

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High
Hope of Detroit Academy

Mr. Ali Abdel
4444 35th Street
Detroit, MI 48210

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All student at Hope of Detroit will become proficient in English Language Arts.	Objectives: 3 Strategies: 5 Activities: 32	Academic	\$254000
2	All students at Hope of Detroit Academy will become proficient in Mathematics.	Objectives: 2 Strategies: 4 Activities: 22	Academic	\$94200
3	All students at Hope of Detroit Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 16	Academic	\$58500
4	All students at Hope of Detroit Academy will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$79500
5	All student at Hope of Detroit will become proficient in English Language Arts.	Objectives: 3 Strategies: 5 Activities: 32	Academic	\$254000
6	All students at Hope of Detroit Academy will become proficient in Mathematics.	Objectives: 2 Strategies: 4 Activities: 22	Academic	\$94200
7	All students at Hope of Detroit Academy will become proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 16	Academic	\$58500
8	All students at Hope of Detroit Academy will become proficient in Science.	Objectives: 1 Strategies: 2 Activities: 18	Academic	\$79500

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

Measurable Objective 1:

53% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in all tested domains in English Language Arts in English Language Arts by 06/19/2020 as measured by 2019-2020 District/State assessment.

Strategy 1:

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

Category: 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 - Multi-Tier System of Supports (MTSS)	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 provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$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
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FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Implementa tion	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	All instructiona l staff in grades 5- 12, administrati on, and instructiona l coach.
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. Additional reading materials will be purchased to accommodate students' needs in Reading.	Professiona l Learning	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$12000	Title I Part A, Title III	All instructiona l staff, administrati on, and instructiona l coach.
Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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 Involvemen t	Tier 1	Implement	09/02/2019	06/19/2020	\$8000	Title I Part A, Title III	All instructiona l staff, instructiona l support staff, community liaison, administrati on, and instructiona l coach.
Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e

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Reading instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. 5th - 12th 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	09/02/2019	06/19/2020	\$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, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 2	Implement	09/02/2019	06/19/2020	\$18000	Title III, Section 31a	Instructional Staff, Support Staff and Instructional Coach

Activity - Interactive Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/21/2019	\$16000	Section 31a, Title I Part A	Instructional Staff, Support Staff and Instructional Coach

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Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title I Part A	School leader, Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$5000	Title I Part A	School Leader, Instructional Staff, Instructional Coach

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Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2		09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Materials, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach

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Activity - Security Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to focus on learning in each classroom, we will enhance our security and safety procedures in the building. There will be a full time security officer in the building during school hours. The security officer will monitor all visitors and will be visible throughout the school at all times. The school will also purchase interior and exterior cameras. In addition, there will be access control systems which manage entrances with key card access. Along with the new security measures in place, the school will continue to look at response training in the building.	Policy and Process, Behavioral Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, security
Activity - Safe and Healthy Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with community-based organizations, the school will create a safe and drug-free school and will promote healthy childhood development. The academy will create programs that are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Some of those programs include workshops for parents and students, increased education and awareness of healthy living, and the purchase of fitness equipment that promotes various ways of staying in shape.	Materials, Academic Support Program	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School leader, teaching staff
Activity - ELA Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA workbooks and additional materials such as leveled readers will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Title I Part A	School leader, instructional coach, teaching staff

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.

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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 Reading Plus or other similar program. Staff will receive professional development in Reading Plus.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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
Progress monitoring of the SIOP model in Reading will take place in the following forms lesson plan feedback, weekly walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
Activity - Increase Academic Vocabulary in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students' understanding of the content vocabulary in Reading.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional Staff, Support Staff and Instructional Coach
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	All Instructional Staff
Activity - Step Up to Writing - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hope of Detroit Academy will continue to provide resources and training to align Units of Study Writing Workshop, Step Up to Writing and Writing Coach with Common Core state standards and best practices from the SIOP model. Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, instructional coaches
Activity - Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development on classroom management to all instructional staff in order to increase student engagement and learning.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	All Instructional Staff
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 ELA 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		09/02/2019	06/19/2020	\$2500	Title I Part A	Instructional Staff, Support Staff and Instructional Coach

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

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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	09/02/2019	06/19/2020	\$1500	Title I Part A	School Leader, Dropout Prevention Coordinator, and Homeless Liaison

Measurable Objective 2:

35% of English Learners students will demonstrate a proficiency in language skills in Reading by 06/21/2019 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	09/02/2019	06/19/2020	\$50000	Title III	ESL Teachers and ESL Paraprofessionals

Activity - ESL Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL tutoring will be provided after school for students in grades 5-12 that scored Level 1, 2, or 3 on the WIDA ACCESS.	Extra Curricular	Tier 2	Implement	09/02/2019	06/19/2020	\$40000	Title III	Instructional Staff and Instructional Support Staff

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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	09/02/2019	06/19/2020	\$20000	Title III	ESL Community Liaison
Activity - Rosetta Stone	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosetta Stone will be used to support the English language for students that are new to the country or that are very limited with the English instruction.	Academic Support Program, Supplemental Materials	Tier 3	Implement	09/02/2019	06/19/2020	\$0	Title III	School leader, instructional coach, literacy coach, teaching staff

Measurable Objective 3:

33% of Students with Disabilities students will demonstrate a proficiency in ELA skills in English Language Arts by 06/21/2019 as measured by 2018-2019 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.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$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:

41% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all tested domains in Mathematics in Mathematics by 06/19/2020 as measured by 2019-2020 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. 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 - Multi-Tier System of Supports (MTSS)	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 provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$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 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	09/02/2019	06/19/2020	\$1200	Title III	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 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	09/02/2019	06/19/2020	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development on data driven decision making for Mathematics. Trainings consist of formative assessments, differentiated instruction and data teams. The following professional development will be offered to the appropriate teachers and staff: Data Driven Decision Making, Creating Common Assessments, Analyzing Assessments, Using Assessments to Drive Instruction, and Differentiated Instruction	Professional Learning	Tier 1		09/02/2019	06/19/2020	\$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

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Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$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, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$18000	Title III, Section 31a	Instructional Staff, Support Staff and Instructional Coach

Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title II Part A	School Leader, Instructional Coach, Literacy Coach, and Math Coach

Activity - Online Assessment and Practice of Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$5000	General Fund	Instructional staff, support staff, and instructional coaches
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Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach
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Activity - Math Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics workbooks and additional materials will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Title I Part A	School leader, instructional coach, teaching staff

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 5-12 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 STEAM projects in the core subject areas.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

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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	09/02/2019	06/19/2020	\$0	No Funding Required	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 Mathematics will take place in the following forms: lesson plan feedback, weekly walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$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): Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, and instructional coaches
Activity - Application of Content to Real World Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Hope of Detroit Academy - Middle/High

Instructional staff will coordinate field trips and project-based experiences that will enhance the Mathematics curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	Title I Part A	Instructional Staff, Support Staff and Instructional Coach
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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	09/02/2019	06/19/2020	\$1500	Title I Part A	School Leader, Dropout Prevention Coordinator, and Homeless Liaison

Measurable Objective 2:

26% of Students with Disabilities students will demonstrate a proficiency mathematics skills in Mathematics by 06/21/2019 as measured by 2018-2019 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
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional staff, special education staff, and administration
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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 06/19/2020 as measured by 2019-2020 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.

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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$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
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$2000	Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.
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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	09/02/2019	06/19/2020	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development on data driven decision making for Social Studies. This includes training on: the data team process; data driven decision making; differentiated instruction; using assessments to drive instruction; effective progress monitoring; best practices; using formative assessments; developing and using common assessments; effective progress monitoring; the 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	09/02/2019	06/19/2020	\$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

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Hope of Detroit Academy - Middle/High

Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	Title I Part A	Instructional Staff, Support Staff and Instructional Coach
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Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title I Part A	School Leader, Instructional Coach, Literacy Coach, and Math Coach

Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

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Hope of Detroit Academy - Middle/High

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach

Strategy 2:

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

Category: 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

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	09/02/2019	06/19/2020	\$5000	General Fund	Instructional Staff, Support Staff and Instructional Coach

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Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

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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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$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 06/19/2020 as measured by 2019-2020 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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	No Funding Required	All instructional staff, instructional support staff, administration, and instructional coach.

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Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development on data driven decision making for Science. This includes training on: the data team process, data driven decision making, differentiated instruction, using assessments to drive instruction, effective progress monitoring, best practices, using formative assessments, developing and using common assessments, effective progress monitoring, the SIOP model, Michigan Science Standards and STEAM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$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

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Hope of Detroit Academy - Middle/High

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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$16000	Title I Part A, Section 31a	Instructional Staff, Support Staff and Instructional Coach
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Activity - Response to Intervention with Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through 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	09/02/2019	06/19/2020	\$10000	Title I Part A, Title III	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title I Part A	School leader, Instructional Coach, Literacy Coach, and Math Coach

Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

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Hope of Detroit Academy - Middle/High

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach

Strategy 2:

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

Category: 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

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$7000	Title II Part A, General Fund	Instructional Staff, Support Staff and Instructional Coach

Activity - STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff in grades 5-12 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 Science Technology Engineering Art and Mathematics (STEAM). STEAM projects will be integrated within the curriculum across all grades. The appropriate staff will attend training(s) to support the integration of STEAM projects in the core subject areas. Additionally, science teachers in grades 5-12 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, Implementation, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Section 31a	Instructional Staff, Support Staff and Instructional Coach

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	Title II Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/02/2019	06/19/2020	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

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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 Science will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, and instructional coaches
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 Science curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	Title I Part A	Instructional Staff, Support Staff and Instructional Coach

Goal 5: All student at Hope of Detroit will become proficient in English Language Arts.

Measurable Objective 1:

53% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in all tested domains in English Language Arts in English Language Arts by 06/19/2020 as measured by 2019-2020 District/State assessment.

Strategy 1:

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

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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 - Multi-Tier System of Supports (MTSS)	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 provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	No Funding Required	All instructional staff in grades 5-12, administration, and instructional coach.
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$12000	Title I Part A, Title III	All instructional staff, administration, and instructional coach.
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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase parental involvement regarding students' academic achievement in Reading. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home.	Parent Involvement	Tier 1	Implement	09/02/2019	06/19/2020	\$8000	Title III, Title I Part A	All instructional staff, instructional support staff, community liaison, 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
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 - 12th 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	09/02/2019	06/19/2020	\$4000	Title II Part A	All instructional staff, instructional support staff, administration, instructional coach, and data coach.

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Hope of Detroit Academy - Middle/High

The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 2	Implement	09/02/2019	06/19/2020	\$18000	Section 31a, Title III	Instructional Staff, Support Staff 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. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/21/2019	\$16000	Section 31a, Title I Part A	Instructional Staff, Support Staff and Instructional Coach

Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title I Part A	School leader, Instructional Coach, Literacy Coach, and Math Coach

Activity - Annual Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$5000	Title I Part A	School Leader, Instructional Staff, Instructional Coach
Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

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Hope of Detroit Academy - Middle/High

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2		09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach
Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach
Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Materials, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach
Activity - Security Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to focus on learning in each classroom, we will enhance our security and safety procedures in the building. There will be a full time security officer in the building during school hours. The security officer will monitor all visitors and will be visible throughout the school at all times. The school will also purchase interior and exterior cameras. In addition, there will be access control systems which manage entrances with key card access. Along with the new security measures in place, the school will continue to look at response training in the building.	Policy and Process, Behavioral Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, security

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Hope of Detroit Academy - Middle/High

Activity - Safe and Healthy Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with community-based organizations, the school will create a safe and drug-free school and will promote healthy childhood development. The academy will create programs that are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Some of those programs include workshops for parents and students, increased education and awareness of healthy living, and the purchase of fitness equipment that promotes various ways of staying in shape.	Materials, Academic Support Program	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School leader, teaching staff

Activity - ELA Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA workbooks and additional materials such as leveled readers will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Title I Part A	School leader, instructional coach, teaching staff

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 Reading Plus or other similar program. Staff will receive professional development in Reading Plus.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$23000	Title II Part A, Title I Part A	Instructional Staff, Support Staff, and Instructional Coach.

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Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and support staff will attend training on the SIOP model to implement Reading research based strategies effectively.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$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
Progress monitoring of the SIOP model in Reading will take place in the following forms lesson plan feedback, weekly walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
Activity - Increase Academic Vocabulary in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize best practices related to common academic vocabulary and language acquisition strategies from the SIOP model to increase students' understanding of the content vocabulary in Reading.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional Staff, Support Staff and Instructional Coach
Activity - Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	All Instructional Staff
Activity - Step Up to Writing - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, instructional coaches
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Activity - Classroom Management	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development on classroom management to all instructional staff in order to increase student engagement and learning.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	All Instructional Staff

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 ELA 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		09/02/2019	06/19/2020	\$2500	Title I Part A	Instructional Staff, Support Staff and Instructional Coach

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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2019-20 Middle/High 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	09/02/2019	06/19/2020	\$1500	Title I Part A	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
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Measurable Objective 2:

35% of English Learners students will demonstrate a proficiency in language skills in Reading by 06/21/2019 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	09/02/2019	06/19/2020	\$50000	Title III	ESL Teachers and ESL Paraprofessionals

Activity - ESL Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL tutoring will be provided after school for students in grades 5-12 that scored Level 1, 2, or 3 on the WIDA ACCESS.	Extra Curricular	Tier 2	Implement	09/02/2019	06/19/2020	\$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

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Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$20000	Title III	ESL Community Liaison
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Activity - Rosetta Stone	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosetta Stone will be used to support the English language for students that are new to the country or that are very limited with the English instruction.	Academic Support Program, Supplemental Materials	Tier 3	Implement	09/02/2019	06/19/2020	\$0	Title III	School leader, instructional coach, literacy coach, teaching staff

Measurable Objective 3:

33% of Students with Disabilities students will demonstrate a proficiency in ELA skills in English Language Arts by 06/21/2019 as measured by 2018-2019 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.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional staff, special education staff, and administration

Goal 6: All students at Hope of Detroit Academy will become proficient in Mathematics.

Measurable Objective 1:

41% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in all tested domains in Mathematics in Mathematics by 06/19/2020 as measured by 2019-2020 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. 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 - Multi-Tier System of Supports (MTSS)	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 provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$10000	Title I Part A, Title III	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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$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

2019-20 Middle/High 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	09/02/2019	06/19/2020	\$1200	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
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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 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	09/02/2019	06/19/2020	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development on data driven decision making for Mathematics. Trainings consist of formative assessments, differentiated instruction and data teams. The following professional development will be offered to the appropriate teachers and staff: Data Driven Decision Making, Creating Common Assessments, Analyzing Assessments, Using Assessments to Drive Instruction, and Differentiated Instruction	Professional Learning	Tier 1		09/02/2019	06/19/2020	\$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
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$16000	Title I Part A, Section 31a	Instructional Staff, Support Staff and Instructional Coach
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$18000	Title III, Section 31a	Instructional Staff, Support Staff and Instructional Coach
Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title II Part A	School Leader, Instructional Coach, Literacy Coach, and Math Coach
Activity - Online Assessment and Practice of Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$5000	General Fund	Instructional staff, support staff, and instructional coaches
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Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Hope of Detroit Academy - Middle/High

Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach
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Activity - Math Workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics workbooks and additional materials will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Title I Part A	School leader, instructional coach, teaching staff

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 5-12 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 STEAM projects in the core subject areas.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title I Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

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Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$0	No Funding Required	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 Mathematics will take place in the following forms: lesson plan feedback, weekly walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$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): Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, and instructional coaches
Activity - Application of Content to Real World Experiences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Instructional staff will coordinate field trips and project-based experiences that will enhance the Mathematics curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	Title I Part A	Instructional Staff, Support Staff and Instructional Coach
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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	09/02/2019	06/19/2020	\$1500	Title I Part A	School Leader, Dropout Prevention Coordinator, and Homeless Liaison

Measurable Objective 2:

26% of Students with Disabilities students will demonstrate a proficiency mathematics skills in Mathematics by 06/21/2019 as measured by 2018-2019 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
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional staff, special education staff, and administration
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Goal 7: 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 06/19/2020 as measured by 2019-2020 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.

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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$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
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development on data driven decision making for Social Studies. This includes training on: the data team process; data driven decision making; differentiated instruction; using assessments to drive instruction; effective progress monitoring; best practices; using formative assessments; developing and using common assessments; effective progress monitoring; the 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	09/02/2019	06/19/2020	\$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

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Hope of Detroit Academy - Middle/High

Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	Title I Part A	Instructional Staff, Support Staff and Instructional Coach
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Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title I Part A	School Leader, Instructional Coach, Literacy Coach, and Math Coach

Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

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Hope of Detroit Academy - Middle/High

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach

Strategy 2:

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

Category: 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

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	09/02/2019	06/19/2020	\$5000	General Fund	Instructional Staff, Support Staff and Instructional Coach

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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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

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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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, and instructional coaches

Goal 8: 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 06/19/2020 as measured by 2019-2020 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
FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$4000	Title III	All instructional staff, instructional support staff, administration, and instructional coach.
Activity - Data Driven Decision Making Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive professional development on data driven decision making for Science. This includes training on: the data team process, data driven decision making, differentiated instruction, using assessments to drive instruction, effective progress monitoring, best practices, using formative assessments, developing and using common assessments, effective progress monitoring, the SIOP model, Michigan Science Standards and STEAM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$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

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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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$16000	Section 31a, Title I Part A	Instructional Staff, Support Staff and Instructional Coach
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Activity - Response to Intervention with Positive Behavior Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through 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	09/02/2019	06/19/2020	\$10000	Title III, Title I Part A	All instructional staff, instructional support staff, administration, and instructional coach.

Activity - Instructional Coach, Literacy Coach, and Math Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	Title I Part A	School leader, Instructional Coach, Literacy Coach, and Math Coach

Activity - Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

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Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - AP/Honors Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Other	School Leader, Instructional Staff, Instructional Coach

Activity - Career and Technical Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	Section 31a	School Leader, Instructional Coach

Strategy 2:

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

Category: 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

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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	09/02/2019	06/19/2020	\$7000	Title II Part A, General Fund	Instructional Staff, Support Staff and Instructional Coach

Activity - STEAM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff in grades 5-12 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 Science Technology Engineering Art and Mathematics (STEAM). STEAM projects will be integrated within the curriculum across all grades. The appropriate staff will attend training(s) to support the integration of STEAM projects in the core subject areas. Additionally, science teachers in grades 5-12 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, Implementation, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Section 31a	Instructional Staff, Support Staff and Instructional Coach

Activity - Building Background Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive training on the implementation of the SIOP model in order for students to build their background knowledge of Science concepts.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	Title II Part A	Instructional Staff, Support Staff, Instructional Coach and Administration

Activity - Sheltered Instruction Observation Protocol Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/02/2019	06/19/2020	\$2000	Title II Part A	Instructional Staff, Support Staff and Instructional Coach

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Activity - Monitoring Effectiveness of the SIOP Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the SIOP Model in Science will take place in the following forms: lesson plan feedback, weekly walk-throughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	No Funding Required	Instructional Staff, Support Staff, Instructional Coach and Administration
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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Title II Part A	Instructional staff, support staff, and instructional coaches
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 Science curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	Title I Part A	Instructional Staff, Support Staff and Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School Leader, Instructional Coach, Literacy Coach, and Math Coach
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School leader, Instructional Coach, Literacy Coach, and Math Coach
Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.

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Interactive Technology	Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/21/2019	\$6000	Instructional Staff, Support Staff and Instructional Coach
Monitoring	The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Recruitment and Retention, Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$1500	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
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	09/02/2019	06/19/2020	\$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. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/21/2019	\$6000	Instructional Staff, Support Staff and 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	09/02/2019	06/19/2020	\$1500	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
ELA Workbooks	ELA workbooks and additional materials such as leveled readers will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School leader, instructional coach, teaching staff
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	09/02/2019	06/19/2020	\$5000	School Leader, Instructional Staff, Instructional Coach
ELA Workbooks	ELA workbooks and additional materials such as leveled readers will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School leader, instructional coach, teaching staff
Application of Content to Real World Experiences	Instructional staff will coordinate field trips and project-based experiences that will enhance the Science curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	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	09/02/2019	06/19/2020	\$8000	All instructional staff, administration, and instructional coach.

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Math Workbooks	Mathematics workbooks and additional materials will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School leader, instructional coach, teaching staff
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School leader, Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$8000	All instructional staff, administration, and instructional coach.
Real World Mathematical Applications	Instructional staff in grades 5-12 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 STEAM projects in the core subject areas.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration

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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. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	Instructional Staff, Support Staff and Instructional Coach
Application of Content to Real World Experiences	Instructional staff will coordinate field trips and project-based experiences that will enhance the Science curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	Instructional Staff, Support Staff and Instructional Coach
Monitoring	The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Recruitment and Retention, Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$1500	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
Application of Content to Real World Experiences	Instructional staff will coordinate field trips and project-based experiences that will enhance the ELA 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		09/02/2019	06/19/2020	\$2500	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	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, 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 Mathematics curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	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.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	All instructional staff, instructional support staff, administration, and instructional coach.
Parental Involvement	Increase parental involvement regarding students' academic achievement in Reading. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home.	Parent Involvement	Tier 1	Implement	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, community liaison, administration, and instructional coach.
Application of Content to Real World Experiences	Instructional staff will coordinate field trips and project-based experiences that will enhance the ELA 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		09/02/2019	06/19/2020	\$2500	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.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	All instructional staff, instructional support staff, administration, and instructional coach.

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Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	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.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$1500	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School leader, Instructional Coach, Literacy Coach, and Math Coach

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Math Workbooks	Mathematics workbooks and additional materials will be used to support Tier 2 students.	Academic Support Program, Supplemental Materials	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School leader, instructional coach, teaching staff
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	09/02/2019	06/19/2020	\$2500	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	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Real World Mathematical Applications	Instructional staff in grades 5-12 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 STEAM projects in the core subject areas.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff, Instructional Coach and Administration
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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, community liaison, administration, and instructional coach.

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Interactive Technology	Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	Instructional Staff, Support Staff and Instructional 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	09/02/2019	06/19/2020	\$5000	School Leader, Instructional Staff, Instructional Coach
Application of Content to Real World Experiences	Instructional staff will coordinate field trips and project-based experiences that will enhance the Mathematics curriculum. Field trips will include, but not limited to, Henry Ford Museum, Henry Ford Village, and STEAM related field trips.	Field Trip	Tier 1		09/02/2019	06/19/2020	\$2500	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 Reading Plus or other similar program. Staff will receive professional development in Reading Plus.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$15000	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. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	Instructional Staff, Support Staff and Instructional Coach

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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. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	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. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$6000	Instructional Staff, Support Staff and Instructional Coach
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School leader, Instructional Coach, Literacy Coach, and Math Coach

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$2000	All instructional staff, instructional support staff, administration, and instructional coach.
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School Leader, Instructional Coach, Literacy Coach, and Math Coach
Reading Strategies	All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through Reading Plus or other similar program. Staff will receive professional development in Reading Plus.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$15000	Instructional Staff, Support Staff, and Instructional Coach.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
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	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional Coach

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional 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.	Implementation	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$0	School leader, instructional coach, instructional staff, school improvement team
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	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$0	School leader, instructional coach, instructional staff, school improvement team

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff, instructional support staff, administration, and instructional coach.
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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff and Instructional Coach
Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff in grades 5-12, administration, and instructional coach.
Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff, instructional support staff, 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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff and Instructional Coach

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Hope of Detroit Academy - Middle/High

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 walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff and Instructional Coach
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 walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
Collaboration	Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional staff, special education staff, and administration

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
Collaboration	Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional staff, special education staff, and administration
Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$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.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional staff, special education staff, and administration

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

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 walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
Monitoring Effectiveness of the SIOP Model	Progress monitoring of the SIOP model in Reading will take place in the following forms lesson plan feedback, weekly walkthroughs and monthly coaching meetings.	Monitor	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff, Instructional Coach and Administration
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	09/02/2019	06/19/2020	\$0	Instructional Staff, Support Staff and Instructional Coach

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Collaboration	Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Planning time will be built into the schedule to allow for this collaboration time.	Implementation, Academic Support Program, Communication	Tier 1	Implement	09/02/2019	06/19/2020	\$0	Instructional staff, special education staff, and administration
Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff, instructional support staff, administration, and instructional coach.
Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff, instructional support staff, administration, and instructional coach.
Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff, instructional support staff, administration, and instructional coach.

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Alignment of curriculum, instruction, and assessment	FocalPointK12 site licenses, online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction 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	09/02/2019	06/19/2020	\$0	All instructional staff in grades 5-12, administration, and instructional coach.
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Safe and Healthy Initiative	In collaboration with community-based organizations, the school will create a safe and drug-free school and will promote healthy childhood development. The academy will create programs that are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Some of those programs include workshops for parents and students, increased education and awareness of healthy living, and the purchase of fitness equipment that promotes various ways of staying in shape.	Materials, Academic Support Program	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School leader, teaching staff

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2		09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach

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Hope of Detroit Academy - Middle/High

AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2		09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach

2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Safe and Healthy Initiative	In collaboration with community-based organizations, the school will create a safe and drug-free school and will promote healthy childhood development. The academy will create programs that are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. Some of those programs include workshops for parents and students, increased education and awareness of healthy living, and the purchase of fitness equipment that promotes various ways of staying in shape.	Materials, Academic Support Program	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School leader, teaching staff
Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Implementation, Direct Instruction, Materials, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach

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Hope of Detroit Academy - Middle/High

AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
AP/Honors Classes	Selected high school students will have the opportunity to participate in Advanced Placement and/or Honors classes. They will be selected based on their PSAT/SAT data, grade point average, and character references. This plan would include professional development and specialized training for teachers.	Professional Learning, Academic Support Program, Curriculum Development	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Credit Recovery	10th, 11th, and 12th grade students will have the opportunity to recover credits that were not previously received due to course failure. They will use PLATO or a similar platform before school, after school, and during summer school. Courses will be lead by a certified teacher.	Materials, Academic Support Program, Curriculum Development	Tier 2	Implement	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach
Dual Enrollment	Select 11th and 12th grade students will have the opportunity to participate in dual enrollment with local community colleges. They will be selected based on their PSAT/SAT data, grade point average, and character references. The school will provide textbooks and cover lab fees, in addition to tuition fees for each class. Students will also have the opportunity, beginning Summer 2018, to participate in the Woodbridge Promise Program through Ferris State University. They will be selected based upon the same criteria that will be used to select Dual Enrollment during the school year.	Materials, Implementation, Direct Instruction, Curriculum Development	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Staff, Instructional Coach

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-20 Middle/High School Improvement Plan

Hope of Detroit Academy - Middle/High

Interactive Technology	Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$10000	Instructional Staff, Support Staff and Instructional Coach
Security Enhancement	In order to focus on learning in each classroom, we will enhance our security and safety procedures in the building. There will be a full time security officer in the building during school hours. The security officer will monitor all visitors and will be visible throughout the school at all times. The school will also purchase interior and exterior cameras. In addition, there will be access control systems which manage entrances with key card access. Along with the new security measures in place, the school will continue to look at response training in the building.	Policy and Process, Behavioral Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, security
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 2	Implement	09/02/2019	06/19/2020	\$15000	Instructional Staff, Support Staff and Instructional Coach

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Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$15000	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. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/21/2019	\$10000	Instructional Staff, Support Staff and Instructional Coach
Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach

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Hope of Detroit Academy - Middle/High

Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach
Security Enhancement	In order to focus on learning in each classroom, we will enhance our security and safety procedures in the building. There will be a full time security officer in the building during school hours. The security officer will monitor all visitors and will be visible throughout the school at all times. The school will also purchase interior and exterior cameras. In addition, there will be access control systems which manage entrances with key card access. Along with the new security measures in place, the school will continue to look at response training in the building.	Policy and Process, Behavioral Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$0	School Leader, security
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$15000	Instructional Staff, Support Staff and Instructional Coach
Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Materials, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach

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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. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$10000	Instructional Staff, Support Staff and Instructional Coach
Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$10000	Instructional Staff, Support Staff and Instructional Coach
Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach

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Interactive Technology	Provide interactive technology and software to assist identified students and ELL students with language acquisition. Study Island, 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Technology	Tier 1	Implement	09/02/2019	06/19/2020	\$10000	Instructional Staff, Support Staff and Instructional Coach
Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Implementation, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach
Interactive Technology	Provide interactive technology and software to assist identified students. Instructional staff will be trained in Study Island and Plato. These programs will be used for each grade level for interventions and remediation of student needs identified through NWEA. 5th grade through 12th grade teachers will provide multiple opportunities for students to engage in learning activities that include technology such as: document cameras, Promethean 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. In addition, various resources such as Google Virtual Goggles will also be purchased.	Professional Learning, Academic Support Program	Tier 1	Implement	09/04/2018	06/21/2019	\$10000	Instructional Staff, Support Staff and Instructional Coach

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STEAM	Instructional staff in grades 5-12 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 Science Technology Engineering Art and Mathematics (STEAM). STEAM projects will be integrated within the curriculum across all grades. The appropriate staff will attend training(s) to support the integration of STEAM projects in the core subject areas. Additionally, science teachers in grades 5-12 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, Implementation, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional Coach
Career and Technical Education	Students over age sixteen will have the opportunity to participate in a co-op career and technical education program with a local construction and IT school. They will be selected based on their career goals and aspirations, as well as their credit completion. The school will split per-student funding based on the agreed upon division of time between sites. In addition, all students will create a Educational Development Plan using Career Cruising.	Materials, Curriculum Development, Career Preparation /Orientation	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$0	School Leader, Instructional Coach
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 2	Implement	09/02/2019	06/19/2020	\$15000	Instructional Staff, Support Staff and Instructional Coach

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STEAM	Instructional staff in grades 5-12 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 Science Technology Engineering Art and Mathematics (STEAM). STEAM projects will be integrated within the curriculum across all grades. The appropriate staff will attend training(s) to support the integration of STEAM projects in the core subject areas. Additionally, science teachers in grades 5-12 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, Implementation, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional Coach
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	All Instructional Staff
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, Creating Common Assessments, Analyzing Assessments, Using Assessments to Drive Instruction, and Differentiated Instruction	Professional Learning	Tier 1		09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training on the SIOP model to implement Reading research based strategies effectively.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff and Instructional Coach

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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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
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	09/02/2019	06/19/2020	\$5000	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	09/02/2019	06/19/2020	\$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 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 STEAM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.

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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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
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	09/02/2019	06/19/2020	\$7000	Instructional Coach, School Leader
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP): Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$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, Creating Common Assessments, Analyzing Assessments, Using Assessments to Drive Instruction, and Differentiated Instruction	Professional Learning	Tier 1		09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
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	09/02/2019	06/19/2020	\$5000	All Instructional Staff
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	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff and Instructional Coach

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Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School Leader, Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional Coach
Data Driven Decision Making Professional Development	All staff will receive professional development on data driven decision making for 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, 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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	All Instructional Staff

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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 - 12th 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, instructional coach, and data coach.
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 STEAM. This professional learning will include data team discussions, professional development training and workshops, and professional learning community discussions.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
Building Background Knowledge	Instructional staff will receive professional development on the implementation of the SIOP model in order for students to build their background knowledge of Social Studies concepts. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional Coach

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Step Up to Writing - 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	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, instructional coaches
Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$5000	Instruction Staff, Support Staff, Instructional Coach, and Administration
Reading Strategies	All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through Reading Plus or other similar program. Staff will receive professional development in Reading Plus.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$8000	Instructional Staff, Support Staff, and Instructional Coach.
Writing Across the Curriculum	Instructional staff will be provided professional learning opportunities to increase writing across the curriculum in order to use research-based writing strategies that are aligned with the SIOP model to improve student writing skills in grades 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
Reading Strategies	All instructional staff and support staff will use research-based reading strategies to improve student reading comprehension through Reading Plus or other similar program. Staff will receive professional development in Reading Plus.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$8000	Instructional Staff, Support Staff, and Instructional Coach.

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Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$5000	Instruction 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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
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	09/02/2019	06/19/2020	\$7000	Instructional Coach, School Leader
Instructional Coach, Literacy Coach, and Math Coach	Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$20000	School Leader, Instructional Coach, Literacy Coach, and Math 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	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff and Instructional Coach

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Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training to implement research-based strategies effectively. The following professional development will be offered to the appropriate teachers and staff: Sheltered Instructional Observation Protocol (SIOP), Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review & Assessments.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff and Instructional Coach
Data Driven Decision Making Professional Development	All staff will receive professional development on data driven decision making for 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, 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 5-12.	Professional Learning, Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, and instructional coaches
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 Common Core Standards.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff and Instructional Coach
Sheltered Instruction Observation Protocol Training	All instructional staff and support staff will attend training on the SIOP model to implement Reading research based strategies effectively.	Professional Learning	Tier 1	Implement	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff and Instructional Coach
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	09/02/2019	06/19/2020	\$5000	All Instructional Staff

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Step Up to Writing - 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	09/02/2019	06/19/2020	\$5000	Instructional staff, support staff, 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	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff, Instructional Coach and Administration
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	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff and Instructional Coach
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	09/02/2019	06/19/2020	\$2000	Instructional Staff, Support Staff, Instructional Coach and Administration

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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 - 12th 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, instructional coach, and data coach.
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	09/02/2019	06/19/2020	\$50000	ESL Teachers and ESL Paraprofessionals
Rosetta Stone	Rosetta Stone will be used to support the English language for students that are new to the country or that are very limited with the English instruction.	Academic Support Program, Supplemental Materials	Tier 3	Implement	09/02/2019	06/19/2020	\$0	School leader, instructional coach, literacy coach, teaching 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
ESL Community Liaison	The Community Liaison will collect, promote, and provide resources from the community for parents and students to use in order to support their language acquisition.	Community Engagement	Tier 1	Implement	09/02/2019	06/19/2020	\$20000	ESL Community Liaison
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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.

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Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$3000	Instructional Staff, Support Staff and Instructional Coach
Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$5000	Instructional Staff, Support Staff, Instructional Coach, and Administration
Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$3000	Instructional Staff, Support Staff and Instructional Coach

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Hope of Detroit Academy - Middle/High

Extended Learning Opportunities	The school will provide extended learning opportunities for students through a series of after school, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 2	Implement	09/02/2019	06/19/2020	\$3000	Instructional Staff, Support Staff and Instructional Coach
Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Implement	09/02/2019	06/19/2020	\$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, Saturday, and summer school enrichment programs. The programs' decisions will be made based upon student needs as demonstrated by NWEA, WIDA, and PSAT/SAT data. All extended learning opportunities will: begin with individualized goals (based on NWEA), resources/program that will support said goals and be used across the program, include consistent professional development, ensure that students are evaluated consistently, and allow more opportunities for targeted instruction (i.e. Reading only or Math only).	Academic Support Program	Tier 2	Implement	09/02/2019	06/19/2020	\$3000	Instructional Staff, Support Staff 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 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	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
Differentiated Instruction	Differentiated instruction is finding alternative pathways to help all students succeed in the classroom. Differentiation means using the following four principles: 1. offer more student choice to promote buy-in, enthusiasm, and ownership. 2. incorporate a variety of learning modes to address differing student needs. 3. design tiered levels to better accommodate diverse student abilities. 4. form flexible, temporary groups based on various factors- not only ability, but including "readiness," interest, seating, student selection, and skill specialties. Additional reading materials will be purchased to accommodate students' needs in Reading.	Professional Learning	Tier 1	Getting Ready	09/02/2019	06/19/2020	\$4000	All instructional 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
ESL Tutoring	ESL tutoring will be provided after school for students in grades 5-12 that scored Level 1, 2, or 3 on the WIDA ACCESS.	Extra Curricular	Tier 2	Implement	09/02/2019	06/19/2020	\$40000	Instructional Staff and Instructional Support Staff
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	09/02/2019	06/19/2020	\$20000	ESL Community Liaison

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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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
Rosetta Stone	Rosetta Stone will be used to support the English language for students that are new to the country or that are very limited with the English instruction.	Academic Support Program, Supplemental Materials	Tier 3	Implement	09/02/2019	06/19/2020	\$0	School leader, instructional coach, literacy coach, teaching staff
ESL Tutoring	ESL tutoring will be provided after school for students in grades 5-12 that scored Level 1, 2, or 3 on the WIDA ACCESS.	Extra Curricular	Tier 2	Implement	09/02/2019	06/19/2020	\$40000	Instructional Staff and Instructional Support Staff
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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.

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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	09/02/2019	06/19/2020	\$1200	All instructional staff, instructional support staff, administration, and instructional coach.
Response to Intervention with Positive Behavior Support	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for sub-groups. The support staff includes Title III, 31A, and Title 1 paraprofessionals/teachers. RTI data will be collected through 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	09/02/2019	06/19/2020	\$5000	All instructional staff, instructional support staff, administration, and instructional coach.
ESL Interventions	Our ESL teacher and ESL paraprofessionals will provide ESL interventions during Reading Intervention time in addition to push-in and pull-out support based on the needs of the ESL students.	Direct Instruction	Tier 1	Implement	09/02/2019	06/19/2020	\$50000	ESL Teachers and ESL Paraprofessionals
Multi-Tier System of Supports (MTSS)	The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provide 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, M-STEP, PSAT/SAT, WIDA, DRA as well as additional classroom formative assessments. PBIS and behavioral data (including suspensions, detentions, and restorative justice practices) will be collected through PowerSchool.	Academic Support Program	Tier 1	Monitor	09/02/2019	06/19/2020	\$5000	Instruction Staff, Support Staff, Instructional Coach, and Administration

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Parental Involvement	Increase parental involvement regarding students' academic achievement in Reading. Within our data teams, teachers will have a greater focus on communicating student academic performance with parents. This will be monitored through goal specific progress reports for students receiving interventions. Hope of Detroit Academy will offer parent workshops and will incorporate a Parental Outreach Program that includes an ESL community liaison to help parents become aware of their child's progress along with Detroit Parent Network. In addition to the parent workshops, curriculum nights will be held to increase parental awareness on strategies that can be used at home.	Parent Involvement	Tier 1	Implement	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, community liaison, 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	09/02/2019	06/19/2020	\$4000	All instructional staff, instructional support staff, administration, and instructional coach.
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