | | | 09/05/2016 | 06/30/2017 | \$6000 | Title I Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Extended Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will provide Social Studies extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs and Pearson Inform data. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$18000 | Section 31a, Title III | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Response to Intervention with Positive Behavior Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Hope of Detroit Academy

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| The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$10000 | Title III, Title I Part A | All instructional staff, instructional support staff, administration, and instructional coach. |
|--|--------------------------|--|--|------------|------------|---------|---------------------------|--|

| Activity - Instructional Coach and Data Coach support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams. | Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | Title I Part A | school leader, instructional coach, data coach |

Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Category:

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Tier:

| Activity - Increase Academic Vocabulary in Social Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Single Building District Improvement Plan

Hope of Detroit Academy

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| Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the academic vocabulary in Social Studies. Additional materials will be purchased to support activity. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$5000 | General Fund | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Application of Content to Real World Experiences | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional staff will coordinate field trips and project-based experiences that will enhance the Social Studies curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, Michigan Youth and Government and local cultural museums. | Field Trip | | | 09/05/2016 | 06/30/2017 | \$2500 | Title I Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Building Background Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional staff will receive professional development on the implementation of the SIOP model in order for students to build their background knowledge of Social Studies concepts. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Monitoring Effectiveness of the SIOP Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Progress monitoring of the SIOP Model in Social Studies will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | Instructional Staff, Support Staff, Instructional Coach and Administration |

Single Building District Improvement Plan

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| Activity - Sheltered Instruction Observation Protocol Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|-------------------|--|
| All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. Instructional coaches will monitor the instruction to ensure that Social Studies is taught daily. | Academic Support Program | Tier 1 | Monitor | 09/05/2016 | 06/30/2017 | \$1200 | Title I Part A | All instructional staff, Support Staff and Instructional Coach |
| Activity - Writing Across the Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional staff, support staff, and instructional coaches |

Goal 4: All students at Hope of Detroit Academy will become proficient in Science.

Measurable Objective 1:

31% of Fourth and Seventh grade students will demonstrate a proficiency in all tested domains in Science by 06/01/2017 as measured by the 2016-2017 State assessment.

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Strategy 1:

Data Driven Decision Making - Hope of Detroit is committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 100% proficiency. This professional learning will include professional development trainings and professional learning community discussions.

Category:

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc.

The Leadership and Learning Center Training Manual: Data Teams. (2010). Englewood, CO: Lead + Learn Press.

Tier:

| Activity - Alignment of curriculum, instruction, and assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|------------|-------------------|---------------------|--|
| Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | All instructional staff, instructional support staff, administration, and instructional coach. |

| Activity - Differentiated Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | Title I Part A | All instructional staff, instructional support staff, administration, and instructional coach. |

Single Building District Improvement Plan

Hope of Detroit Academy

| Activity - Parental Involvement | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------|-----------------------------|--|
| Increase parental involvement regarding students' academic achievement in Social Studies. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | | | 09/05/2016 | 06/30/2017 | \$4000 | Title III | All instructional staff, instructional support staff, administration, and instructional coach. |
| Activity - Data Driven Decision Making Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will receive professional development on data driven decision making for Science. This includes training on: the data team process, data driven decision making, differentiated instruction, using assessments to drive instruction, effective progress monitoring, best practices, using formative assessments, developing and using common assessments, effective progress monitoring, the SIOP model, Common Core, and STEM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | Title II Part A | All instructional staff, instructional support staff, administration, and instructional coach. |
| Activity - Interactive Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, Brain Pop and Discovery Education will be used for each grade level for interventions and remediation of student needs identified through NWEA. Chromebooks will be purchased for students to be able to access these programs online and in the classrooms. | Technology | | | 09/05/2016 | 06/30/2017 | \$16000 | Section 31a, Title I Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Extended Learning Opportunities | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school will provide Science extended learning opportunities for students through a series of after school and summer school enrichment programs. The summer school enrichment program will consist of Initiative Science among others. The programs decisions will be made based upon student needs and Pearson Inform data. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$18000 | Section 31a, Title III | Instructional Staff, Support Staff and Instructional Coach |

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| Activity - Response to Intervention with Positive Behavior Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|-------------------|---------------------------|--|
| The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA, MEAP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$10000 | Title I Part A, Title III | All instructional staff, instructional support staff, administration, and instructional coach. |

| Activity - Instructional Coach and Data Coach support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams. | Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | Title I Part A | school leader, instructional coach, data coach |

Strategy 2:

Sheltered Instruction Observation Protocol Model - The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. The SIOP Model consists of eight interrelated components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Using instructional strategies connected to each of these components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners in all content areas. In addition, SIOP-based teaching benefits all students, not just those who are learning English as an additional language.

Category:

Research Cited: Echevarria, J., Vogt, M, and Short, D. (2013). Making Content Comprehensible for English Learners: The SIOP Model. Upper Saddle River, NJ: Pearson Education Inc.

Tier:

| Activity - Increase Content Vocabulary in Science | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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Single Building District Improvement Plan

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| Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$7000 | General Fund, Title II Part A | Instructional Staff, Support Staff and Instructional Coach |
|--|--------------------|--|--|------------|------------|--------|-------------------------------|--|

| Activity - Project Lead the Way and STEM | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-------|------------|------------|-------------------|-------------------|--|
| Instructional staff in grades K-10 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in the Science standards through Project Lead the Way and Science Technology Engineering and Mathematics (STEM). STEM projects will be integrated within the curriculum across all grades. The appropriate staff will attend training(s) to support the integration of STEM projects in the core subject areas. Additionally, science teachers in grades K-10 will be trained in Place-Based Learning. Teachers will receive training on how to develop inquiry-based lesson plans and how to coordinate field trips connected to what the students are learning in the classroom. | Direct Instruction, Implementation, Professional Learning | Tier 1 | | 09/05/2016 | 06/30/2017 | \$5000 | Section 31a | Instructional Staff, Support Staff and Instructional Coach |

| Activity - Building Background Knowledge | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Title II Part A | Instructional Staff, Support Staff, Instructional Coach and Administration |

| Activity - Sheltered Instruction Observation Protocol Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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Single Building District Improvement Plan

Hope of Detroit Academy

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| All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Title II Part A | Instructional Staff, Support Staff and Instructional Coach |
| Activity - Monitoring the Effectiveness of the SIOP Model | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Progress monitoring of the SIOP Model in Science will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | No Funding Required | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Activity - Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will align the new Michigan science standards with the Interactive Science program and other resources. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. Instructional coaches will monitor the instruction to ensure that Science is taught daily. | Academic Support Program, Curriculum Development | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$1200 | Title I Part A | Instructional Staff, Support Staff, Instructional Coach |
| Activity - Writing Across the Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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| Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Title II Part A | Instructional staff, support staff, and instructional coaches |
|---|---|--------|-----------|------------|------------|--------|-----------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|------|-------|------------|------------|-------------------|--|
| Extended Learning Opportunities | The school will provide Science extended learning opportunities for students through a series of after school and summer school enrichment programs. The summer school enrichment program will consist of Initiative Science among others. The programs decisions will be made based upon student needs and Pearson Inform data. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$3000 | Instructional Staff, Support Staff and Instructional Coach |
| Extended Learning Opportunities | The school will provide Social Studies extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs and Pearson Inform data. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$3000 | Instructional Staff, Support Staff and Instructional Coach |
| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA, MEAP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: <ul style="list-style-type: none"> o Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Parental Involvement | Increase parental involvement regarding students' academic achievement in Reading. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | Tier 1 | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, community liaison, administration, and instructional coach. |
| Parent Involvement | Increase parental involvement regarding students' academic achievement in Social Studies. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| <p>Extended Learning Opportunities</p> | <p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. These programs include after-school ESL tutoring program: 3 paraprofessionals providing English language instruction for 45 students and after-school tutoring program for students at risk. The programs' decisions will be made based upon student needs in NWEA data and WIDA data.</p> <p>Based on our Program Evaluation, the after-school program will have the following modifications:</p> <ul style="list-style-type: none"> -Begin with individualized goals (based on NWEA) -Research resources/program that will support the goals -Select a resources that will be used across -Provide consistent professional development -Ensure that students are evaluated consistently and throughout -Allow more opportunities for targeted instruction (i.e. Reading only or Math only) | <p>Academic Support Program</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$3000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |
| <p>Extended Learning Opportunities</p> | <p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. These programs include after-school ESL tutoring program: 3 paraprofessionals providing English language instruction for 45 students and after-school tutoring program for students at risk. The programs' decisions will be made based upon student needs, Pearson Inform data and WIDA data.</p> <p>Based on our Program Evaluation, the after-school program will have the following modifications:</p> <ul style="list-style-type: none"> -Begin with individualized goals (based on NWEA) -Research resources/program that will support the goals -Select a resources that will be used across -Provide consistent professional development -Ensure that students are evaluated consistently and throughout -Allow more opportunities for targeted instruction (i.e. Reading only or Math only) | <p>Academic Support Program</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$3000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |

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| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| ESL Interventions | Our ESL teacher and ESL paraprofessionals will provide ESL interventions during Reading Intervention time in addition to push-in and pull-out support based on the needs of the ESL students. | Direct Instruction | | Monitor | 09/05/2016 | 06/30/2017 | \$50000 | ESL Teachers and ESL Paraprofessionals |
| Differentiated Instruction | Differentiated instruction is finding alternative pathways to help all students succeed in the mainstream classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. To accommodate our ESL students, additional math manipulatives will be purchased. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$1200 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Parental Involvement | Increase parental involvement regarding students' academic achievement in Social Studies. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Differentiated Instruction | Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. Additional reading materials will be purchased to accommodate students' needs in Reading. | Professional Learning | | Getting Ready | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, administration, and instructional coach. |
| ESL Tutoring | ESL tutoring will be provided after school for students in grades K-8 that scored Level 1, 2, or 3 on the WIDA ACCESS. | Extra Curricular | | Monitor | 09/05/2016 | 06/30/2017 | \$40000 | Instructional Staff and Instructional Support Staff |

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| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through the NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Parent Involvement | Increase parental involvement regarding students' academic achievement in Mathematics. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| ESL Community Liaison | The Community Liaison will collect, promote, and provide resources from the community for parents and students to use in order to support their language acquisition. | Community Engagement | | Monitor | 08/05/2016 | 06/30/2017 | \$20000 | ESL Community Liaison |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|---|---------------|--------|----------|------------|------------|-------------------|--|
| Annual Evaluation | School leader will lead the school improvement team and other instructional staff in the annual evaluation of the school's Title I schoolwide reform strategies to determine their impact on student achievement using the MDE program evaluation tool. The team will use the outcomes of the evaluation to inform the need for revisions or adjustments to the improvement plan. | Evaluation | Tier 1 | Evaluate | 03/01/2017 | 06/30/2017 | \$0 | school leader, instructional coach, instructional staff, school improvement team |

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| Increase Content Vocabulary in Science | Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff and Instructional Coach |
| Increase Academic Vocabulary in Social Studies | Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the academic vocabulary in Social Studies. Additional materials will be purchased to support activity. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff and Instructional Coach |
| Co-Teaching/Curriculum Alignment | Continue to provide resources and training to align the resources with best practices from the SIOP Model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. Interventionists and teachers will be provided professional development to help them implement co-teaching strategies during reading and writing instruction. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$25000 | Instructional Staff, Support Staff, Instructional Coach, Administration |
| Online assessment and practice of skills | Instructional staff will provide students with online opportunities for assessment and practice of skills that is self-paced, leveled, and easily accessible. Students online practice and assessment will provide for progress monitoring data on students' learning goals. | Implementation | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Instructional staff, support staff, and instructional coaches |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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Single Building District Improvement Plan

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| Alignment of curriculum, instruction, and assessment | Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Monitoring Effectiveness of the SIOP Model | Progress monitoring of the SIOP Model in Social Studies will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Alignment of curriculum, instruction, and assessment | Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Monitoring the Effectiveness of the SIOP Model | Progress monitoring of the SIOP Model in Science will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Monitoring Effectiveness of the SIOP Model | Progress monitoring of the SIOP Model in Mathematics will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | Instructional Staff, Support Staff, Instructional Coach and Administration |

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| Collaboration | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Implementation, Communication, Academic Support Program | Tier 1 | Implement | 08/01/2016 | 06/30/2017 | \$0 | Instructional staff, special education staff, and administration |
| Monitoring Effectiveness of the SIOP Model | Progress monitoring of the SIOP model in Reading will take place in the following forms lesson plan feedback, weekly walk-throughs and monthly coaching meetings. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Alignment of curriculum, instruction, and assessment | Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Implementation | | | 09/05/2016 | 06/30/2017 | \$0 | All instructional staff in grades K-10, administration, and instructional coach. |
| Alignment of curriculum, instruction, and assessment | Naiku, or program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Standards, and Social Studies Standards). It will also drive instructional by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels. | Monitor | | | 09/05/2016 | 06/30/2017 | \$0 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Increase Academic Vocabulary Reading | Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students' understanding of the content vocabulary in Reading. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | Instructional Staff, Support Staff and Instructional Coach |

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| Increase Academic Vocabulary in Mathematics | Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the academic vocabulary in Mathematics. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | Instructional Staff, Support Staff and Instructional Coach |
| Collaboration | Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time. | Implementation, Communication, Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$0 | Instructional staff, special education staff, and administration |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Instructional Coach and Data Coach support | <p>Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams.</p> <p>A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.</p> | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | school leader, instructional coach, data coach |

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| Co-Teaching/Curriculum Alignment | <p>Continue to provide resources and training to align the resources with best practices from the SIOP Model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.</p> <p>Interventionists and teachers will be provided professional development to help them implement co-teaching strategies during reading and writing instruction.</p> | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$1200 | Instructional Staff, Support Staff, Instructional Coach, Administration |
| Interactive Technology | <p>Provide interactive technology and software to assist identified students. Study Island, Compass Learning and Reading A-Z will be used for each grade level for interventions and remediation of student needs identified through NWEA. Kindergarten through tenth grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, white board technology, video clips, tablets and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching. Chromebooks will be purchase for students to be able to access these programs online and in the classrooms.</p> | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$6000 | Instructional Staff, Support Staff and Instructional Coach |
| Differentiated Instruction | <p>Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles:</p> <ol style="list-style-type: none"> 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. <p>Additional reading materials will be purchased to accommodate students' needs in Reading.</p> | Professional Learning | Getting Ready | | 09/05/2016 | 06/30/2017 | \$8000 | All instructional staff, administration, and instructional coach. |

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| Parental Involvement | Increase parental involvement regarding students' academic achievement in Reading. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home. | Parent Involvement | Tier 1 | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, community liaison, administration, and instructional coach. |
| Instructional Coach and Data Coach support | Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams. | Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | school leader, instructional coach, data coach |
| Instructional Coach and Data Coach support | Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams. | Academic Support Program | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | school leader, instructional coach, data coach |
| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Interactive Technology | Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, Brain Pop and Discovery Education will be used for each grade level for interventions and remediation of student needs identified through NWEA. Chromebooks will be purchase for students to be able to access these programs online and in the classrooms. | Technology | | | 09/05/2016 | 06/30/2017 | \$6000 | Instructional Staff, Support Staff and Instructional Coach |
| Monitoring | The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Recruitment and Retention, Academic Support Program | Tier 1 | | 09/05/2016 | 06/30/2017 | \$1500 | School Leader, Dropout Prevention Coordinator, and Homeless Liaison |
| Interactive Technology | Provide interactive technology and software to assist identified students. Study Island and Brain Pop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform. | Technology | | | 09/05/2016 | 06/30/2017 | \$6000 | Instructional Staff, Support Staff and Instructional Coach |
| Curriculum Alignment | Teachers will align the new Michigan science standards with the Interactive Science program and other resources. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. Instructional coaches will monitor the instruction to ensure that Science is taught daily. | Academic Support Program, Curriculum Development | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$1200 | Instructional Staff, Support Staff, Instructional Coach |
| Differentiated Instruction | Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Online assessment and practice of skills | Instructional staff will provide students with online opportunities for assessment and practice of skills that is self-paced, leveled, and easily accessible. Students online practice and assessment will provide for progress monitoring data on students' learning goals. | Other | Tier 1 | Implement | 09/05/2016 | 06/23/2017 | \$5000 | school leader, instructional staff, instructional coach |
| Differentiated Instruction | Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$0 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff: Response to Intervention (RTI) o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Instructional coach and Data coach support | Instructional coach and data coach will support the implementation of the school's reform strategy, data-driven decisions, through classroom observations, coaching conversations, modeling, and support for data and response to intervention teams. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$20000 | school leader, instructional coach |

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| Interactive Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.</p> | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$6000 | Instructional Staff, Support Staff and Instructional Coach |
| Response to Intervention with Positive Behavior Support | <p>The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through NWEA, MEAP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. The following professional development will be offered to the appropriate teachers and staff:</p> <ul style="list-style-type: none"> o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Curriculum Alignment | <p>Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. Instructional coaches will monitor the instruction to ensure that Social Studies is taught daily.</p> | Academic Support Program | Tier 1 | Monitor | 09/05/2016 | 06/30/2017 | \$1200 | All instructional staff, Support Staff and Instructional Coach |

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| Application of Content to Real World Experiences | Instructional staff will coordinate field trips and project-based experiences that will enhance the Social Studies curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, Michigan Youth and Government and local cultural museums. | Field Trip | | | 09/05/2016 | 06/30/2017 | \$2500 | Instructional Staff, Support Staff and Instructional Coach |
| Monitoring | The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Recruitment and Retention, Academic Support Program | Tier 1 | Getting Ready | 09/05/2016 | 06/30/2017 | \$0 | School Leader, Dropout Prevention Coordinator, and Homeless Liaison |
| Reading Strategies | All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through the Reading and Language Arts Center (RLAC). Staff will receive professional development in RLAC Phonics First and Structures training. RLAC provides multi sensory strategies that will immediately drive instruction and enhance student expertise in reading comprehension. Professional development will be offered to the appropriate teachers and staff on the Reading and Language Arts Center (RLAC). | Direct Instruction, Professional Learning | | | 09/05/2016 | 06/30/2017 | \$13309 | Instructional Staff, Support Staff and Instructional Coach |
| Curriculum Alignment | Instructional Staff will meet in grade level teams to create vertically aligned units with an emphasis on critical, analytical thinking skills and writing in Math. Hope of Detroit Academy will continue to provide resources and training to align the Envision Mathematics and Prentice Hall Mathematics with best practices from the SIOP model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$1200 | Instructional Staff, Support Staff, Instructional Coach and Administration |

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| Building Background Knowledge | Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Sheltered Instruction Observation Protocol Training | All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Instructional Staff, Support Staff and Instructional Coach |
| Increase Content Vocabulary in Science | Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students understanding of the content vocabulary in Science. Additional materials will be purchased to support activity. | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$2000 | Instructional Staff, Support Staff and Instructional Coach |
| Real World Mathematical Applications | Instructional staff in grades K-10 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in the Common Core Mathematics Standards. Science Technology Engineering and Mathematics (STEM) projects will be integrated with the sixth through eighth grade curriculum. The appropriate staff will attend training(s) to support the integration of STEM projects in the core subject areas. | Professional Learning | | | 09/12/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff, Instructional Coach and Administration |

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| Curriculum Alignment | Instructional Staff will meet in grade level teams to create vertically aligned units with an emphasis on critical, analytical thinking skills and writing in Math. Hope of Detroit Academy will continue to provide resources and training to align the Envision Mathematics and Prentice Hall Mathematics with best practices from the SIOPI model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff, Instructional Coach and Administration |
| Writing Across the Curriculum | Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOPI model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Instructional staff, support staff, and instructional coaches |
| Writing Across the Curriculum | Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOPI model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional staff, support staff, and instructional coaches |
| Data Driven Decision Making Professional Development | All staff will receive professional development on data driven decision making for Science. This includes training on: the data team process, data driven decision making, differentiated instruction, using assessments to drive instruction, effective progress monitoring, best practices, using formative assessments, developing and using common assessments, effective progress monitoring, the SIOPI model, Common Core, and STEM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Data Driven Decision Making Professional Development | All staff will receive professional development on data driven decision making for Social Studies. This includes training on: the data team process; data driven decision making; differentiated instruction; using assessments to drive instruction; effective progress monitoring; best practices; using formative assessments; developing and using common assessments; effective progress monitoring; the SIOP model and using technology to enhance instruction. This professional learning will include professional development trainings and professional learning community discussions. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |
| Building Background Knowledge | Instructional staff will receive professional development on the implementation of the SIOP model in order for students to build their background knowledge of Social Studies concepts. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments | Direct Instruction | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff and Instructional Coach |
| Data Driven Decision Making Professional Development | All staff will receive professional development on data driven decision making for Mathematics. Trainings consist of formative assessments, differentiated instruction and data teams. The following professional development will be offered to the appropriate teachers and staff: Data Driven Decision Making o Creating Common Assessments o Analyzing Assessments o Using Assessments to Drive Instruction o Differentiate Instruction | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Sheltered Instruction Observation Protocol Training | All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments Common Core Standards and SIOP | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Instructional Staff, Support Staff and Instructional Coach |
| Sheltered Instruction Observation Protocol Training | All instructional staff and support staff will attend training on the SIOP model to implement Reading research based strategies effectively. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$2000 | Instructional Staff, Support Staff and Instructional Coach |
| Reading Strategies | All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through the Reading and Language Arts Center (RLAC). Staff will receive professional development in RLAC Phonics First and Structures training. RLAC provides multi sensory strategies that will immediately drive instruction and enhance student expertise in reading comprehension. Professional development will be offered to the appropriate teachers and staff on the Reading and Language Arts Center (RLAC). | Direct Instruction, Professional Learning | | | 09/05/2016 | 06/30/2017 | \$8000 | Instructional Staff, Support Staff and Instructional Coach |
| Writing Across the Curriculum | Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | | 09/05/2016 | 06/30/2017 | \$5000 | All Instructional Staff |

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| Professional Development on key practices for effective school leadership | Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly trainings that focus on key practices for effective leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$7000 | Instructional Coach, School leader |
| Sheltered Instruction Observation Protocol Training | All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP) o Lesson Preparation o Building Background o Comprehensible Input o Strategies o Interaction o Practice and Application o Lesson Delivery o Review & Assessments | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff and Instructional Coach |
| Data Driven Decision Making Professional Development | Reading instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. K - 10th grade teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, differentiated instruction, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments, the SIOP model, Common Core, WIDA Standards and using technology to enhance instruction, This professional learning will include professional development trainings and professional learning community discussions. | Professional Learning | | | 09/05/2016 | 06/30/2017 | \$4000 | All instructional staff, instructional support staff, administration, and instructional coach. |

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| Writer's Workshop-Curriculum Alignment | Hope of Detroit Academy will continue to provide resources and training to align Units of Study Writing Workshop, Step Up to Writing and Writing Coach with Common Core state standards and best practices from the SIOP model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Direct Instruction, Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Instructional staff, support staff, instructional coaches |
| Writing Across the Curriculum | Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades K-10. | Direct Instruction, Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$5000 | Instructional staff, support staff, and instructional coaches |
| Response to Intervention with Positive Behavior Support | The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through the NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool. o Effective Progress Monitoring | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$5000 | Instructional Staff, Support Staff, Instructional Coach and Administration |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| <p>Extended Learning Opportunities</p> | <p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. These programs include after-school ESL tutoring program: 3 paraprofessionals providing English language instruction for 45 students and after-school tutoring program for students at risk. The programs' decisions will be made based upon student needs, Pearson Inform data and WIDA data.</p> <p>Based on our Program Evaluation, the after-school program will have the following modifications:</p> <ul style="list-style-type: none"> -Begin with individualized goals (based on NWEA) -Research resources/program that will support the goals -Select a resources that will be used across -Provide consistent professional development -Ensure that students are evaluated consistently and throughout -Allow more opportunities for targeted instruction (i.e. Reading only or Math only) | <p>Academic Support Program</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$15000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |
| <p>Interactive Technology</p> | <p>Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, Brain Pop and Discovery Education will be used for each grade level for interventions and remediation of student needs identified through NWEA. Chromebooks will be purchase for students to be able to access these programs online and in the classrooms.</p> | <p>Technology</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$10000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |
| <p>Extended Learning Opportunities</p> | <p>The school will provide Social Studies extended learning opportunities for students through a series of after school and summer school enrichment programs. The programs decisions will be made based upon student needs and Pearson Inform data.</p> | <p>Academic Support Program</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$15000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |

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| <p>Extended Learning Opportunities</p> | <p>The school will provide extended learning opportunities for students through a series of after school and summer school enrichment programs. These programs include after-school ESL tutoring program: 3 paraprofessionals providing English language instruction for 45 students and after-school tutoring program for students at risk. The programs' decisions will be made based upon student needs in NWEA data and WIDA data.</p> <p>Based on our Program Evaluation, the after-school program will have the following modifications:</p> <ul style="list-style-type: none"> -Begin with individualized goals (based on NWEA) -Research resources/program that will support the goals -Select a resources that will be used across -Provide consistent professional development -Ensure that students are evaluated consistently and throughout -Allow more opportunities for targeted instruction (i.e. Reading only or Math only) | <p>Academic Support Program</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$15000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |
| <p>Project Lead the Way and STEM</p> | <p>Instructional staff in grades K-10 will attend training on utilizing best practices to involve students in the learning process, including opportunities for them to explore applications of higher-order thinking skills and investigate new approaches in the Science standards through Project Lead the Way and Science Technology Engineering and Mathematics (STEM). STEM projects will be integrated within the curriculum across all grades. The appropriate staff will attend training(s) to support the integration of STEM projects in the core subject areas. Additionally, science teachers in grades K-10 will be trained in Place-Based Learning. Teachers will receive training on how to develop inquiry-based lesson plans and how to coordinate field trips connected to what the students are learning in the classroom.</p> | <p>Direct Instruction, Implementation, Professional Learning</p> | <p>Tier 1</p> | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$5000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |
| <p>Extended Learning Opportunities</p> | <p>The school will provide Science extended learning opportunities for students through a series of after school and summer school enrichment programs. The summer school enrichment program will consist of Initiative Science among others. The programs decisions will be made based upon student needs and Pearson Inform data.</p> | <p>Academic Support Program</p> | | | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$15000</p> | <p>Instructional Staff, Support Staff and Instructional Coach</p> |

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| Interactive Technology | Provide interactive technology and software to assist identified students. Study Island, Compass Learning and Reading A-Z will be used for each grade level for interventions and remediation of student needs identified through NWEA. Kindergarten through tenth grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, white board technology, video clips, tablets and computers. Teachers will receive additional training from outside vendors in increased utilization of technology for interactive teaching. Chromebooks will be purchase for students to be able to access these programs online and in the classrooms. | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$10000 | Instructional Staff, Support Staff and Instructional Coach |
| Interactive Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets, and other electronic devices will be available for classroom activities. Students will have access to school computer labs, desktops, laptops and/or other electronic devices allowing them to use this technology to do research for papers and projects, take assessments, and produce reports.</p> | Academic Support Program | | | 09/05/2016 | 06/30/2017 | \$10000 | Instructional Staff, Support Staff and Instructional Coach |
| Reaching All Students | To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring. | Other - Learning Support Systems | Tier 1 | Implement | 09/05/2016 | 06/30/2017 | \$1500 | Instructional staff, support staff, administration |