



# **School Improvement Plan**

Hope of Detroit Academy - Middle/High

Hope of Detroit Academy

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP 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**

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

# **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 5-10, 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 5-8 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 6th-8th. 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. 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 5th 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

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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 (MS/HS)

#### Highest Satisfaction:

My school, the principal, and the teachers have high expectations of me.

In my school, a high quality education is offered.

#### Lowest Satisfaction:

In my school, students respect the property of others.

My school prepares me to deal with issues I may face in the future.

### Parent Survey

#### Highest Satisfaction:

Our school provides a safe learning environment.

Our school provides us with access to a variety of information and resources to support learning.

#### Lowest Satisfaction:

All of my child's teachers keep me informed regularly about how my child is graded. (3.87%)

### Staff Survey

#### Highest Satisfaction:

Our school maintains facilities that contribute to a safe environment.

Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

#### Lowest Satisfaction:

In our school a formal process is in place to support new staff members in their professional practice.

**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 ILC 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 ILC 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, Pearson Success Net, Discovery Education, Study Island, Plato, 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?**

As we expanded to a full middle/high school, the teacher turnover rate was higher than previous years due to the increased number of students, grades, and courses offered.

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

1st Year Teachers: 1

Under 3 Years: 3

3-5 Years: 6

6-10 Years: 0

>10 Years: 10

### **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. The school initiates peer mentoring. 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. The school initiates peer mentoring. 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?**

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As we are expanding, we are putting systems into place to keep highly qualified teachers. Some of the systems include our peer mentoring, offering individualized professional development based on the teacher needs, and providing bonuses for returning staff.

## **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 (5th) reading program, Interactive Science, data analysis, Envisions Common Core math (5th) and Pearson Common Core Math (6th-11th), data analysis training, Plato, Study Island, 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.

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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

### **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.

Not applicable at the middle/high school level.

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

Parent compacts are shared during beginning of the year orientation. They are also sent home during the 1st week of school and referred to throughout the school year, during conferences and parent meetings.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		HODA 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. Assessment results are provided to parents in a easy to read format.

## **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?**

While our site does not have a kindergarten, our elementary site provides a two week transitional period session during our summer school program. This is offered twice over the summer.

**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. 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. Learning Pathway is used to address Tier II and Tier III students in Math and ELA. 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 5-11. At the 5th grade level, if a student falls near or below the "At Risk" cut points, the RTI staff will then assess the student with DRA and Words Their Way. The two scores along with classroom assessments and teacher observations 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 RTI 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

RtI/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 RtI/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 5-11, 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, SIOPI 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.**

Data Driven Decision Making involves creating a comprehensive needs assessment of student deficiencies based on various local and state assessments. With those results we focus our professional development on the SIOPI Model and Differentiated Instruction to address these deficiencies at the individual student level and help close the achievement gaps of our students.

**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 student's 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.

# **Title I Targeted Assistance Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). 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: 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-10, parents, and school staff took a survey that contributed to our overall school needs. Online access and paper copies were provided. These findings were also discussed in our School Improvement Team meetings.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Looking at NWEA data and RTI meetings to identify students at risk by looking at classroom formatives, summatives, and teacher observations.

Instructional Learning Cycles to identify and address areas of weaknesses and create reteaching to action plans.

Students at risk are enrolled in learning pathway course for ELA and Math to address specific areas of weaknesses.

After school tutoring based on NWEA and teacher recommendations.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

Instructional Learning Cycle-

1. Item Analysis- analyze positive trends and data and standards that students struggled with the most, Identifying the questions students struggled with, misconceptions, strategies used to teach standard.

2. Reteach Action Plan- Identify a priority standard, implement reteach plan

3. Results and Reflections- initial assessment results, reassessments results, outcomes of reteaching, determine if standard is mastered

Use of NWEA data in reading and math to show progression from Fall to Winter to Spring.

RTI meetings to identify student academic concerns and create individualized action plans.

### **4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Not Applicable

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

Students receive services for support in ELA and Math through Learning Pathways

Students receive services for ESL support in ELA Lab

Students receive support in Math and Science through STEM

Additional support in ELA is provided by the ESL teacher who is funded by Title 3

Credit Recovery is provided for students who need to supplement their credits

STEM, ELA and Math Lab are funded by Title 1

## **Component 3: Incorporated Into Existing School Program Planning**

### **1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Support staff such as the instructional coach and ESL teacher are part of the school improvement team and funded through Title 1 and Title 3.

Specific ELA, Math, and ESL interventions are included in the school improvement plan.

There are specific objectives for English Language Learners in the School Improvement Plan.

SIOP is incorporated in all components of the school improvement plan.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

Data Driven Decision Making is a strategy which is incorporated in all 4 core subject areas. One data driven activity is the Instructional Learning Cycle. Teachers have the opportunity to meet with data teams to review classroom assessments and identify standards students have not mastered. A reteaching plan is created and implemented for those students. Teachers provide post test along with reflection of cycle. Teachers meet every other week to review data with data team.

All instructional and support staff are trained in both SIOP and Differentiated Instruction. Both are incorporated in planning, instruction, and delivery. While SIOP is intended to help students who are new to the language, it reaches all students.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

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 your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

Students in Tier II and III will be monitored through RTI meetings and all students will be monitored through ILC Process in order to ensure that they are meeting all standards. If students do not show adequate progress or regress, the teachers work together to identify key concepts to be addressed through interventions in the Learning Pathways, Math Lab, STEM Lab (Reading and Math Intervention time for 5th grade).

Some of the resources that will be used are as follows: Read Naturally, Study Island, Plato, NWEA Learning Continuum.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

Within the classroom, SIOP and DI strategies are implemented to reach students through delivery of instruction.

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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Students are not being pulled from their regular classroom but ELA and Math teachers work together to ensure lessons are reinforced through Math and ELA Lab.

## **Component 5: Title I and Regular Education Coordination**

### **1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

Teacher work days are set aside for collaboration.

ILC teams meet bi-monthly.

Open communication between classroom teachers and Title I teachers.

Title I teachers have access to classroom teacher lesson plans

Students are identified for supplemental support during RTI process

Title I teachers push into the classroom to provide small group and individualized support.

### **2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Not applicable.

**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers meet the NCLB requirements for highly qualified. We have signed documentation on file.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Hope of Detroit Academy provides professional development/training in the areas of Sheltered Instruction Observation Protocol (SIOP), Differentiated Instruction, Step Up To Writing, Journeys Common Core (5th) Prentice Hall (6th-10th) reading program, Interactive Science, data analysis, Envisions Common Core math (5th grade), Prentice Hall Common Core math, Project Lead The Way/STEM, 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. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Ongoing professional developments are offered and provided throughout the year, these include SIOP, DI, Data Driven Instruction. Different components of these strategies are covered at each PD. Additional training is provided for new staff members.

Through the use of teacher surveys, continual walk-throughs, lesson plan monitoring and feedback, ILC 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.

The school provides weekly English Language and technology workshops to parents. Hope of Detroit Academy provides additional workshops for parents are provided based on need.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		

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## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Hope of Detroit Academy MS/HS 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. Monthly parent meetings held to address updates, assessments, academic achievements, and parent workshops which cover a variety of topics.

### 2. How are parents involved in the implementation of the Targeted Assistance program 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. Parents are provided with access to Parent Portal which allows them to access and monitor student progress.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Hope of Detroit Academy gives parents an opportunity to give feedback by completing a survey at the end of the year.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

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.

During these activities, parents are provided with materials and training as well. Also, all documents that are sent home are translated as well as all meeting discussions.

### 5. Describe how the parent involvement activities are evaluated.

Information from monthly parent meetings drives decision making in planning future activities. Surveys are provided to evaluate the effectiveness of activities.

### 6. Describe how the school-parent compact is developed.

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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School-parent compact has been reviewed and updated each year based on monthly PATT meetings, School Improvement Team meetings, and staff/parent surveys.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Parents are provided with a user friendly copy of state assessment and NWEA assessment results. If needed, the results are reviewed at parent-teacher conferences and translators are available.

All materials sent home to parents are translated and staff members are available if additional explanations are needed.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

## **Component 9: Coordination of Title I and Other Resources**

### **1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

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, SIOP Model, and Differentiated Instruction. All instructional staff includes these components in their lesson and delivery. Ongoing professional development is provided throughout the school year. The 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 plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: 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 and lunch are offered to students that participate in any educational school program.

Dinner program for afterschool tutoring students is provided through Gleaners, a community program.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

RTI meetings are held monthly to review individual student progress at which time students are added or dismissed based on progress and need. This is a group decision made by the RTI team which consists of teachers, instructional coach, counselor, social worker, and interventionists.

The ILC team meets bi-monthly, this process is used to remediate and monitor student progress. This team is composed of subject area teachers.

Instructional Learning Cycle-

1. Item Analysis- analyze positive trends and data and standards that students struggled with the most, Identifying the questions students struggled with, misconceptions, strategies used to teach standard.
  2. Reteach Action Plan- Identify a priority standard, implement reteach plan
  3. Results and Reflections- initial assessment results, reassessments results, outcomes of reteaching, determine if standard is mastered
- Data used from ILC and NWEA factor into the decision of student services.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

Student progress is monitored throughout the school year to determine what services will be provided to meet students' needs.

Programs are evaluated at the end of year to determine the most effective programs that will be used the following year.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Professional developments provided in house and through outside organizations to ensure instructional staff are trained to implement student achievement strategies based on the review of student progress.

Teachers are provided training based on need and recommendations from instructional coach and administration. These recommendations are based on walk-throughs, formal, and informal observations.

Opportunities to revisit and reflect on the implementation process are provided during team meetings.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Through the use of the MDE program evaluation tool, teacher surveys, student achievement and the ILC process, information is compiled, discussed and continuously reviewed, both formerly 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 Targeted Assistance 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 ILC process for the use of evaluating the results of our school-wide programs.

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible 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 student's level of growth and are also tracked and measured during the ILC process and the Response to Intervention (RTI) model.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

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

# **2017-18 Middle/High School Improvement Plan**

## Overview

### Plan Name

2017-18 Middle/High School Improvement Plan

### Plan Description

Hope of Detroit Academy Middle/High School (Grades 5-11)

## 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 student at Hope of Detroit will become proficient in English Language Arts.	Objectives: 3 Strategies: 5 Activities: 23	Academic	\$251500
2	All students at Hope of Detroit Academy will become proficient in Mathematics.	Objectives: 2 Strategies: 4 Activities: 16	Academic	\$91700
3	All students at Hope of Detroit Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$58500
4	All students at Hope of Detroit Academy will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$77000

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

### Measurable Objective 1:

44% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all tested domains in English Language Arts in English Language Arts by 06/29/2018 as measured by 2017-2018 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: Learning Support Systems

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: Tier 1

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 the NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/04/2017	06/29/2018	\$10000	Title II Part A, Title III	Instruction 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

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	All instructional staff in grades 5-11, administration, and instructional coach.
<b>Activity - Differentiated Instruction</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	Tier 1	Getting Ready	09/04/2017	06/29/2018	\$12000	Title I Part A, Title III	All instructional staff, administration, and instructional coach.
<b>Activity - Parental Involvement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	Implement	09/04/2017	06/29/2018	\$8000	Title III, Title I Part A	All instructional staff, instructional support staff, community liaison, administration, and instructional coach.
<b>Activity - Data Driven Decision Making Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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. 5th - 11th 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 training and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	Title II Part A	All instructional staff, instructional support staff, administration, instructional coach, and data coach.
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide 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 in NWEA data and WIDA data. Based on our Program Evaluation, the after-school program will have the following modifications: -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	Tier 2	Implement	09/04/2017	06/29/2018	\$18000	Section 31a, Title III	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
Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 11th 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.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$16000	Section 31a, Title I Part A	Instructional Staff, Support Staff and Instructional Coach

## School Improvement Plan

Hope of Detroit Academy - Middle/High

Activity - Instructional coach and Data coach	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	09/04/2017	06/29/2018	\$20000	Title I Part A	School leader, instructional coach, and data 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	03/01/2018	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$7000	Title II Part A	Instructional Coach, School Leader
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.	Evaluation	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Title I Part A	School Leader, Instructional Staff, Instructional Coach

## School Improvement Plan

Hope of Detroit Academy - Middle/High

### 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: Learning Support Systems

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: Tier 1

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).	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$23000	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	Tier 1	Implement	08/14/2017	06/29/2018	\$2000	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

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
<b>Activity - Increase Academic Vocabulary in Reading</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	Instructional Staff, Support Staff and Instructional Coach
<b>Activity - Writing Across the Curriculum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Title II Part A	All Instructional Staff
<b>Activity - Writer's Workshop- Curriculum Alignment</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Title II Part A	Instructional staff, support staff, instructional coaches
<b>Activity - Classroom Management</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide professional development on classroom management to all instructional staff in order to increase student engagement and learning.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Title II Part A	All Instructional Staff

## School Improvement Plan

Hope of Detroit Academy - Middle/High

### 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	Implement	09/04/2017	06/29/2018	\$1500	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 06/29/2018 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. 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: English/Language Arts

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

Tier: Tier 1

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	Tier 1	Implement	09/04/2017	06/29/2018	\$50000	Title III	ESL Teachers and ESL Paraprofessionals

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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 5-11 that scored Level 1, 2, or 3 on the WIDA ACCESS.	Extra Curricular	Tier 2	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$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 06/29/2018 as measured by 2017-2018 District/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: 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.	Communication, Implementation, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$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:

27% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all tested domains in Mathematics in Mathematics by 06/29/2018 as measured by 2017-2018 District/State assessment.

## School Improvement Plan

Hope of Detroit Academy - Middle/High

### 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: Mathematics

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: Tier 1

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 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	Tier 1	Implement	09/04/2017	06/29/2018	\$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
Naiku, or program similar, is an online assessment platform that will be used to monitor and tract 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	Tier 1	Implement	09/04/2017	06/29/2018	\$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

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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	Tier 1	Implement	09/04/2017	06/29/2018	\$1200	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
<b>Activity - Parental Involvement</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
<b>Activity - Data Driven Decision Making Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	Tier 1		09/04/2017	06/29/2018	\$4000	Title II Part A	All instructional staff, instructional support staff, administration, and instructional coach.
<b>Activity - Interactive Technology</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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	Tier 1	Implement	09/04/2017	06/29/2018	\$16000	Title I Part A, Section 31a	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
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. Based on our Program Evaluation, the after-school program will have the following modifications: -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	Tier 1	Implement	09/04/2017	06/29/2018	\$18000	Section 31a, Title III	Instructional Staff, Support Staff and Instructional Coach

Activity - Instructional Coach and Data Coach	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. 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.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$20000	Title II Part A	School Leader, Instructional Coach, Data Coach

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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.	Implementation	Tier 1	Implement	09/04/2017	06/29/2018	\$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: Mathematics

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: Tier 1

Activity - Real World Mathematical Applications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff in grades 5-11 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. The appropriate staff will attend training(s) to support the integration of STEM projects in the core subject areas.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Increase Academic Vocabulary in Mathematics	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 academic vocabulary in Mathematics.	Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	Instructional Staff, Support Staff and Instructional Coach

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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 Mathematics will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	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
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	Tier 1	Implement	09/04/2017	06/29/2018	\$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 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Title II Part A	Instructional staff, support staff, and 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
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## School Improvement Plan

Hope of Detroit Academy - Middle/High

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	Implement	09/04/2017	06/29/2018	\$1500	Title I Part A	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
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### Measurable Objective 2:

27% of Students with Disabilities students will demonstrate a proficiency mathematics skills in Mathematics by 06/29/2018 as measured by 2017-2018 District/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.	Communication, Implementation, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$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, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all tested domains in Social Studies by 06/29/2018 as measured by 2017-2018 District/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.

## School Improvement Plan

Hope of Detroit Academy - Middle/High

Category: Social Studies

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: Tier 1

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	Tier 1	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional 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 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	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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 SIOP model and using technology to enhance instruction. This professional learning will include professional development trainings and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$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, Plato, and Brain Pop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.	Technology	Tier 1	Implement	09/04/2017	06/29/2018	\$6000	Title I Part A	Instructional Staff, Support Staff and Instructional Coach
Activity - Instructional Coach and Data Coach	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	09/04/2017	06/29/2018	\$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: Social Studies

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: Tier 1

## School Improvement Plan

Hope of Detroit Academy - Middle/High

Activity - Increase Academic Vocabulary in Social Studies	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 academic vocabulary in Social Studies. Additional materials will be purchased to support activity.	Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$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), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	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

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	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 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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 Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all tested domains in Science by 06/29/2018 as measured by 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. This professional learning will include professional development trainings and professional learning community discussions.

Category: Science

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: Tier 1

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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## School Improvement Plan

Hope of Detroit Academy - Middle/High

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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	All instructional staff, instructional support staff, administration, and instructional coach.
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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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional 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 Science. 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	Implement	09/04/2017	06/29/2018	\$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
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## School Improvement Plan

Hope of Detroit Academy - Middle/High

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, Michigan Science Standards and STEM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	Title II Part A	All instructional staff, instructional support staff, administration, and instructional coach.
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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, Plato, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$16000	Section 31a, Title I Part A	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
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 M-STEP 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)	Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$10000	Title III, Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - Instructional Coach and Data Coach	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	09/04/2017	06/29/2018	\$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

## School Improvement Plan

Hope of Detroit Academy - Middle/High

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: Science

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: Tier 1

Activity - Increase Content Vocabulary in Science	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 Science. Additional materials will be purchased to support activity.	Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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 5-11 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 5-11 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.	Professional Learning, Direct Instruction, Implementation	Tier 1	Implement	09/04/2017	06/29/2018	\$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
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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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	Title II Part A	Instructional Staff, Support Staff, Instructional Coach and Administration
<b>Activity - Sheltered Instruction Observation Protocol Training</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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): Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach
<b>Activity - Monitoring Effectiveness of the SIOP Model</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
<b>Activity - Writing Across the Curriculum</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	All instructional staff, instructional support staff, administration, and instructional coach.
Monitoring 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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
Increase Academic Vocabulary in 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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	Instructional Staff, Support Staff 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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration

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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	Tier 1	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	All instructional staff, instructional support staff, administration, 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.	Communication, Implementation, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$0	Instructional staff, special education staff, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	All instructional staff, instructional support staff, administration, and instructional coach.

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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.	Communication, Implementation, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$0	Instructional staff, special education staff, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	All instructional staff in grades 5-11, administration, and instructional coach.
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	Tier 1	Implement	09/04/2017	06/29/2018	\$0	Instructional Staff, Support Staff and Instructional Coach

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Extended Learning Opportunities	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. Based on our Program Evaluation, the after-school program will have the following modifications: -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	Tier 1	Implement	09/04/2017	06/29/2018	\$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 M-STEP 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)	Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Parental Involvement	Increase parental involvement regarding students' academic achievement in Science. 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	Implement	09/04/2017	06/29/2018	\$4000	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	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Extended Learning Opportunities	The school will provide 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 in NWEA data and WIDA data. Based on our Program Evaluation, the after-school program will have the following modifications: -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	Tier 2	Implement	09/04/2017	06/29/2018	\$3000	Instructional Staff, Support Staff 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	Tier 1	Getting Ready	09/04/2017	06/29/2018	\$4000	All instructional staff, administration, and instructional coach.
ESL Tutoring	ESL tutoring will be provided after school for students in grades 5-11 that scored Level 1, 2, or 3 on the WIDA ACCESS.	Extra Curricular	Tier 2	Implement	09/04/2017	06/29/2018	\$40000	Instructional Staff and Instructional Support Staff

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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	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
Parental 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	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	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	Tier 1	Implement	09/04/2017	06/29/2018	\$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	Tier 1	Implement	09/04/2017	06/29/2018	\$1200	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 the NWEA Assessment, M-STEP, WIDA, DRA and other various classroom formative assessments. PBIS data will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/04/2017	06/29/2018	\$5000	Instruction Staff, Support Staff, Instructional Coach, and Administration
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	Tier 1	Implement	09/04/2017	06/29/2018	\$20000	ESL Community Liaison
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	Implement	09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, community liaison, administration, and instructional coach.

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Interactive Technology	Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 11th 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.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$10000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	The school will provide 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 in NWEA data and WIDA data. Based on our Program Evaluation, the after-school program will have the following modifications: -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	Tier 2	Implement	09/04/2017	06/29/2018	\$15000	Instructional Staff, Support Staff and Instructional Coach
Project Lead the Way and STEM	Instructional staff in grades 5-11 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 5-11 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.	Professional Learning, Direct Instruction, Implementation	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional Staff, Support Staff and Instructional Coach

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Interactive Technology	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	Tier 1	Implement	09/04/2017	06/29/2018	\$10000	Instructional Staff, Support Staff and Instructional Coach
Interactive Technology	Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, Plato, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$10000	Instructional Staff, Support Staff and Instructional Coach
Extended Learning Opportunities	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. Based on our Program Evaluation, the after-school program will have the following modifications: -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	Tier 1	Implement	09/04/2017	06/29/2018	\$15000	Instructional Staff, Support Staff and Instructional Coach

### Title II Part A

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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. 5th - 11th 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 training and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, administration, instructional coach, and data 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	Tier 1	Implement	08/14/2017	06/29/2018	\$2000	Instructional Staff, Support Staff and Instructional Coach
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), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	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).	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$8000	Instructional Staff, Support Staff, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, administration, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	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	Tier 1		09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
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.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional staff, support staff, instructional coaches
Classroom Management	Provide professional development on classroom management to all instructional staff in order to increase student engagement and learning.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	All Instructional 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.	Academic Support Program	Tier 1	Monitor	09/04/2017	06/29/2018	\$5000	Instruction 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 Common Core Standards and SIOP	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	Instructional Staff, Support Staff and Instructional Coach
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): Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	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 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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 SIOP model, Michigan Science Standards and STEM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.

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Instructional Coach and Data Coach	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. 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.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$20000	School Leader, Instructional Coach, Data 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 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional staff, support staff, and instructional coaches
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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	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 SIOP model to improve student writing skills in grades 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$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 SIOP model to improve student writing skills in grades 5-11.	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	All Instructional Staff

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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), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional Staff, Support Staff and Instructional Coach
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	Tier 1	Implement	09/04/2017	06/29/2018	\$7000	Instructional Coach, School Leader

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional Staff, Support Staff and Instructional Coach
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	03/01/2018	06/29/2018	\$0	School leader, instructional coach, instructional staff, school improvement team
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	09/04/2017	06/29/2018	\$5000	Instructional staff, support staff, and instructional coaches

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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	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional Staff, Support Staff and Instructional Coach
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### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Implement	09/04/2017	06/29/2018	\$4000	All instructional staff, instructional support staff, community liaison, administration, and instructional coach.
Instructional Coach and Data Coach	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	09/04/2017	06/29/2018	\$20000	School Leader, Instructional Coach, Data 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	Tier 1	Getting Ready	09/04/2017	06/29/2018	\$8000	All instructional 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	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Instructional Coach and Data Coach	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	09/04/2017	06/29/2018	\$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 M-STEP 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)	Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Interactive Technology	Provide interactive technology and software to assist identified students. Study Island, Plato, and Brain Pop will be used for each grade level for interventions and remediation of student needs identified through Pearson Inform.	Technology	Tier 1	Implement	09/04/2017	06/29/2018	\$6000	Instructional Staff, Support Staff and Instructional Coach
Real World Mathematical Applications	Instructional staff in grades 5-11 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. The appropriate staff will attend training(s) to support the integration of STEM projects in the core subject areas.	Professional Learning	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration

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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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	All instructional staff, instructional support staff, administration, 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	Implement	09/04/2017	06/29/2018	\$1500	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
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	Tier 1	Implement	09/04/2017	06/29/2018	\$2000	All instructional staff, instructional support staff, administration, and instructional coach.
Instructional coach and Data coach	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	09/04/2017	06/29/2018	\$20000	School leader, instructional coach, and data coach
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.	Evaluation	Tier 1	Implement	09/04/2017	06/29/2018	\$5000	School Leader, Instructional Staff, Instructional Coach

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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	Implement	09/04/2017	06/29/2018	\$1500	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).	Professional Learning, Direct Instruction	Tier 1	Implement	09/04/2017	06/29/2018	\$15000	Instructional Staff, Support Staff, and Instructional Coach.
Interactive Technology	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	Tier 1	Implement	09/04/2017	06/29/2018	\$6000	Instructional Staff, Support Staff and Instructional Coach
Interactive Technology	Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, Plato, 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	Tier 1	Implement	09/04/2017	06/29/2018	\$6000	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	Tier 1	Implement	09/04/2017	06/29/2018	\$2500	Instructional Staff, Support Staff and Instructional Coach
Interactive Technology	Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 11th 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.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2017	06/29/2018	\$6000	Instructional Staff, Support Staff and Instructional Coach