Michigan SIG Cohort IV

APPLICATION COVER SHEET

Legal Name of LEA Applicant: **Hope Public School Academy** District Code: **82942**	Applicant's Mailing Address: **12121 Broadstreet Avenue** **Detroit, M1 48204**

LEA Contact for the School Improvement Grant

Name:
Dr. Ronald E. Williams

Position and Office:
Superintendent

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LEA School Superintendent/Director (Printed Name): **Dr. Ronald E. Williams**	Telephone: **(313) 934-0054 Ext: 260 or 203**
Signature of the LEA School Superintendent/Director: X Ronald E Williams	Date:**6/30/2015**
LEA School Board President (Printed Name): **Leatrice Eagleson**	Telephone: (313) 934-0054
Signature of the LEA Board President: X Leatrice Eagleson	Date: 7/3/2015
Union Representative (Printed Name): **N/A**	Telephone:
Signature of Union Representative: X_____	Date:

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application.

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment H,** and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

LEA APPLICATION

SCHOOLS TO BE SERVED

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Hope Academy	2600229	X		Transformation Model

Note: The **"Rule of Nine" has been eliminated.** In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect.**

Overview of Application Requirements

- Do Not Respond Here -

1. **Analysis of Need:** (Section B, Question 1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input:** (Section B, Question 1.b) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan:** (Section B, Question 3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources**: (Section A, Question 1) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection:** (Section B, Question 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile:** (Section B, Question 4) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model:** (Section A, Question 1) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation:** (Section A, Question 2) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement:** (Section B, Question 3.b) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms:** (Section B, Question 9) The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation:** (Section B, Question 3, Attachments E.1 – E.6) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by

a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics (Section B, Question 8)

b. Measuring progress on the leading indicators from attachment A, Baseline Data. (Section A, Question 3)

13. **Charter School and External Service Provider Accountability:** (Section A, Questions 4 and 5) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.

14. **Pre-Implementation Activities** (Section B, Question 3, Attachments E and F) An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

15. **Rural LEA Model Modification:** (Section B, Question 3.c) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.

16. **Evidence-Based, Whole-School Reform Model:** (Section B, Question 3, Attachment E.4) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will

    a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and

    b. Partner with a whole school reform model developer, as defined in the SIG requirements.

17. **Restart Model:** (Section B, Question 3, Attachment E.5) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.

18. **Implementation Timeline:** (Section B, Question 7, Attachment F) the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

Section A

District/Central Office Level Responses

1. **Actions to Support the Intervention Model:**
   - The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively
   - Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity
   - Describe how community resources will be aligned to facilitate implementation of the selected intervention
   - If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? **(maximum length 2 pages)**
2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**
3. **Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to attachment G, Annual Goals, as appropriate. **(maximum length 1 page)**
4. **Charter School Accountability:** If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. **(maximum length 1 page; please respond "N/A" if the applicant entity is not a charter school)**
5. **External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**
6. **District Level Budgets:**
   a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment C.2; a template has been provide for your reference)**
   b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets. **(Attachment C.3; a template has been provided for your reference)**

i. Annual district level costs should not exceed 5% of the overall LEA allocation.

ii. Building level costs or positions should not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs should not come from the district budget, nor may the district employ additional SIG coordinators at the district level.

iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.

    1. This may include restructuring duties and time of current district/central office staff.
    2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
    3. This may include contracting with a third party.

iv. District level duties may include, but are not limited to:

    1. Financial oversight
    2. Support for school buildings receiving the grant
    3. Monitoring schools and other entities for compliance with grant requirements
    4. Monitor progress on annual goals and implementation of the grant and selected intervention model.

c. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends.

Attachments

Attachment C.2: Five Year Budget Overview.
Attachment C.3: Preliminary District Level Budget N/A
As a public school academy, Hope plans to manage the grant at the building level, and separate district level costs will not be incurred. **The required budget documents are submitted (see Section B Entitled LEA Application School Building Level Information).**

Attachment C.2: Five Year Budget Overview

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

Complete the budget overview on the next page using the template provided.

Attachment C.2. **LEA BUDGET OVERVIEW**						
Budget Year	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**5 Year Total**
Eligible School #1	$1,500,000	$1,500,000	$1,500,000	$750,000	$750,000	$6,000,000
Eligible School #2	N/A	N/A	N/A	N/A	N/A	N/A
Eligible School #3	N/A	N/A	N/A	N/A	N/A	N/A
Eligible School #4	N/A	N/A	N/A	N/A	N/A	N/A
LEA Costs	N/A	N/A	N/A	N/A	N/A	N/A
Total Budget	$1,500,000	$1,500,000	$1,500,000	$750,000	$750,000	$6,000,000

Needs Assessment (One Page Limit)

Hope's needs assessment unfolds as a collaborative process where small group data review teams comprised of representatives from school governance, school management, school administration, content-area specialists, elementary and middle school teachers, parents, and representatives from the Hope community, Wayne RESA, Michigan State University, and the Michigan Department of Education. Hope Academy's School Improvement Team and its mixed group Transformation Team engaged in an annual Comprehensive Needs Assessment process to determine school and students' needs in concert with Board policy, Title I mandates, and Michigan School Improvement requirements. Together, they reviewed data from multiple sources, MEAP scores, Global Scholar/Scantron, IOWA, student and family demographic information, ACT Explore data, student attendance and tardiness percentages and trends, parent involvement, discipline referrals, and staff perception surveys. They analyzed school processes and structures, and student grades. Parents and community representatives were present and represented throughout the process through survey feedback and their participation in SIT Meetings.

Student demographic data reveal a student population, 100% African American. More than 30% of the new student population receives special education services based on their IEPs, and one-third of all new students require special education services as well. Hope's students display academic challenges that extend from one to three or more years behind their grade level peers, and more than half of new students who enroll are two or more grade levels behind their peers. 96% of Hope Academy students qualify for free and reduced lunch. 2012-13 school discipline data reveal that behavioral challenges from middle school students require teachers to spend instructional time handling discipline issues. Discipline statistics reveal a critical need to provide interventions that engage students. On average, a small % of our students reside in group homes, and 7 students reside in foster care residential settings. We identified 11 Homeless students and families and 4 students living with adults other than parents. Hope's 2013-14 population includes 299 female students and 338 male students. The school's average absenteeism rate is 10-12% of the total population.Parent attendance at school events needs improvement, and most children live with a single parent or guardian.

In 2013-14, data review teams convened several times to review data and determine the degree to which students (at all tested grades) achieved the Michigan MEAP standards in Reading, Science, Mathematics, Social Studies, and Writing at 75%. They relied on longitudinal and annual data aligned to the 75% successful student performance targets that we clearly defined. Staff categorized these data and engaged in data analysis with one simple goal: review academic data to determine the gaps existing between Hope students MEAP performance and the student performance target of 75% proficient or higher on all assessments in all tested areas. They reviewed student performance on other academic assessments to seek correlation between these MEAP results performance. The teams reviewed, discussed, analyzed, and drew conclusions about the non-academic factors.

After careful analysis and collaboration, each group shared its conclusions as the second step in the process. Then groups reviewed conclusions and results to determine obvious trends. In this instance, they learned that for 3 consecutive years (2011-14), MEAP Math trend data reveal a marked decline in student performance in almost every grade level; conversely student improvement in reading in grades 4-8 shows showed marginal progress. Teams noticed a decline at most grades in both reading and math and a significant decline in math performance at the middle school level. Analysis of 2011-2014 MEAP Science and Social Studies' data revealed less than 10% of Hope's students were proficient in these areas from 2011-2014. These trends showed in other academic assessments as students scored low for each area of assessment and each grade level on the IOWA, and Global Scholars/Scantron. Data disaggregation revealed a sizeable achievement gap between our highest and lowest performing students. Students' grades appeared to be subjective. The results of the Comprehensive Needs Assessment were then shared with the staff during after-school meetings to select a reform model, develop goals, strategies, and action steps that were tied to the highest priorities. These resulted in Hope Academy selecting the Transformation Intervention Model and the following 2 Big Ideas: (1) use data effectively to monitor and inform instruction, and (2) improve student and parent engagement.

2. District Capacity to Implement SIG

2a: To assess its capacity to use school improvement funds adequately to support the requirements of the Transformation Intervention Model, the principal and staff district utilized the rubric attached to this grant as a readiness tool. (See the Rubric for Scoring District Capacity to Address Persistently Low Performing Schools). The key areas related to the rubric are: Michigan Comprehensive Needs Assessment; Management and Operations; Teaching and Learning; Labor and Board Relations; School Consolidation; and Human Resources. Hope Academy scored "*Exemplary or Implemented* in all areas. Hope Academy has a systematic process in plan for managing public funds including a plan that details a balanced budget and a history of timely payments for Hope's expenses, and high quality maintenance of facilities. Hope relies on a data driven-system that provides information to teachers in a timely manner to inform instruction, and teachers are being trained in using technology. In the area of Process Rubric: Specifically, Curriculum & Instruction/Indicator 5: Use of Multiple Measures to Support School-wide Decision-making, the Hope Academy District is operating at a level of "Implemented." The district provides Hope Academy with tools to conduct multiple measures of data analysis as well as those needed to support for the principal and the transformation team in to reviewing Hope's longitudinal data patterns;

2b: Core District Function-Management and Operations: Hope District has ensured that systemic processes are in place to provide fiscal accountability including a balanced budget, financial audits without findings, and timely payment of expenses for Hope Academy. Hope District has also installed data systems that provide rapid information to teachers to inform instruction. Wayne RESA has also assisted Hope with managing its data that utilizes multiple forms of assessment including, MEAP, district Writing Prompts, and DIBELs. Hope Academy also provides an updated facility with adequate lighting, technology, cleanliness and needed repairs. Further evidence of Hope's core function supporting management and operations includes upgrading the current facility using an $8.5 million dollar construction bond that included development of infrastructure to support blended and online learning with computer labs, technology carts and laptops.

2c: Core District Function-Teaching and Learning: Hope Academy provides, supports, and sustains its charter school through a written systemic plan, a school curriculum aligned to state level standards that includes formative and summative assessments. Additionally, all instructional materials including textbooks, technology, and assessments are aligned to the critical academic standards. Hope teachers have access to technology in their classrooms and are being developed in technological applications. The academy has implemented Professional Learning Communities and staff is engaging in conversations to analyze and apply decision-making to data results.

2d: Contextual Capacity: Labor and Board Relations: The district is managed by BES, a management company, has a fully functioning human resource system that includes a comprehensive staff recruitment and retention program. The Board establishes policies that

attract and retain excellent staff, for example, excellent working conditions, needed materials, equipment, and supplies provided, a teacher leadership program through the Peer Accountability Leaders program, and incentives for exemplary performance.

2e: Contextual Capacity: Human Resources: New staff are recruited, advised of school priorities, engaged in the school improvement process, and provided mentors who are veteran staff. New staff completes a comprehensive Orientation Program keyed to their specific roles. The academy has a board approved evaluation plan for all staff and a district wide plan to improve teaching and learning. Teachers collaborate daily via common planning time that allows for and encourages joint planning and collaboration.

Additionally, Hope has the knowledgeable leaders required to implement the proposed SIG plan including a knowledgeable principal, school leadership team , core content specialists, school social workers, teachers, and support staff, all of whom have proper certification or required skills. These elements indicate Hope Academy's capacity to implement, fully and effectively, the required SIG activities selected to transform Hope into a high achieving and self-sustaining public school academy.

3. Design and Implement Interventions Consistent with the Final Requirements

Since receiving the Priority school designation, Hope Academy staff and stakeholders have undertaken a number of actions to design and implement interventions consistent with the final requirements. All actions undertaken and described below are aligned with the SIG transformation requirements. Hope Academy selected two *Big Ideas* upon which to focus: (1) the use of data to drive instruction and student achievement and (2) the need to engage parents and students in the learning process. The first step in the process to determine Hope Academy's big ideas was to administer to the entire staff the Strengths, Weaknesses, Opportunities and Threats (SWOT) questionnaire and analyze its results. Subsequently, the School Transformation Team met to review data in the form of data dialogues to determine our big ideas. The impetus for our big ideas was the need to improve our instruction to result in student engagement and involvement in learning accompanied by increased parental involvement. Accordingly, we selected 2 Big Ideas for our School Transformation Plan: (1) use data effectively to monitor and inform instruction, and (2) improve student and parent engagement. Following the identification of Big Ideas, the Hope Academy staff identified goals and objectives to transform the school and that would result in higher student achievement of career and college ready standards. The following goals emerged from the needs assessment.

Intervention Goals & Focus of Strategies

Rationale Based on Needs Assessment	Intervention Goals	Intervention Alignment Strategies
MEAP assessment analyzes reveal a critical need to improve student performance on MEAP standards in Literacy, Science, Mathematics, and Social Studies.	All students will show improvement in each strand on the Michigan Educational Assessment Plan.	1: Staff will develop District Level Assessments per grade level to monitor the progress of students on a quarterly or as needed basis. New positions added as a result of this strategy include ELA and Social Studies Specialist to provide leadership in these areas.
Analysis of students' reading competence on the MEAP and on every other metric we reviewed indicated a need to target informational text to promote better text book understanding and to clarify the difference between it and narrative text. Because an understanding of text features	All students will show an increase in informational/narrative text and comprehension scores on the M-STEP Assessment.	Staff will implement reading and vocabulary strategies to increase informational text and word study through comprehension strategies - Making Connections, Making Predictions, Monitoring Understanding, Visualizing, Questioning,

and structures affect reading comprehension positively, a goal was established to focus on these two areas.		retelling and summarizing. A new position added as a result of this strategy include a reading specialist
Science MEAP scores were the worst; in one year, students scored 0% proficiency in science. We targeted science content as a school-wide goal that includes students mastering science terms, processes, and vocabularies as supports to augment science learning.	All students will show significant improvement in Science on the the M-STEP Assessment.	Literacy and Standard Based Science Instruction - Teachers will implement reading and writing skills to specific science skills such as observing, communication, classifying, measuring, predicting, inferring, controlling variables, defining operations and experimenting. A new position added as a result of this strategy is a Science Specialist.
Analysis of students' writing on the MEAP and on informal writing assessments revealed a need to target writing development, in particular at the paragraph and sentence levels as these are included in the CCSS as progressive skills students need to master.	All students will show significant improvement in writing on the M-STEP Assessment.	Teachers and staff will be trained in Lucy Calkins Units of Study Reading and Writing Project. Lucy Calkins Writing Workshops will be used to support this goal. A new position added as a result of this strategy is the ELA specialist will assist with writing development school-wide.
Because social studies includes civics, economics, American and world history, political science, and more, we acknowledge the burden this comprehensive core area presents to students with poor reading scores. We selected Social Studies as a school –wide goal in this diverse content.	All students will show significant improvement in Social Studies on the M-STEP Assessment.	1: Social Studies teachers will identify the gaps in teaching and learning. 2: Teachers will collaborate creating effective units and lesson plans to correlate and increase student achievement in each grade level. A new position added as a result of this strategy is a Social Studies Specialist. 3: Data/Gap Analysis - Social Studies teachers will

		identify the gaps in teaching and learning. The social studies specialist will assist with this intervention.
Student absenteeism and tardiness averages 10-12%% of the population absent and tardy at Hope; to address this as a school wide goal, the staff selected attendance improvement as a school wide goal.	All students will show an increase in attendance.	Student Attendance – MTSS team will work to increase student attendance on a regular basis. A new position added as a result of this strategy is attendance agent.

Selection of an External Provider

Hope needs support of two kinds from external providers: it needs expert facilitation of literacy-based instruction and it needs support in reaching urban families with high needs. Only a few of the MDE approved external providers offer the targeted support Hope needs. After careful consideration and with discussions held with Wayne RESA and MSU consultants, we selected Access Educational Management Corporation as our main approved external provider because the reform program Access offers in rooted in reading and writing development and in using instructional strategies to improve learning in the content areas. Also, Access represented success with high poverty low achieving urban students, so based on its success with transformational strategies and its extensive job-embedded professional development focus around literacy-based applications, student assessment, and data analysis.

Alignment of Additional Resources with the Interventions

The Hope Academy District provides resources that are aligned to the SIG application plan. These include a highly qualified school leader, rated exemplary in Ed-Yes and who possesses the 5 competences required of principals in the Transformation Intervention Model. Also, allocations from the general fund, Title I School-Wide, USAC -Technology, Section 31a, and Special Education funding sources provide supplemental support for program enhancement and continuation. Additionally, the school plans to implement curricula and learning resources are aligned to the SIG interventions as follows below.

Aligned Resources

Year	Implement The Following Programs
2015-16	1: Create common instructional language in each content area, post in classrooms and use during instruction to align uniformity of vocabulary as students matriculate. 2: Provide training in Science Fusion for teachers in 1-8 grades. 3: Provide training in the differentiation of instruction using Journeys/Holt McDougal. 4: Analyze writing data to rate effectiveness of Lucy Calkins. 5: Develop math and reading pacing guides.
2016-17:	1: Provide training for Go Math!/Holt McDougal in the differentiation of instruction. 2: Include in the instructional program pre/post assessments and data analysis. 3: Develop science and writing pacing guides. 4: Establish Peer Accountability Leaders (PAL) to offer peer support
2017-18	1: Develop social studies pacing guides. 2: Use staff surveys and multiple data sources to plan training opportunities based on staff's needs.

Modification of Hope Academy Practices or Policies

A number of actions have been taken by Hope staff and related actions are planned for 2014-15 and beyond. These actions all have at their foundation the impetus to accelerate learning among the students at Hope. It restructured the school program and created smaller learning communities (K-2; 3-5; and 6-8). Hope extended learning for students and staff: For the 2013-2014 school year, Hope Academy's school day starts at 8:15 am, and students have fifty minute specials each day. For school year 2014-2015, Hope will open at 8:00 am, therefore adding seventy-five extra minutes to the instructional time. These two changes in the structure of Hope's school day will add one-hundred twenty-five additional minutes per week to the current school calendar for core instructional time. Hope implemented the Professional Learning Community (PLC) format. Hope implemented a comprehensive assessment system that includes multiple measures and that provides information at the inception of school and at regularly scheduled intervals--including academic post assessments at the conclusion of units of study and at the end of the school year. During the course of instruction, formative assessments are on-going and include, but are not limited to, daily or weekly quizzes, exit tickets, reflections, summaries, homework assignments, class polls, etc.

To expand this informal assessment system to include academic content standards from the Common Core State Standards and the Michigan Grade Level Academic Content Standards, Hope Academy staff will develop informal pre and post assessments keyed to the specific grade level standards of both. They will establish a calendar for writing assessment, and will develop

teachers' competence in holistic writing assessment principles and processes. During 2014-15, pre-assessments will be used to assess pre-requisite skills prior to instruction. During 2013-14, teachers were required to use classroom data walls to display Global Scholars/Scantron and achievement data. This structure will expand to include school data walls that publically display the goals and objectives and the progress made in the school's hallways in 2014-15 and, in 2014-15, teachers will conference with students regularly (quarterly at a minimum) about their progress. Beginning in the 2015-16 school year, a portfolio process will be implemented to collect data on student achievement. The portfolios will matriculate with the student each year to their next grade to provide the teacher with an academic snapshot of the student.

Additional Actions Hope Academy Has Taken

Hope implemented Charlotte Danielson's Framework for Effective Teaching- Teachscape as the tool for teacher evaluation beginning in the 2013-14 school year and added to the evaluation framework a fifth domain: student growth on district, state and national assessments. It adopted the School Advance Evaluation System for Learning and Adaptation as the new tool for Administrator evaluation and implemented PLC peer classroom visits in K-3 during the fall of 2013. The middle school was restructured and departmentalized, and Hope hired an academy director and science specialist to provide middle school and science content leadership for teachers and students. Hope replaced two new School leadership team at the K-3 and 4-5 levels and realigned the elementary administrative structure from K-2 and 3-5 to K-3 and 4 – 5. In the past school year, and going forward, the academy director model has been replaced by a sole building level administrator.

Sustain the Reforms After the Funding Period Ends

Hope Academy will build administrator capacity through long-term support and scaffolding by facilitators. The Board of Directors is committed to staff retention to support the school's stability through support and incentives. The school leader will determine needed funds to support the school programs, determine if the program goals and objectives are still appropriate or if they need revision or expansion, identify current resources and the amount of funds the Academy receives, identify potential donors and funding sources, and develop a plan for engaging new funding sources. To promote sustainability, the school leader will build personal relationships within the school community, conduct fund raising projects, and use the results and outcome data to showcase the success of the program. Webinars and electronic training materials will be developed and protocols, and operating systems will become Board of Directors' policy. All aspects of the School Improvement Grant and the requirements outlined for this Transformation Intervention Model have been designed to dramatically improve student achievement for all students in both reading and mathematics. The initiatives and strategies outlined in this grant reflect research-based strategies that can be sustained once funding from the School Improvement Grant expire.

4. Timelines: Action Steps & Success Metrics

Transformation Required Actions	Person Responsible	Start Date	End Date	Success Metric
Required Activity #1: Replace principal. **NOTE:** MDE Approved Redesign Plan continues the employment of the principal as she meets all 5 transformation competencies required for continuation.	BES Educational Services	N.A. Completed.	Not applicable	2015-16 Employment contract between previous principal severed and Hope Academy Board of Directors; Interim Principal appointed.
Required Activity #2: Use rigorous, transparent, & equitable evaluation systems for teachers and principals.	BES Educational Services & Hope Principal	September, 2015	Ongoing	Completed teacher and administrators; evaluations.
Required Activity #3: Identify & reward school leaders, teachers and other staff who in implementing the Transformation Model have increased achievement rates.	BES Educational Services & Hope Principal	September, 2015	Ongoing	Board Item on Board of Directors' Agenda advising of identities and rewards
Required Activity #4: Provide staff ongoing, high-quality, job-embedded professional development	BES Educational Services & Hope Principal	September, 2015	Ongoing	Staff evaluations of professional development activities.
Required Activity #5: Implement financial incentives, increased opportunities for promotion and career growth, & more flexible work conditions	BES Educational Services & Hope Principal	September, 2015	Ongoing	Board Item on Board of Directors' Agenda advising of identities and rewards
Required Activity #6: Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, & more flexible work conditions that are designed to recruit, place, & retain staff with the skills necessary to meet the needs of students.	BES Educational Services & Hope Principal	September, 2015	Ongoing	Board Item on Board of Directors' Agenda advising of identities and rewards

Required Activity #7: Use data to inform & differentiate instruction	Hope Principal & Transformation Specialist	September, 2015	Ongoing	Cohort meeting agendas & notes, monthly review reports of student achievement results
Required Activity #8: Establish schedules & implement strategies that provide increased learning time	Hope Principal, Transformation Specialist, & Directors	September, 2015	Ongoing	Modified Schedules that extend learning for students & descriptions of strategies used.
Required Activity #9: Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement.	Board of Directors & BES Educational Services	September, 2015	Ongoing	monthly review reports of student achievement results
Required Activity #10: Ensure that the school receives ongoing, intensive technical assistance & related support from the district, State, & Wayne RESA	Hope Principal & Transformation Specialist	September, 2015	Ongoing	Agendas, schedules, notices in weekly notes from Principal or Transformation Specialist
Required Activity #11: Provide appropriate social-emotional & community-oriented services and supports for students	Hope Principal	September, 2015	Ongoing	Monthly calendars of events for school year showing
Review, approve modifications for 2015-16	BES Educational Services	June, 2016	June, 2016	Board item on Board of Directors' agenda.
Review & receive 2016-17 report of transformation plan implementation.	Board of Directors	June, 2017	June, 2017	Printed report analyzing progress and achievement results from 2014-15.
Approve modifications of intervention plan for 2017-18.	BES Educational Services	August, 2017	August, 2017	Board item on Board of Directors' agenda.

5. Description of Annual Goals for Student Achievement on State Assessments in Reading, Language Arts, and Mathematics

Annual Goals	Baseline Averages on 2013-14 MEAP	Year 1 Proficiency Targets on M-STEP	Year 2 Proficiency Targets on M-STEP	Year 3 Proficiency Targets on M-STEP
All students will show improvement or significant improvement in writing on the Michigan state writing assessment.	Aggregate Hope District Writing Score: 19.4%	45% of students will score proficient in writing based on the Michigan state writing assessment. in 2016.	60% of students will score proficient in writing based on the Michigan state writing assessment in 2017.	75% of students will score proficient in writing based on the Michigan state writing assessment. in 2018
All students will show an increase in proficiency in reading and understanding informational and narrative text on the Michigan state reading Assessment.	Aggregate Hope District Reading Score: 31%	45% of students will score proficient in reading based on the Michigan state reading assessment in 2016.	60% of students will score proficient in reading based on the Michigan state reading assessment 2017.	75% of students will score proficient in reading based on the Michigan state reading assessment MEAP in 2018
All students will show an increase in proficiency in mathematics based on the Michigan state math assessment.	Aggregative Hope District Math Score: 12.%	35% of students will score proficient in math based on the Michigan state math assessment in 2016.	50% of students will score proficient in math based on the Michigan state math assessment 2017.	65% of students will score proficient in math based on the Michigan state math assessment MEAP in 2018.

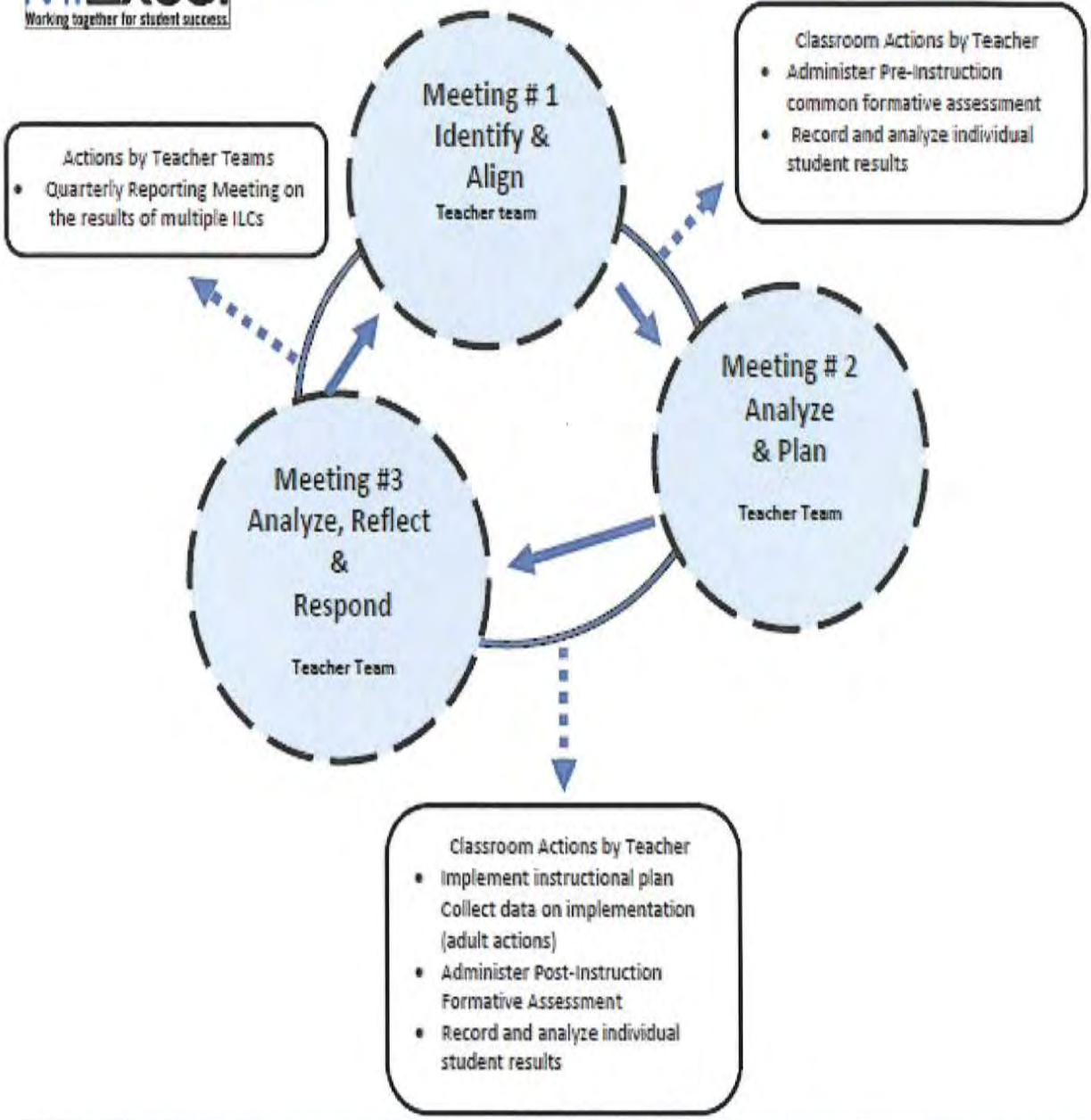
6. Collaborative Process Used at Hope to Develop Its Reform Plan

In the process of developing the reform plan, Hope Academy used two collaborative processes, the Michigan Department of Education recommended school improvement process and the Instructional Learning Cycle. Both processes are explained in the graphics below; both involve cyclical steps. is cyclical and involves study and analysis of data followed by plan creation, plan implementation, and review of data again.

We relied on the school improvement process to assess our needs and to determine a direction for school transformation. We relied of the Instructional Learning Cycle to review teaching and learning practices and make decisions about curriculum and instruction. Both processes included a variety of stakeholders; these include stakeholders from the Michigan Department of Education, Wayne RESA Intermediate service agency, Office of K-12 Outreach, members of the BES Educational Services, the Board of Directors, school administrators, elementary and middle school teachers, all levels of support staff, content area specialists (reading, mathematics, science), two representatives from Access Educational Management Corporation (MDE approved external provider), representatives from Black Family Development Inc., parents, and community representatives. Hope's process began with a needs assessment that unfolded as a collaborative process where small group data review teams comprised of representatives from school governance, school management, school administration, content-area specialists, elementary and middle school teachers, parents, and representatives from the Hope community, Wayne RESA, and the Michigan Department of Education convened to review and analyze data.

MIExcel
Working together for student success

Instructional Learning Cycle



School Plan

Section B.

Attachment A--Transformation Model (Checklist)

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.

1. **Replace the principal:** MDE approved Redesign plan acknowledges that the principal meets the 5 competencies required and described in the Transformation Intervention Model. The previous principal was removed, and there is currently an interim principal in place. There will be a principal search in the summer of 2015.

2. **Include student data in teacher/leader evaluation:** Student data is already a component of teacher and principal evaluations: 25% (2014-15); 40% (2015-16) and 50% (2016-17).

3. **Evaluations that are designed with teacher/principal involvement:** Prior to 2013-14, a rigorous, transparent and equitable teacher evaluation system was not consistently utilized at Hope Academy. As a result of our collaborative discussions, a decision has been made to implement Charlotte Danielson's Framework for Effective Teaching-Teachscape as the tool for teacher evaluation beginning in the 2013-14 school year. The Danielson Framework focuses on 22 essential components of teaching in four Domains (Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities). A fifth domain has been added for student growth on district, state and national assessments (MEAP, Global Scholars Scantron and the IOWA test). During the 2014-15 school year, student growth will account for 25% of the total evaluation. During the 2015- 2016 school year, student growth will account for 40% of the total evaluation and 50% during the 2016-2017 school year. During the 2014-2015 school year, following collaborative discussions with the school's administrative team, the Board of Directors will adopt the School Advance Evaluation System for Learning and Adaptation as the new tool for Administrator evaluation. The tool evaluates performance in four practice Domains (Leadership, Programs, Processes, Systems) and eight practice factors. In addition, a fifth domain will be added to account for student growth on the following district, state and national assessments (MEAP, Global Scholars Scantron and the IOWA tests). Student growth and assessment data will account for 25% of the total administrator evaluation for the 2014-2015 school year, 40% during the 2015-2016 school year, and 50% during the 2016-2017 school year. The data to be used for the administrative year-end evaluation are the aggregate student growth and assessment data used in teacher evaluations. Both the teacher and administrator evaluation tool align with legislation requiring teachers and administrators to be rated using a scale of Highly Effective, Effective, Minimally Effective and Ineffective. Both teachers and

administrators are evaluated each year in accordance with House Bill 4627.

4. **Remove leaders/staff that have not increased achievement**: Section 1249(2)(h) clearly defines procedures for removal of a teacher: "if a teacher is rated as ineffective on 3 consecutive year-end evaluations, the public school academy shall dismiss the teacher from his or her employment." To remove ineffective teachers, the staff evaluation process will be followed pursuant to 380.1249 under the new School Code. No teacher may remain in position after three consecutive year-end ineffective evaluations. Although the law mandates removal after three years of ineffective performance, all staff at Hope Academy are at-will employees and may be removed at any time. School leadership team were fired for ineffective achievement.

5. **Provide on-going job embedded staff development**: We will embed educational facilitators from Access Educational Management Corp., an approved external provider authorized by MDE to support priority schools.

6. **Implement financial incentives or career growth or flexible work conditions**: Several steps will be taken to reward teachers who have increased student achievement. Beginning 2015-16 and moving forward, Hope will monitor student achievement and discipline data in an effort to offer incentives for effective teachers. Teachers that demonstrate successful student growth as measured by the school's instructional programs' pre- and post-assessments, quarterly summative assessments and Global Scholars assessments will be rewarded with one paid day off. These rewards will occur on a quarterly basis. A teacher whose students demonstrate a minimum 5% increase of Global Scholars or MEAP scores, stellar classroom management measured by referrals and outstanding attendance will receive a choice of extended lunch with a colleague, gift card or additional prep period. Additionally, a teacher whose students have demonstrated the highest percentage of growth on the Global Scholars test will be named "Teacher of the Month" which affords him/her preferred parking, special recognition and/or paid professional learning workshop of the teacher's choice. Rewards for the school Principal will include opportunities for professional growth, including attending professional development workshops of their choosing.

7. **Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards:** The primary school-wide assessment that Hope uses is Global Scholars Performance Series Assessment (formally known as Scantron). Global Scholars is a computer adaptive assessment that identifies mastery of common core standards in Reading, Math and Science. Hope began administering the Global Scholars assessment in Reading during the 2011-2012 school year, math during the 2012-2013 school year and science during the current school year (2013-2014).

8. **Promote continuous use of student data to inform instruction and meet individual needs of students**: Students take the Global Scholars assessment three times each year (fall,

winter, spring). The assessment provides comparison data at the school, state and national levels. The data gained from Global Scholars serves as the foundation for monitoring student achievement and assists with the identification and placement of students in cooperative learning groups and also provides information which helps teachers differentiate instruction and recommend students for additional support and interventions. Finally, Global Scholars data is used as a basis for discussion with parents during progress monitoring conferences and is posted on data walls in classrooms to engage students in monitoring class and individual progress.

9. **Provide increased learning time**

a. **Extended learning time for all students in the core areas:** We extended student learning time to For the 2014-2015 school year, Hope Academy's school day starts at 8:15 am, and students have fifty minute specials each day. For school year 2015-2016, Hope is pushing the start time back to 8:00 am, therefore adding seventy-five extra minutes to the instructional time. Additionally, student specials time will be decreased by ten minutes each day, or fifty minutes per week in an effort to re-allocate additional time to core subjects. These two changes in the structure of **Hope's school day will add one-hundred twenty-five additional minutes per week to the current school calendar for core instructional time.** This added time will afford core subject teachers the opportunity to engage in more guided practice, collaborative groups and project-based learning experiences during their instructional time period.

b. **Instruction in other subjects and enrichment activities that contribute to a well-rounded education:** Prior to 2013, Hope Academy had "Friday Clubs" where teachers picked an area of their own interest for students to participate in on Friday afternoons; for example: a book club, games or Zumba. Students would choose a club to attend. Middle school clubs occurred for two hours at the end of the day and elementary clubs were one hour in length. For the 2013-2014 school year, the clubs disappeared as the format of the clubs was not aligned with the Common Core State Standards (CCSS). Due in part to the popularity of the clubs by students and teachers, Hope will bring back and restructure the club format to align with the CCSS. Once per week, Hope will utilize the last period of the day for enrichment activities. These activities may include, but are not limited to: science lab, writing/reading workshops, math lab, boys/girls mentoring. The labs and workshops are designed to provide experiential learning opportunities in the core subjects in an effort to meet the minimum 5% increase in MEAP and/or Scantron Performance Series Global Scholars (a web-based, adaptive assessment) student scores. The mentoring programs are designed to connect classroom learning to real-life situations in an effort to close the learning gap between genders.

Teachers to collaborate, plan and engage in professional development: Staff uses Professional Learning Communities (PLC) and meets 3 times weekly in collaborative learning groups.

10. **Provide ongoing mechanisms for family and community engagement**: Black Family Development will assist Hope and provide leadership for family and community engagement as this is an area difficult.

11. **Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates:** The Board of Directors has already demonstrated flexibility in the planning process and will continue to do so as the plan is executed. As a self-governed school that utilizes site-based budgeting, the Board guarantees flexibility which allows the school leader and the School Improvement Team autonomy over the Title I budget. Flexibility with Title 1 funds, general funds, and professional development planning will enable a more effective implementation of the reform plan. The Board provides the operational flexibility for the School Leader in regard to hiring and dismissal of staff, development of the school calendar and creation of the school schedule. The School Transformation Team consists of a variety of key stakeholders including parents, teachers, school administrators and Board members. The team participated extensively in the design of this plan and is invested in ensuring that the school undergoes a rapid transformation and turnaround. The Board has responsibility for providing operational flexibility for the principal in order to ensure that student achievement increases substantially.

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization: The district is committed to the implementation and the on-going monitoring of the tenets of the Reform/Redesign Plan. The administrative staff will continue to meet weekly to monitor the components of the Reform/Redesign Plan. With the Principal, and the school leadership team will be responsible for analyzing and distributing student outcome data to inform instruction. In addition to the support provided by the State Reform Office (SRO), the Academy will also receive on-going support from MI Excel; this includes but is not limited to: Wayne RESA through the appointment of a School Improvement Facilitator and Intervention Specialist, and the Board of Directors of Hope Academy._Hope Academy will participate in workshops and conferences offered by Wayne RESA, Michigan Department of Education, Michigan Association of Public School Academies and Eastern Michigan University. Local management of Hope is provided by BES Educational Services. External Provider, Access Educational Management provides additional technical assistance.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. **Provide additional funding to attract and retain staff: We** will attract and retain staff through a high quality human resources department that provides proper orientation and incentives for staff.

2. **Institute a system for measuring changes in instructional practices that result from professional development.** Not applicable.

3. **Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.** Not applicable.

4. **Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement:** We will monitor every aspect of the reform plan and collect and analyze data that evolves.

5. **Implement a school wide Multi-Tiered System of Supports model:** We will employ a MTSS specialist to assist with establishing the MTSS model and provide the oversight needed. Teachers and administrators will work with the MTSS specialist to ensure academic interventions are appropriate and student support personnel will assist with behavior management interventions.

6. **Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners:** Not applicable.

7. **Use and integrate technology-based interventions**: We will use technology to provide individualized instruction, diagnostic-prescriptive instruction and to extend curriculum.

8. **Increase rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others:** Not applicable.

9. Provide summer transition programs or freshman academies. Not applicable.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies. Not applicable.

11. **Establish early warning systems to identify students who may be at risk of failure**: We will implement a fully functioning Child Study Team that will serve as an early warning system where we will use interventions designed by Instructional Specialists and School leadership team .

12. **Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs**: We will receive training and development from Black Family Development, Inc., that will assist us in creating comprehensive programs that meet students' needs. The restorative practices program will assist us in using processes and skills that engage parents and others who are interested in working with schools to help children.

13. **Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff:** Not applicable.

14. **Implementing approaches to improve school climate, culture, and discipline**: Our culture and climate are excellent; we operate as a family-centric school. We will employ a Dean of Students to provide leadership for implementing the school's code of conduct.

15. **Expanding the school program to offer full-day kindergarten or pre-kindergarten**: We have a full day kindergarten.

16. Allow the school to be run under a new governance arrangement: The BES Educational Services will provide management of the Academy.

17. Implement a per pupil, school-based budget formula weighted based on student needs. Not at this time.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2015-16. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

As a public school academy, Hope plans to manage the grant at the building level, and separate district level costs will not be incurred. **The required budget documents are submitted (see Section B Entitled LEA Application School Building Level Information).**

1. Budget Items and Activities are Reasonable, Allowable, and Necessary

The Hope SIG budget details how the school will integrate and coordinate resources of available state and federal resources. All items are reasonable and necessary in support of the school's reform plan. Our Reform Plan integrates state and federal funding resources and establishes a coherent school response to implement our reform plan. We believe these are integral to our successful implementation of the Hope Academy Reform Plan. Our General Funds provide $4,733,791.00 (per pupil, Section 31a) that pays for school staff salaries, curriculum resources such as textbooks, calculators, microscopes, computers, learning materials for each grade level, office and school supplies, needed resources to cover operation and maintenance of the school facility, bond financing and capital outlay, and management fees. Federal funds provide $725,877.00 that supplements the general fund resources and pay for staff development, social workers, and technology. Title II pays for professional staff development.

SIG Funds will provide: a SIG transformation coordinator, a data specialist, two instructional specialists (ELA Specialist, a Social Studies Specialist), two math coaches, a Dean of Students, an attendance agent, a parent liaison, and a mental health counselor. Additionally, SIG funds will provide fees to cover a partnership between Hope and Access Educational Management Corp, an approved external provider authorized by the Michigan Department of Education to provide services, curriculum, learning modules, embedded consultants, after school programming, principal, staff, and instructional development, and additional program elements for parent and community involvement. Also, the budget includes community partnerships with Black Family Development, Inc. a firm expert in developing capacity and sustainability.

The SIG budget includes field-based learning for students (field trips to museums and colleges) materials and supplies for individualizing learning for students and it includes first year expenses that establish the foundation needed to implement the reform plan and the

subsequent years' budgets expand on the resources to include materials and supplies for a library, additional software licenses, and training for Hope staff in the Harlem Children's Zone method to assist them in developing sustainability. The arts are included in years two-three to ensure that students have exposure to arts to open their learning channels and to continue the development of their background experiences. Given the dearth of experiences Hope students have, the need to develop background experiences for them is paramount. We believe these are necessary, reasonable, and allowable.

2. Budget Covers Allowable Timeline

The Hope budget includes a 5 year request with a complete and detailed additional 1 year breakdown with pre-implementation and implementation activities are delineated. A fiscal monitoring will be conducted by BES Educational Services and an independent fiscal auditor will provide annual auditing.

3. Budget Includes all Required Elements of Reform Model

The Hope budget includes all elements of the Transformation Intervention Model and integrates the reform model with other local, state, and federal initiatives in a cohesive program.

Section D.

Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

[Baseline Data is in a Separate Excell File Entitled Baseline Data Collection HopeSIG]

Section E: Previous SIG Funding

Hope Academy has not received a School Improvement Grant during its history as a Charter School.

Section F: Reform Model Selection

The Transformation Intervention Model was selected and approved by Hope Academy's Board of Directors. Our approved reform model has been uploaded to ***www.advanc-ed.org/mde.***