



## **Redesign Plan**

Hope Academy

Hope Academy

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Hope Academy School District is a Single-Level Public School Academy (PSA) serving students in grades K-8. We are located at 12121 Broadstreet Avenue near I-96 (Jefferies Freeway) off Livernois. This area is known as the Russell Woods-Sullivan Historic District. The Russell Woods-Sullivan area subdivision district is primarily residential, consisting of slightly over 1000 single family houses, two-family houses, and a limited number of other multi-unit dwellings. Located in the west end of the community is Russel Woods Park, which serves as a gathering place for many activities in the neighborhood; This is one of the unique features associated with the community.

The academy has experienced many changes within the last three years. In September of 2011, the academy expanded to the 7th grade and added 8th grade the following year at our new location 12121 Broadstreet Avenue.

Due to the changes and expansion Hope Academy's enrollment has increased. The academy service three levels of each grade from K-8. The class size of each grade level is an average of 26 students and our capacity enrollment is 791. We are a predominately African-American district servicing families of low-income levels. The school employees over 50 staff members (teachers and support staff) to meet the needs of our students.

The Russel Woods-Sullivan Community is challenged with decreased population. According to the census data, 78.5% completed 8th grade, 78% completed high school, 55.5% have some college experience, only 26.6% obtained an associated degree, 21.4% obtained bachelors degrees and 7.9 received masters degrees and less than 0.5 received doctorates. The literacy level within the community and among students fall 2 to 3 years below their achievement levels.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Hope Academy is committed to providing a quality education to our students. Our goal is to provide an environment which promotes the learning, growth and development needed to enable them to become productive and contributing citizens in our local and global society.

### Our Mission

To provide a positive, nurturing and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.

### Our Vision

Hope Academy will be the premier charter school of choice for elementary and middle school students.

### Our Beliefs

- ~High expectations produce achievement.
- ~Learning occurs best when each student is active in a positive and academically challenging environment.
- ~All children have value and are able to learn with appropriate support.
- ~Learning is maximized through the development of self-worth, pride and achievement.
- ~Self-disciplined students are productive students.
- ~A successful teacher motivates, encourages, and values the worth of every student.
- ~Instruction should motivate, encourage curiosity, develop interests, and foster a positive attitude toward learning.
- ~Goals and expectations need to be clear and consistent for staff and students.
- ~The school environment should be caring, comfortable, and safe.
- ~The school improvement occurs when the faculty, parents, and community are committed to quality education.

### Our Purpose:

It is our expectation that each and every day students leave the school better than when they came. Essentially, students needs must be met intellectually, psychologically, and physically. We fulfill our purpose by providing students with stimulation that nurtures them and develop a platform to become life long learners. Our programs address all phases and types of learners. We continue to evaluate our programs to determine efficacy of meeting students needs.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

One of the academy's most notable achievement is its expansion/growth of the district. The district expansion allowed the academy the ability to continue to provide educational services beyond the 6th grade implementing capacity for a middle school program. Maintaining our enrollment has allowed the academy to maintain achievement and show improvements and gains on the Michigan Educational Assessment Program (MEAP). According to the data, Hope Academy has obtained a 92% attendance rate for the school year. This is an achievement for the academy as we did not achieve our goal the previous school year. Since 2003/2004 academic school year, Hope Academy has maintain an "C" or above average on state school report card data. Hope Academy has become proficient in increasing achievement for identified resource students and administering of the correct assessments for each identified student.

Our enrollment data for 2012-2013 school year reveals that overall 87% of the student population returned to Hope Academy. Additionally, with attention we have been able to maintain a stable population throughout the year. Students continue to be enrolled through the course of the year.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Hope Academy and its leadership has received numerous recognitions. Hope Academy is a recipient of Good Schools Funding - Making the Grade through the Skillman Foundation. Our principal was honored as a "Visionary Leader" at BFDI annual Presidents' Dinner.

Hope Academy prides itself on providing a school climate and culture promoting a family atmosphere. Parents are satisfied with the comfortable, inviting environment.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Performance Evaluation

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Performance Evaluation

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

### Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	N/A - Hope Academy is a Public School Academy	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.  (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.  (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	N/A - Hope Academy is a Public School Charter	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	N/A - Hope Academy is a Public School Charter	

## Redesign Plan

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Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes	N/A - Hope Academy is a Public School Charter	Signature Page

# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Veneda Fox Sanders - Principal - vfs5212@yahoo.com

Patricia A. Davis - Academy Director - pdavis3133@alumni.marygrove.edu or pdavis@hopeacademydistrict.org

Amy Gamble - 1st Grade Teacher/Lead - agamble@hopeacademydistrict.org

Kozetta Taylor - 4th Grade Teacher/Lead - ktaylor@hopeacademydistrict.org

Rhonda Calloway - Middle School ELA Teacher/Lead - rcalloway@hopeacademydistrict.org

Kelly Townsel - Middle School Math Teacher/Lead - ktownsel@hopeacademydistrict.org

Cheril Fraser - Reading Specialist - cfraser@hopeacademydistrict.org

Sonya Brown - Math Specialist - sbrown@hopeacademydistrict.org

Vera Hunt - Board Member - andrillis@hotmail.com

Sherrille Carter - Parent - sherrille319@att.net

Joshua Rychlicki - Information Technology Instructor /Support - jrychlicki@hopeacademydistrict.org

Josephine Hollins - Parent

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

The first step in the process to determine Hope Academy's big ideas was to conduct a S.W.O.T. (Strengths, Weaknesses, Opportunities and Threats) analysis with the entire staff. Subsequently, the School Transformation Team met to review data in the form of data dialogues to determine our big ideas. The decision was the impetus for our big ideas' purpose to change teaching and learning that promotes student growth at Hope Academy.

The Big Ideas of the School Transformation Plan are: (1) use data effectively to monitor and inform instruction, and (2) improve student and parent engagement.

**State what data were used to identify these ideas**

Hope Academy collected data from multiple sources, MEAP, Global Scholar (Scantron), IOWA, demographic, ACT Explore, student attendance, discipline, perception, process, and student grades, in the process of identifying the Big Ideas.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1A

Veneda Fox Sanders was hired as the Principal of Hope Academy in July, 1998. Ms. Sanders was a part of the charter development team and assisted in crafting the plan to get Hope Academy approved and authorized. Under Ms. Sanders' leadership, Hope Academy grew from 288 students in K- 3 in 1998 to 707 students in grades K - 8 in 2013. Hope's staff increased from 20 in 1998 to a current staff of 55.

In conjunction with the Board of Directors, Ms. Sanders led the transition of moving Hope Academy to a new location in 2011. She oversaw the move and renovation process which included obtaining an \$8.5 million dollar bond for construction. This was the only bond released for school construction in Michigan during the 2011-2012 school year.

As the educational leader at Hope, a self-managed charter school, Ms. Sanders assumes the roles of Superintendent, Principal and Chief Administrative Officer. Over the years, the many responsibilities which accompany these roles made it necessary to relegate duties pertaining to instructional leadership to subordinates. This resulted in less monitoring by the principal to insure fidelity of instruction in classrooms and a greater schism between quality teaching and learning. Thus, the collection and collaboration of data, as well as attention to quality instructional practices did not occur with the degree of fidelity required to ensure continued student success.

In response to Ms. Sanders' workload, the school implemented an academy model in 2011-12 which divided Hope into two smaller learning communities (K-5 and 6-7). Academy Directors were hired to handle day to day administrative responsibilities and supervise instruction. The decline in student achievement began when the Academy Directors did not produce quality results.

At the end of the 2012-13 school year, a review of Academy Directors' performance indicated a need for immediate change. In spite of attempts to provide interventions, there was no improvement of performance. Therefore, Ms. Sanders replaced the Academy Directors. With the scheduled expansion of 8th grade in 2012-13, Ms. Sanders made the decision to add a third Academy Director and redefine their roles and responsibilities. The current configuration is as follows: K-3, 4-5 and 6-8.

The realization of Hope's status as a Priority School and the overwhelming need to ensure that the school succeeds was the impetus for positive change. The status required a shift in focus and attention to the emergent and ongoing needs of the students. Now, data collection and analysis is pervasive in all aspects of the school and professional learning is tantamount and has a clear focus for improving student achievement.

Ms. Sanders possesses leadership characteristics which meet the five turnaround competencies. The following represents recent examples of decisions and action steps, initiated by Ms. Sanders, which demonstrate evidence of leadership competencies:

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- Identify and focus on early wins and big payoffs: Restructuring daily schedule to allow time for increased collaboration for teachers. Utilizing the opportunity to acknowledge student growth after every card marking and testing cycle. Celebrating our success in a variety of ways, e.g., assemblies, classroom bulletin boards, parent newsletters, frequent positive feedback. Transforming professional learning sessions to ensure a focus on activities and learning which promote student achievement.
- Break organizational norms: Replacing ineffective administrators and teachers. Scheduling one teacher prep period per day, giving instructional teams (PLC) collaboration time 3 days per week. Ongoing and purposeful data collection, analysis and collaboration.
- Act quickly in a fast cycle: Adding reading and math specialists, science teacher and social worker to address the students' needs with a clear focus on student achievement. Purchasing new science program for K-8. Developing academic clubs for intervention and enrichment.
- Collect and analyze data: Professional learning focus on data to inform teaching and learning. Individual teacher/administrator data conferences. Ongoing use of formative and summative data. Requiring teachers to post data walls in every classroom. Meeting with parents to share data.
- Galvanize staff around big ideas: Through S.W.O.T. analysis, collection and review of data, discussion in staff meetings, and PLCs, Ms. Sanders promotes shared leadership and decision-making. Provide numerous avenues for feedback and permit staff to take the leadership in matters that impact them and the students. We will celebrate wins in all areas of growth with parents and students, thus promoting engagement in the process.

1B

The Board of Directors of Hope Academy is committed to providing the Principal, Academy Directors and teachers with ongoing professional learning. Professional learning will focus on using data to drive instruction to improve instructional effectiveness. Opportunities for supporting this learning will be provided by Wayne-RESA, Michigan State University, Eastern Michigan University Charter Schools Office, Michigan Department of Education, Michigan Association of Public School Academies and other educational entities. The school leadership is committed to the development of teacher leaders through the Peer Accountability Leaders program (see Requirement 3).

Hope Academy faculty and staff, led by Ms. Sanders, along with the Board of Directors, community stakeholders, parents and students will continue to work together to make the school a viable institute of quality teaching and learning.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

### 2A

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 2013-14 school year, student growth will account for 25% of the total evaluation. During the 2014-2015 school year, student growth will account for 40% of the total evaluation and 50% during the 2015-2016 school year.

To better understand the new evaluation rubric, on-going professional learning will be designed to provide to staff with the opportunity to dialogue about each component of the Framework. In addition, staff and administrators will have access to an aligned professional video library which will be used to enhance teacher understanding and effectiveness in each component of the observable domains (Classroom Environment and Instruction).

At the end of the 2014-15 school year, each teacher will be required to complete a self-assessment using the Framework for Teaching rubric. This self-assessment will be utilized by the Academy Directors and Principal to compare gathered information gained from classroom visits and observations coupled with teacher self-assessment to assign a performance level for each component in the five Domains.

To assist teachers in better understanding the new evaluation tool, staff members will be provided copies of Charlotte Danielson's Framework for Effective Teaching handbook and workbook at the beginning of the 2014-15 school year. These valuable resources will provide additional guidance for using the framework, both as a means for evaluation and for goal-setting and self-improvement. Professional learning opportunities will take place during the 2014-2015, 2015-2016 and 2016-2017 school years to allow teachers to read, discuss and apply the framework to their practice. The Principal and/or Academy Directors will decide on monthly focus areas for development and share these components with staff in advance of classroom visits to help initiate a structured approach for the professional learning.

### 2B

During the 2013-2014 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 2013-2014 school year, 40% during the 2014-2015 school year, and 50% during the 2015-2016 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.

The administrative team at Hope Academy is monitoring recent recommendations by the Michigan Council for Educator Effectiveness in regards to teacher and administrator evaluations. Hope Academy will ensure that any changes made as a result of legislative mandates will be reflected in the teacher and administrator evaluation tools.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

3A

Work on this component was completed with input from all stakeholders on the School Transformation Team including teachers, administrators, parents and a member of the Board. Names and titles of the individuals who participated in this component are included at the beginning of the transformation plan.

Several steps will be taken to reward teachers who have increased student achievement. Beginning 2014-15 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 and Academy Directors will include opportunities for professional growth, including attending professional development workshops of their choosing.

3B

During the 2013-14 school year, the decision has been made to implement Charlotte Danielson's Framework for Effective Teaching rubric at Hope Academy as the teacher evaluation tool. Revised School Code 380.1249(2)(i) provides specific steps for evaluation. The execution of this law will be explicitly followed and ample opportunity will be given for progress and development.

To ensure rapid turnaround, support will be provided for teachers struggling to increase student proficiency. Beginning in 2014-15, a mid-year progress report will be used for any teacher rated minimally effective or ineffective on his/her most recent year end evaluation. Appropriate and specific performance goals will be developed and recommended teacher training will be identified with multiple opportunities for individuals to improve professional practice.

In addition to administrator observations and evaluations, Hope will designate a Peer Accountability Leaders (P.A.L.) group in 2015-16 to

provide opportunities for improvement of teaching staff. P.A.L. will conduct classroom visits to assess rigor and innovation of content being taught. Upon completion of observations, P.A.L. will offer teacher feedback. While observations conducted by P.A.L. are informal and not included in administrator evaluations, teachers will be expected to integrate P.A.L.'s feedback in their instructional routine. As time goes on, P.A.L. will evolve to include all staff participating in peer walk-throughs.

Beginning in the 2015-16 school year, monthly bench-marking will be used in all classes and subject areas to monitor student achievement and foster a culture of rapid turnaround. For the purposes of this turnaround plan, rapid turnaround is defined as increased student proficiency on a trajectory where 85% of students become proficient by the year 2022. Teachers who are not demonstrating rapid turnaround as a result of ongoing benchmark assessments will be provided immediate support through carefully orchestrated professional learning and scaffolding from the Principal and Academy Directors to help them reach this goal.

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.

Hope Academy's leadership structure is two-tiered: the Principal serves as the Chief Academic Officer and Superintendent; while the three Academy Directors serve as assistant principals for grades K-3, 4-5 and 6-8. The Academy Directors are responsible for supervising instruction in each of their areas and holding teachers accountable for increased student achievement. The Principal oversees the entire operation of the school and works with the Academy Directors closely to monitor the instructional effectiveness of all teaching staff.

The year-end performance evaluation for school administrators assigns an effectiveness rating of highly effective, effective, minimally effective, or ineffective, based on his/her score on the evaluation tool. In the event that the Principal is rated minimally effective or ineffective, the Board of Directors will develop and require the Principal to implement an improvement plan to correct the deficiencies. The plan will recommend professional learning goals and other measures designed to improve his/her rating on the next annual year-end evaluation. This evaluation model will be used for Academy Directors also.

If the Principal is rated as ineffective on three consecutive year-end evaluations, the Board of Directors will dismiss him/her from employment. No Principal may remain in position after three consecutive year-end ineffective evaluations. If an Academy Director is rated as ineffective on three consecutive year-end evaluations, the Principal will dismiss him/her from employment. No Academy Director may remain in position after three consecutive year-end ineffective evaluations.

The Board of Directors is responsible for monitoring school achievement and holding the principal accountable for rapid turnaround. The school principal is responsible for monitoring student growth and achievement and holding the Academy Directors and teachers accountable for rapid turnaround. The Academy Directors are responsible for monitoring student growth and achievement and holding teachers responsible for rapid turnaround.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

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**Indicator 4A:** In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

### Goal 1:

All students will show improvement or significant improvement in writing.

### Measurable Objective 1:

A total of 791 All Students will demonstrate a proficiency in writing in English Language Arts by 06/11/2014 as measured by the state and districts assessments..

### Strategy1:

Writing Workshop - Teachers and staff will be trained in Lucy Calkins Units of Study Reading and Writing Project.

Research Cited: Lucy Calkins Writing Workshops will be used to support this strategy.

Activity - Writing and the Cores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will be trained in our new writing series, Units of Study in Opinion, Information and Narrative Writing.	Professional Learning	08/22/2012	06/11/2014	\$4000 - Head Start	All teaching staff will be responsible for this activity.

### Narrative:

4A

Through the process of being identified as a priority school, Hope Academy recognized a need to provide its staff with a more structured and carefully orchestrated data-driven system for Professional Learning (PL) that promotes collegial support, aids in assessing instructional practices and provides instructional program support, in order to raise student achievement. Prior to 2013, a lack of a consistent structured process existed whereby teachers met regularly for the purpose of assessing and adjusting learning practices supported by student data. Teachers engaged in fifty minutes of PL time per week, in an unstructured forum to discuss random, unplanned classroom issues. Prior to 2013, the Global Scholars Program (a web-based, adaptive assessment and data tool) was used to collect data in reading and math. While this program provided instant results and pinpoints individual student deficiencies, the data was not used to its full potential by teachers to compel instructional practices, nor was ample PL time set aside for teachers to engage in robust collaborative sessions focused on the data.

As a result, a more structured system was implemented to increase time for professional learning. During the 2013 - 14 school year 150 minutes per week has been allocated for professional learning, which reflects a 200% increase over previous years. As we move forward with implementation of our plan, a primary focus of Hope's Professional Learning will be to train staff to use data effectively to monitor and inform instruction. The focus on this new way of looking at data began August 2013 when staff members analyzed MEAP data. Small cooperative groups were formed to analyze MEAP trend data across grades. After careful analysis and collaboration, each group shared its scrutiny of the data and ideas to help concentrate on student deficiencies or celebrate achievements, setting the stage for further in-depth conversations. During the implementation year Hope Academy's professional learning program will continue to focus on using all available data, i.e. MEAP, Global Scholars, classroom achievement data, perception, behavior, demographic, attendance, and school process data, to

identify, address, and develop interventions to meet the needs of all students.

The staff at Hope Academy commits to a Professional Learning program that is high quality, job-embedded and on-going. Our focus for Professional Learning, which will begin during the 2014-15 school year, includes:

- Generating and analyzing data from chosen instructional programs (Journeys, Go Math! Holt McDougal Math, Lucy Calkins Writing, etc.)
- Using data effectively to monitor and inform instruction (MEAP, Global Scholars, pre- and post-assessments, etc.)
- Teaching and assessing writing throughout the curriculum
- Differentiated Instruction
- Best Practices in classroom instruction in coordination with implementation of the Danielson Framework for Effective Teaching (see section 2)

The PL program will provide repeated opportunities for teachers to learn, reflect and share new concepts with a common focus. Additionally, providing teacher support for generating and analyzing data from instructional programs will ensure that teachers are implementing these programs with fidelity in an effort to reach our goal of raising student achievement. One way this goal will be reached is through the implementation and consistent use of Professional Learning Communities (PLCs). These PLCs provide collegial support for effective employment of data to monitor and inform instruction. Teachers now have daily preps that are coordinated among their grade-level cohorts to allow PLCs to occur regularly.

To provide individual feedback to teachers regarding their instructional practices, Hope will implement the Peer Accountability Leader (P.A.L.) group during 2015-16. P.A.L. will be responsible for conducting peer classroom observations for the sole purpose of providing feedback. P.A.L. also provides a platform for instructional coaching and constructive dialogues. In fact, grades K-3 began implementation of peer classroom visits as part of the PLC during the fall of 2013.

The Instructional Learning Cycle process will be piloted during the 2013-2014 school year with support from the Wayne RESA School Improvement Facilitator and the Michigan State University Intervention Specialist. The program will continue in subsequent years of the plan (2014-15, 2015-16 and 2016-17) with quarterly submissions documenting successful implementation. It is the goal of the Hope Academy staff that the instructional learning cycle process will become a natural way of looking at the instructional process and therefore become embedded into the culture of the school.

To assess the effectiveness of Hope's Professional Learning Plan and ensure that the PL program produces tangible results in the classroom, the following strategies will be implemented during 2014-15 and continue through the life of the Plan (2015-16, 2016-17):

- Surveys will be given to staff following each professional development activity in order to provide them with an opportunity to evaluate the professional learning and to indicate needs in the future.
- The administrative team will conduct regular informal and formal classroom visits to assess the impact of the professional learning program on classroom instructional practices. Future professional learning will be developed and/or adjusted based on the results of these visits.
- P.A.L. observations with subsequent feedback
- Analysis of data obtained from Global Scholars, instructional program assessments, etc.

Hope's Professional Learning program was designed with school staff in an effort to facilitate effective teaching and learning. It has the capacity to successfully implement the school reform strategies.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and**

**career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

5A

96% of Hope Academy students qualify for free and reduced lunch. Approximately 50% of students who enroll in Hope Academy are minimally two grade levels behind their peers. 30% of new students who enroll at Hope Academy already have Individualized Education Plans which qualify them to receive Special Education services. To meet the needs of these students, Hope Academy uses multiple sources to recruit effective teachers, including posting openings for staff at state web sites, attending job fairs, paid subscription to a web-based recruitment bank and referrals from current staff members. Recruitment and assignment of teaching staff is intentional and driven by student needs. Assurance of competent applicants is done in collaboration with the Principal, Academy Directors and Human Resource Manager. In addition to an extensive personal interview, all qualified candidates are further evaluated using writing screeners, job-perception surveys and strength/availability of professional letters of recommendation. When assigning staff to specific classes, multiple variables are taken into consideration including certification, experience, strengths, personal skills and specific areas of study. When filling any opening, the makeup of the class and student strengths and needs are considered and matched with the educator as closely as possible.

Analysis of 2011 MEAP Science data revealed 0% of Hope's fifth grade students were proficient. As these students shifted to middle school, an additional certified middle school science teacher was recruited to help address our science deficiencies. The teachers assigned to teach science in the departmentalized grades (4-8) were assigned according to their expertise and experience, as well as their state certifications (grades 6-8).

To address students' need for increased structure and fewer transitions, Hope's third grade cluster moved from a departmentalized model to self-contained classes. The reasoning behind the change in structure is the immaturity of the students to handle the numerous classroom changes and its effect on learning. In the 2014-2015 and 2015-2016 school years, instructional and behavioral data comparisons will take place to rate the effectiveness of the third grade transformation. The reassignment of these third grade teachers from content-specific to self-contained classes demonstrates that Hope is committed to placing the needs of the students above all else.

Careful analysis and disaggregation of MEAP, Global Scholars (web-based adaptive assessment) and instructional program assessments indicates a sizeable achievement gap between our highest and lowest performing students. In response to this gap, Hope recruited a certified Reading Specialist to support classroom teachers in reading instruction. A highly effective middle school math teacher was reassigned to the role of Math Specialist to support classroom teachers in mathematics instruction.

Due to lack of experience and a solid educational background in the previous Academy Directors, a change in leadership occurred at the beginning of the 2012-2013 school year, with the replacement of two new Academy Directors at the K-3 and 4-5 levels. Also with the addition of the new Academy Directors came the realignment of the elementary administrative structure from K-2 and 3-5 to K-3 and 4 - 5. Furthermore, upon reflection and analysis of school discipline data from the 2012-2013 school year, student behavior and lack of a working discipline plan was a major impediment to classroom instruction and student learning, especially in grades 6-8. During that school year, teachers spent a majority of their instructional time dealing with behavioral issues instead of focusing on curricular concerns. To address these behavioral issues for the 2013-2014 school year, a new 6-8 Academy Director was recruited to transform the school climate and culture into an institution conducive for learning.

5B

Hope Academy will utilize an incentive plan to retain teachers. In addition to providing a comprehensive compensation and benefits package, Hope will identify and reward school leaders, teachers and other staff members who have increased student achievement. A Teacher Incentive Team will be implemented during the 2014-2015 school year and will be responsible for monitoring the number of written referrals per teacher, student Global Scholars scores, MEAP scores, teacher attendance and classroom grades. Teachers who demonstrate academic achievement, 5% increase of MEAP, and/or Global Scholars scores, stellar classroom management, and good attendance will receive one or more of the following rewards: paid extended lunch with a colleague of choice, gift card, additional prep period or paid day off. For teachers whose students have demonstrated the highest percentage of growth on Global Scholars test, teachers will be named "Teacher of the Month" which affords them preferred parking, special recognition on bulletin board posted near Main Office, and/or paid professional learning conference or workshop of teacher's choice.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6:** Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

**Indicator 6A:** In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

**Indicator 6B:** In your response, describe your instructional program. The school's instructional program must: (a) reflect the “Big Ideas”, (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

**Goal 1:**

All students at Hope Academy will show an increase in informational/narrative text and comprehension on the MEAP Assessment.

**Measurable Objective 1:**

A total of 566 All Students will demonstrate a proficiency in comprehension, informational and narrative text. in English Language Arts by 06/11/2014 as measured by proficiency levels of state and district assessments..

**Strategy1:**

Comprehension - 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, retelling and summarizing.

Research Cited: Marzano's Nine Instructional Strategies for Effective Teaching and Learning, Comprehensive Connections; Bridges to Strategic Reading by Tanny McGregor will support this strategy and action plan.

Activity - Monitoring Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will teach students monitoring understanding by developing their ability to recognize comprehension breakdown when they occur and apply fix-up strategies to correct comprehension difficulties.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	All teaching staff are responsible for this activity.

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Activity - Retelling/Summarizing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will teach students how to retell and summarize the main and supporting details of a selection.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	All summer school and MEAP Camp staff will be responsible for this activity. During the fall and throughout the school year all teachers will be responsible for this activity.

Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will increase students comprehension skills by helping them to make connections, connecting their knowledge to a selection, other text and connecting their responses to a selection.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	All MEAP Camp & summer school will be responsible during summer school hours. In the fall all teachers are responsible for this strategy throughout each grade level, content area and specials.

### Goal 2:

All students will show improvement in each strand on the Michigan Educational Assessment Plan.

### Measurable Objective 1:

A total of 566 All Students will demonstrate a proficiency and/or show improvement in Mathematics by 06/11/2014 as measured by the state and district required assessments (MEAP/Global Scholar, IOWA & Explore)..

### Strategy1:

District Level Assessments - Staff will develop District Level Assessments per grade level to monitor the progress of students on a quarterly or as needed basis.

Research Cited: Research based strategies for Increasing Student Achievement by Robert Marzano and Formal Assessments and Best Practices will be used to support this strategy and action plan.

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will increase math vocabulary terms to increase student achievement through hands on math activities such as Bingo, family game night, and technology games.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	All math instructors and math specialist are responsible for the implementation of math activities.

### Goal 3:

All students will show improvement or significant improvement in Science on the MEAP Assessment.

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### Measurable Objective 1:

20% of All Students will demonstrate a proficiency in life science, earth science, science processes and physical science. in Science by 07/08/2013 as measured by the state and districts assessments..

### Strategy1:

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.

Research Cited: Research of "Best Practices", STEM and the new Next Generation of Science Standards will be used to implement this strategy and action plan.

Activity - STEM Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement project based learning through STEM connecting student's learning experience to real world application in order to increase student achievement on the MEAP.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	Science and math teachers will be responsible for this activity.

Activity - Science Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the science fair to increase achievement and implement new standards.	Academic Support Program	11/25/2013	03/20/2014	\$0 - No Funding Required	All science and math teachers will be responsible for the academy's science fair.

### Goal 4:

All students will show improvement or significant improvement in Social Studies.

### Measurable Objective 1:

A total of 72 All Students will demonstrate a proficiency in history, geography, civics/government and economics in Social Studies by 06/11/2014 as measured by the state and districts assessments..

### Strategy1:

Data/Gap Analysis - Social Studies teachers will identify the gaps in teaching and learning.

Research Cited: Data Now What? by Makeba Jones and Susan Yonezawa was used to support this strategy.

Activity - Effective Unit Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate creating effective units and lesson plans to correlate and increase student achievement throughout each grade level.	Academic Support Program	08/28/2013	06/11/2014	\$0 - No Funding Required	All Social staff are responsible for this activity.

### Narrative:

6A

Hope analyzed multiple data sources (achievement, process, demographic and perception) to understand our designation as a priority school. We scrutinized our achievement data (MEAP, Global Scholars, IOWA) and disaggregated it by subject, grade and cohorts. MEAP math and reading trend data revealed a marked decline in student performance in almost every grade level from 2011-12 - 2012-13. We also noticed a decline in cohort performance in most grades in reading and math, with a significant decline in cohort math performance in the middle school.

Along with our declines in math and reading, other factors contributed to our priority designation. In 2011 Hope added a 7th grade, followed by an 8th grade in 2012, resulting in low achievement scores factored into our scorecard. Additionally the accountability of science and social studies towards proficiency further contributed to our status as our students' proficiency in social studies was 2% in 2011; 4% in 2012, and 1% in science for both years. These circumstances clearly reveal Hope's priority school designation.

Since the data divulged a decline in cohort reading and math proficiency, as well as low proficiency in social studies and science, we examined multiple cross-curriculum (writing, science, social studies) instructional programs. We selected research and technology-based programs that focus on improving student achievement, and include a Multi-Tiered System of Support(MTSS) to ensure we meet the individual needs of all learners. They are also aligned with the CCSS. While some programs were in place before our priority designation, further data scrutiny indicated we lacked fidelity of use due to insufficient training. In addition, each chosen program has built-in vertical alignment, but we failed to develop pacing guides to guarantee alignment across all grade levels. We believe through fidelity of program use, the built-in programs vertical alignments and the development of pacing guides, that the following chosen programs will assist us in eliminating the decline in student proficiency, as well as cohort performance into the middle school grades.

Journeys(K-5) and Holt McDougal(6-8) reading programs; implemented in 2011-12.

Lucy Calkins Writing(K-5); implemented in September 2013.

Go Math! (K-5) and Holt McDougal (6-8); implemented in 2012-13.

Science Fusion (1-8) science program aligned to the Next Generation Science standards; implementation in 2014-15.

Our three-year timeline for sequencing of implementation of our instructional programs:

2013-14: Develop Professional Learning Communities for regular data and achievement dialogs. Implement Lucy Calkins(K-5). Develop an MTSS.

2014-15: Create common instructional language in each content area, post in classrooms and use during instruction to align uniformity of vocabulary as students matriculate. Training in Science Fusion before implementation. Training in the differentiation of instruction using Journeys/Holt McDougal. Analyze writing data to rate effectiveness of Lucy Calkins. Develop math and reading pacing guides.

2015-16: Training for Go Math!/Holt McDougal in the differentiation of instruction. Include instructional program pre/post assessments in data analysis. Develop science and writing pacing guides. Establish Peer Accountability Leaders (PAL) to offer peer support.

2016-17: Develop social studies pacing guides. Use staff surveys and multiple data sources to plan training opportunities based on staff's needs.

6B

Instructional programs implemented prior to our Priority designation indicated students were experiencing difficulty mastering content. It was determined the programs were not implemented with fidelity and our instructional methods were not meeting the diverse needs of the students. In 2013, staff began utilizing PLCs to analyze assessment data, brainstorm ideas, and develop strategies to improve achievement. In addition to school-wide programs, intervention programs are in place to provide support to our lowest performing students. Hope hired a certified Reading /Math Specialist in 2013-14 to scrutinize data and select students for intervention groups.

Additionally, students utilize IXL Math (<https://www.ixl.com/research/IXL-Research-Study-2013.pdf>) / Brainchild Core Concepts

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([www.brainchild.com/assets/Fort-Stockton-Ms.pdf](http://www.brainchild.com/assets/Fort-Stockton-Ms.pdf)) which provides real-time assessment data and differentiated support. We will use this data effectively to monitor and inform instruction and engage students and their parents in the learning process, all efforts aligned to our Big Ideas. The data will allow the teacher/ students to make individualized goals. These goals will be shared with parents, communicated through weekly progress reports & progress monitoring conferences. Grades 3-8 GS scores are posted in the classroom. The data indicate student performance (above, high, low- below).

The programs are research-based, vertically aligned, CCR & will be implemented fully. Implementation of a mobile computer lab purchased from Title 1 funds will support learning. Reading and Math Specialists, various teachers & Academy directors will form a team to develop pacing guides and identify common instructional vocabulary to post in rooms and use during instruction. Pre/post data & vocabulary assessments will be included in data analysis. Teachers will implement the instructional program & the administrative team will monitor. Interventions will support teachers in modifying instruction, meet diversity, elevate achievement scores, promote mastery and prevent cohort decline.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.**

### Goal 1:

All students will show improvement in each strand on the Michigan Educational Assessment Plan.

### Measurable Objective 1:

A total of 566 All Students will demonstrate a proficiency and/or show improvement in Mathematics by 06/11/2014 as measured by the state and district required assessments (MEAP/Global Scholar, IOWA & Explore)..

### Strategy1:

District Level Assessments - Staff will develop District Level Assessments per grade level to monitor the progress of students on a quarterly or as needed basis.

Research Cited: Research based strategies for Increasing Student Achievement by Robert Marzano and Formal Assessments and Best Practices will be used to support this strategy and action plan.

Activity - Math Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will increase math vocabulary terms to increase student achievement through hands on math activities such as Bingo, family game night, and technology games.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	All math instructors and math specialist are responsible for the implementation of math activities.

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Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will be trained in creating formative and summative assessments to identify achievement gaps in skills and standards. Teachers will also be trained in developing assessments within Global Scholar and board required formative assessment.	Professional Learning	08/21/2013	06/11/2014	\$0 - No Funding Required	Teachers servicing students in grades K-8 will be held accountable for the development of effective assessments. Academy directors will ensure that all teachers are implementing and developing grade levels assessments.

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project-Based Learning activities will be implemented each quarter to assist students in solving real life mathematics problems with relevancy.	Academic Support Program	10/22/2013	05/21/2014	\$0 - No Funding Required	All homeroom/cluster teachers are responsible for this activity.

### Goal 2:

All students at Hope Academy will show an increase in informational/narrative text and comprehension on the MEAP Assessment.

### Measurable Objective 1:

A total of 566 All Students will demonstrate a proficiency in comprehension, informational and narrative text. in English Language Arts by 06/11/2014 as measured by proficiency levels of state and district assessments..

### Strategy1:

Comprehension - 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, retelling and summarizing.

Research Cited: Marzano's Nine Instructional Strategies for Effective Teaching and Learning, Comprehensive Connections; Bridges to Strategic Reading by Tanny McGregor will support this strategy and action plan.

Activity - Monitoring Understanding	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will teach students monitoring understanding by developing their ability to recognize comprehension breakdown when they occur and apply fix-up strategies to correct comprehension difficulties.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	All teaching staff are responsible for this activity.

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Activity - Retelling/Summarizing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will teach students how to retell and summarize the main and supporting details of a selection.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	All summer school and MEAP Camp staff will be responsible for this activity. During the fall and throughout the school year all teachers will be responsible for this activity.

Activity - Making Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will increase students comprehension skills by helping them to make connections, connecting their knowledge to a selection, other text and connecting their responses to a selection.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	All MEAP Camp & summer school will be responsible during summer school hours. In the fall all teachers are responsible for this strategy throughout each grade level, content area and specials.

### Goal 3:

All students will show improvement or significant improvement in Science on the MEAP Assessment.

### Measurable Objective 1:

20% of All Students will demonstrate a proficiency in life science, earth science, science processes and physical science. in Science by 07/08/2013 as measured by the state and districts assessments..

### Strategy1:

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.

Research Cited: Research of "Best Practices", STEM and the new Next Generation of Science Standards will be used to implement this strategy and action plan.

Activity - STEM Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement project based learning through STEM connecting student's learning experience to real world application in order to increase student achievement on the MEAP.	Academic Support Program	07/08/2013	06/11/2014	\$0 - No Funding Required	Science and math teachers will be responsible for this activity.

### Goal 4:

All students will show improvement or significant improvement in writing.

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### Measurable Objective 1:

A total of 791 All Students will demonstrate a proficiency in writing in English Language Arts by 06/11/2014 as measured by the state and districts assessments..

#### Strategy1:

Writing Workshop - Teachers and staff will be trained in Lucy Calkins Units of Study Reading and Writing Project.

Research Cited: Lucy Calkins Writing Workshops will be used to support this strategy.

Activity - Writing and the Cores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will be trained in our new writing series, Units of Study in Opinion, Information and Narrative Writing.	Professional Learning	08/22/2012	06/11/2014	\$4000 - Title I Part A	All teaching staff will be responsible for this activity.

### Goal 5:

All students will show improvement or significant improvement in Social Studies.

### Measurable Objective 1:

A total of 72 All Students will demonstrate a proficiency in history, geography, civics/government and economics in Social Studies by 06/11/2014 as measured by the state and districts assessments..

#### Strategy1:

Data/Gap Analysis - Social Studies teachers will identify the gaps in teaching and learning.

Research Cited: Data Now What? by Makeba Jones and Susan Yonezawa was used to support this strategy.

Activity - Effective Unit Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate creating effective units and lesson plans to correlate and increase student achievement throughout each grade level.	Academic Support Program	08/28/2013	06/11/2014	\$0 - No Funding Required	All Social staff are responsible for this activity.

### Goal 6:

All students will show an increase in attendance

### Measurable Objective 1:

collaborate to increase student attendance by 06/11/2014 as measured by school attendance data.

#### Strategy1:

Student Attendance - Administrators, teachers, and social workers will work to increase student attendance on a regular basis.

Research Cited: Attendance records

Activity - Attendance Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase parent awareness of attendance and Erase Truancy.	Parent Involvement	08/29/2013	06/11/2014	\$0 - No Funding Required	Administrators, Social Workers and Teachers are responsible for this activity.

**Narrative:**

7

Hope Academy requires its staff to use student data regularly to inform and differentiate instruction.

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). 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.

In addition to using Global Scholars data, teachers also administer pre- and post-assessments. This teaching strategy will be fully implemented during the 2014-15 school year when pre-assessments are given to assess pre-requisite skills prior to instruction. As teachers receive the data acquired from pre-assessments, they can plan lessons thoughtfully, address the student deficits and challenge stronger students. During the course of instruction, formative assessments are on-going. These assessments include, but are not limited to, daily or weekly quizzes, exit tickets, reflections, summaries, homework assignments, class polls, etc. Teachers analyze data from these sources regularly to drive instruction. Upon completion of a unit of study, teachers administer post-assessments. The data generated from post-assessments, coupled with data from pre-assessments, allows teachers to see student growth in a measurable way. This cycle of pre-assessing, instruction coupled with formative assessments, and post-assessments occurs as units of study are completed. While many teachers are currently following this Instructional Learning Cycle (ILC), it will be implemented school-wide in 2014-15, and will continue with fidelity in 2015-16.

As teachers are utilizing data generated from Global Scholars, pre- and post-assessments, formative and interim assessments, as well as classroom observations, they will find students that continuously fall below expected gains. These students will be referred to the Reading and/or Math Specialists, in an effort to close achievement gaps. The Specialists will use all available data and information shared by classroom teachers to individualize instruction for these students. The Specialists will work with small groups of children, three to ten at a time (depending on their grade levels), and focus on these deficit areas. The specialists will administer ongoing assessments to monitor student progress and growth. These ongoing assessments, coupled with classroom teacher observations and Global Scholars scores will help determine the effectiveness of the intervention. Prior to the 2013-14 school year, academic support from Reading and Math Specialists was not available at Hope.

Beginning in 2013-14, teachers are required to use classroom data walls to display Global Scholars and achievement data. 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 (Global Scholars data, MEAP scores, IOWA tests, progress reports, and student work samples). Portfolios will matriculate with the student each year to their next grade to provide the teacher with an academic snapshot of the student.

Prior to 2013-14, there was no readily accessible electronic source of achievement and discipline data. In 2013-14, the middle school Academy Director created such a document for middle school students, which can be accessed by middle school staff and Academy Directors as a Google spreadsheet. Instructional staff uses the data found in this document to discuss student achievement and monitor the effectiveness of the instructional practices during weekly Professional Learning Communities (PLCs). In 2014-15, this electronic spreadsheet will be implemented school-wide.

In an effort to provide teachers with real time feedback of student understanding during a lesson, Hope Academy will purchase and utilize classroom response systems in each classroom beginning in 2015-2016. The E-instruction classroom response system will allow teachers to ask questions related to the lesson being taught and provide students with an opportunity to respond in a safe and unobtrusive manner. The results will be displayed immediately allowing the teacher to adjust instruction based on the feedback received. Adequate training and support will be provided as the systems are implemented to ensure teachers are comfortable using the technology to inform their instructional efforts.

Finally, data collected from the instructional programs will be collected, analyzed and used to monitor the effectiveness of implementation of all components of the instructional program. Using the instructional learning cycle as the catalyst for conducting the analysis, the ILC process will be explicitly taught to teacher teams and will become the basis for future planning and delivery of instruction and analysis of its effectiveness. Data gained from the analysis of the ILC data will help maintain a laser like focus on increasing achievement and closing achievement gaps.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A

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 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.

8B

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.

8C

Michigan Association of Public School Academies (MAPSA) convention in November and at scattered days throughout the school year. Before the 2013-2014 school year, teacher preps were not aligned with same grade cohorts, and were changed in length and occurrence throughout the year. This disorganized schedule did not provide teachers with occasions to collaborate or participate in PL with colleagues unless it happened passing in the halls before or after school. In order for Hope Academy to increase its time for PL to occur during the school day, a redesign of the current schedule was necessary. For the 2013-2014 school year, Hope is instituting a realignment of the prep schedule to allow for a Professional Learning Community (PLC) format. The PLCs are resultant of a structured grade-level common prep for teachers that occur at the same time period every school day. The PLC's take place three times a week, for forty minutes each, during the teacher prep time to discuss student behavior and achievement and issues pertaining to Special Education. Tuesday PLCs discuss all issues related to student achievement as driven by available data. Wednesday PLCs discuss all issues related to student behavior based on referral data; and Thursday PLCs focus on issues pertaining to Hope's Special Education/Intervention programs and the goals outlined for their students using available data. These PLCs are being established to initiate rapport and accountability among teachers in an effort to provide effective instruction, assessment and intervention for every learner. These practices will ultimately increase academic achievement of Hope Academy students.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

9A

Hope Academy has outlined multiple strategies to engage families in reform efforts. Hope recognizes that meeting the basic needs of its students and families is paramount if academic achievement is to be attained. This recognition is supported by world-renown psychologist, Abraham Maslow. Maslow describes his Theory of Human Growth and Hierarchy of Needs in his research paper, "A Theory of Human Motivation" (1943). Maslow states "People are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfill the next one, and so on . . . One must satisfy lower level basic needs before progressing on to meet higher level growth needs." According to Maslow, one's physiological, safety, belonging and esteem needs must be met prior to cognitive growth.

With this in mind, Hope Academy will designate parent liaisons to work with administration and staff in an effort to assess the needs of local families and design programs around these needs. The liaisons will gather needs assessment data via parent surveys. These surveys will be distributed annually to better ascertain the needs of our families and enable staff to evaluate the success of previous programs and plan for the future. Parents can then volunteer in various capacities in exchange for goods or services (e.g., grocery store gift cards, laundry services, toiletries, etc.). This program is scheduled to begin in 2015.

In 2014, Hope Academy will host its first Health Fair. The Health Fair will provide services such as blood pressure monitoring, vision and hearing screenings and mammograms. The Fair is designed to meet the physiological needs of the whole family.

In an effort to make a home-school connection, Hope will institute the Parent Connect portion of the MI-Star internet-based grading system. Establishing this system will allow parents and students to access achievement data readily, thereby fortifying school-parent partnerships by assisting parents in the remediation of their students. This system helps foster parent engagement and rapid turnaround strategies by providing parents with tools to support student learning at home. Parent Connect is scheduled to be implemented in 2014.

Hope is currently planning to institute Parent University in 2014, with full implementation occurring in 2015-16 and 2016-17. Parent University is designed to equip parents of Hope Academy students with the tools they need to support their students academically,

emotionally and relationally.

In 2012-13, Hope instituted the Grandparents Program. This Program invites senior volunteers to assist elementary teachers with small group and center-based activities. The Grandparents Program addresses the need for individual assistance that many elementary students require.

Hope is committed to the engagement of families. In fact, two members of the Redesign Team are parents. Additionally, the Parent Teacher Organization (PTO) office is located in the school. Our PTO houses resources for parents and students including computers for parent use and clothing closets with new and gently-used uniforms for students.

9B

Hope Academy has outlined strategies to engage community partners in reform efforts. Hope will amass a Parent Resource Directory that will highlight parents' skill sets and/or places of employment in an effort to determine possible community partners. The Parent Resource Directory is scheduled to be compiled in 2015.

Also in 2015, Hope plans to implement the A World in Motion (AWIM) program, sponsored by the Society of Automotive Engineers (SAE) and GM Foundation. AWIM is designed to offer hands-on activities in science, technology, engineering, and math (STEM) courses at an age-appropriate level. The AWIM program will satisfy two of Hope's major reform efforts: it will increase student engagement in the STEM classes and simultaneously increase student achievement in math and science.

Hope plans to host a professional learning event featuring The Children's Center in 2015. The goal of this event is to assist Hope staff in recognizing and supporting children with mental health and behavioral challenges. Strengthening these over-arching deficits in the children will help them improve their academic achievement.

Beginning in 2014, Hope envisions creating a partnership with the Russell-Woods Block Club. In fact, the genesis of this partnership is already at hand, as one of the members of Hope's Redesign Team is also a member of the Russell-Woods Block Club. This partnership will be a symbiotic one in which both parties are mutually benefited. Hope will petition the Block Club for support in various school-related endeavors in exchange for community clean-up efforts (including, but not limited to, cleaning Russell-Woods Park).

Finally, Hope currently engages in community partnerships with Junior Achievement (J.A.), St. John Hospital and Black Family Development Inc. (BFDI). J.A. volunteers come to Hope Academy and work with students in the classroom on budgets and financial planning via the J.A. in a Day program. Additionally, middle school students visit J.A. Finance Park to participate in a real-life simulation that requires students to make daily financial decisions. St. John Hospital sponsors its Open Arms program at Hope Academy. Open Arms is a grief counseling program for students who have lost loved ones. Lastly, BFDI provides social work services to students and families of Hope Academy. BFDI helps develop familial relationships by addressing clinical and mental health issues in an effort to meet the basic needs of the entire family.

These programs will be maintained and further developed during the coming school years.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

10

The School Transformation Team has been working to guide the transformation of Hope Academy. 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 a 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.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

11

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. The three Academy Directors and the school Principal, leading the charge, 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 and Michigan State University 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.

Finally, in the absence of a central office structure, Eastern Michigan University's Charter School Office and the Hope Academy Board of Directors are responsible for monitoring and supporting the school.

# Performance Evaluation (PE) System

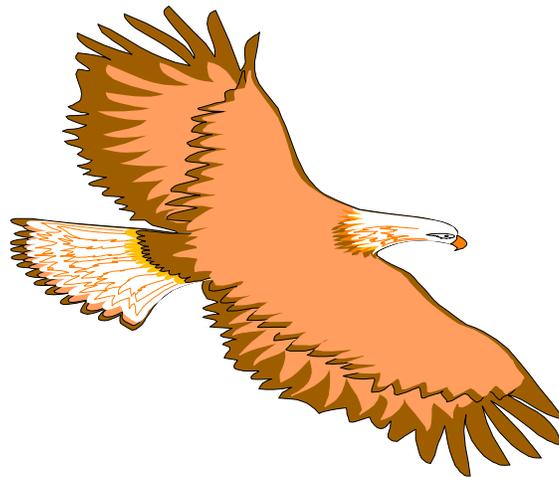
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Public Act 102 (MCL 380.1249)

## Hope Academy

### District Performance Evaluation (PE) System

Teachers & Administrators Evaluations



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12121 Broadstreet Ave. Detroit, Michigan 48204 Phone: (313) 934-0054 Fax: (313) 934-0074

“Soaring Beyond Expectations”

## **INTRODUCTION**

*In alignment with Public Act 380.1240 Performance Evaluation (PE) Systems for teachers and school administrators, the Board of Hope Academy, a Public School Academy (PSA) has adopted and implemented a fair Performance Evaluation (PE) that meets the state requirements for administrators under Section 1249 (3) and state requirements for teachers under Section 1249 (2).*

## Hope Academy Teacher State Required Measures:

(In alignment with Public Act 102 Section 1249)

Beginning with the 2013-2014 school year all teachers/academic support staff employed at the academy must meet the following evaluation measures:

**A) Annual year-end evaluation**

(i)

2013-2014	2014-2015	2015-2016
25%	40%	50%

(Timeline based on (3) year cycle as indicated in Public Act 102)

(ii) If teachers employed at Hope Academy equal less than a year or student growth and assessment data is not available annual year-end evaluation shall be based on student growth and assessment data available (this is at the academy's discretion).

(iii) Create/establish performance gals to improve effectiveness

**B) The academy will provide Mid-Year Progress Reports for all academic, teaching, and support staff.**

Components of Progress Reports include:

1. Achievement of students
2. Individual Development Plans
3. Administrative Developed goals (goals should include measurable improvement targets).

**C) Classroom Observations** – The Academy will conduct observations within given timeframes throughout content areas. Classroom observations includes but are not limited to: Lesson Plans; Implementation of standards, student engagement.

Please Note:

1. A classroom observation does not have to be for an entire class period)
2. Multiple classroom observations will be conducted regardless of ratings; Highly Effective (HE), Effective (E), Minimally Effective (ME), Ineffective (IE).

The academy will assign mentors/coaches to those who's Mid-Year Progress Reports is rated Minimally Effective (ME) or Ineffective (IE).

A teacher who is in the first year of the probationary period (1<sup>st</sup> year teaching or 1<sup>st</sup> year employment of the academy).

**Or**

Mid-Year Progress Report is rated Minimally Effective (ME) or Ineffective (IE).

Hope Academy's observation schedule/time line will be conducted (3) times a year among selected or agreed upon content areas. Special Subject teachers and support staff will be observed.

**Hope Academy's Observation Time Frames**

<b>Observations</b>	<b>Time Frames</b>	<b>Possible Content/Special Areas</b>
<i>Observation 1</i>	Nov. 11-Dec. 5, 2012	ELA (Reading or Writing), Math, Science, Social Studies, Computers, Art, Language, Physical Education,
<i>Observation 2</i>	Feb. 12-March 7, 2014	ELA (Reading or Writing), Math, Science, Social Studies, Computers, Art, Language, Physical Education,
<i>Observation 3</i>	April 28-May 23, 2014	ELA (Reading or Writing), Math, Science, Social Studies, Computers, Art, Language, Physical Education,

The academy will ensure consistency and fairness in the implementation of Performance Evaluation (PE) System. Therefore;

1. The academy may allow exemption of student growth data for a particular pupil for a school year upon recommendations of the school administrator or his/her designee.
2. If a teacher is rated ineffective on a year-end evaluation, the teacher may request a review of the evaluation and the rating by the school Chief

Administrator Officer (CAO) of the Public School Academy (PSA) within 20 days after the teacher is informed of the rating.

*End of Teacher Required Measures*

## **Hope Academy Administrators State Required Measures:**

(In alignment with Public Act 102 Section 1249)

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Beginning with the 2013-2014 school year all building level administrators/central office level school administrators who are regularly involved in instructional matters must meet the following evaluation measures:

**A) Annual year-end evaluation**

(i)

<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
25%	40%	50%

(Timeline based on (3) year cycle as indicated in Public Act 102)

*Year-End Evaluation Components:*

1. Student growth/assessment data
2. Quality of input on teacher Performance Evaluation (PE)

**B) Progress made by the school or school district outline in the School Improvement Plan (SIP).**

**C) Pupil Attendance**

**D) Student, parent, and teacher feedback and other pertinent information considered by the board**

Hope Academy administrators shall be rated as Highly Effective (HE), Effective (E), Minimally Effective (ME), or Ineffective (IE).

Rating resulting in Minimally Effective (ME) or Ineffective (IE) requires the school administrator to implement an improvement plan to correct the deficiencies.

Improvement Plans must include: Professional Learning opportunities and other measures designed to improve the rating of the school administrator on his/her next annual year-end evaluation.

If a school administrator is rated Ineffective (IE) on 3 consecutive annual year-end evaluations the academy shall dismiss the school administrator from his/her employment.

## **Biennially Evaluations for Teachers and Administrators**

### Teachers

If a teacher is rated Highly Effective (HE) on 3 consecutive year-end evaluations, the academy may choose to conduct a year-end evaluation biennially instead of annually.

### Administrators

If a school administrator is rated Highly Effective (HE) on 3 consecutive annual year-end evaluations, the academy may choose to conduct a year-end evaluation biennially instead of annually.

### **How Administrators and Teachers Evaluation are Alike and Different**

Alike	Different
<ul style="list-style-type: none"><li>• Require annual Performance Evaluation (PE).</li><li>• Must include student achievement; 25% 2013-2014, 40% 2014-2015, 50% 2015-2016.</li><li>• Based on Researched Based Practice.</li><li>• Use sound evaluation tools, processes, and practices aligned to the full system.</li><li>• Focus on School and District Improvement Goals.</li><li>• Assign an effectiveness rating.</li><li>• Development Improvement Plans.</li><li>• Basis for employment and compensation decisions.</li></ul>	<ul style="list-style-type: none"><li>• Administrator’s conduct of teacher evaluations (and/or administrator evaluation).</li><li>• Progress made on school and district goals.</li><li>• Pupil Attendance.</li><li>• Student, parent, and teacher feedback.</li><li>• Other information deemed pertinent.</li></ul>

Hope Academy will use various sources of evidence and data as measuring tools to evaluate the performance of its teachers . These evaluating measuring tools includes (value-added):

- National Normed Assessments (IOWA)
- State Assessments (MEAP, MEAP Access, MI-Access, Explore).
- Local Assessments Board required (Global Scholars, Kindergarten Entrance Assessments).

To evaluate these measures/tools Hope Academy has adopted the Danielson 2011 version Framework for Evaluation of Teacher Performance. The Danielson Framework Evaluates:

### **Planning & Preparation (Domain 1)**

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Selecting Instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent Instruction
- Designing student assessments

### **The Classroom Environment (Domain 2)**

- Creating an environment of respect and rapport
- Establishing a culture of learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

### **Instruction**

- Communicating with students
- Using questions and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness

### **Professional Responsibilities**

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Participating in a Professional Learning Community
- Growing and developing professionally
- Showing professionalism

Hope Academy will use various sources of evidence data as measuring tools to evaluate the performance of its administrators. These evaluating measuring tools includes (value-added):

- Student growth/achievement
- Conduct of teacher's evaluation
- Progress made on school and district goals
- Pupil attendance
- Student, parent, teacher feedback (perception data).

To evaluate these measures Hope Academy will implement “School Advance” Principal Evaluation Framework, Reeves & McNeil, 2011. The School Advance Administrator Evaluation System evaluates:

### **Results (Domain 1)**

- Improved student achievement results
- Improved teacher performance results
- Achievement gap reduction/elimination
- Overall school performance

### **Leadership (Domain 2)**

#### Vision for Learning and Achievement Factor

- Personal
- Shared

#### Leadership Behavior Factors

- Informed
- Strategic and Systematic
- Fair, Legal, Honest, Ethical, and Professional
- Resilient

### **Programs (Domain 3)**

#### High fidelity and reliability Instructional Program Factors

- Curriculum
- Instruction
- Assessment

#### Safe, Effective, Efficient School Operations Factors

- Policies, Laws, and Procedures
- Systems, Processes and Procedures
- Allocation and Management of Resources

### **Processes (Domain 4)**

#### Community Building Factor

- Relationships
- Inclusion
- Communications

#### Evidence Bases and Data informed Decision Making Factors

- Collaborative Inquiry Process
- Systematic use of Multiple Data Sources
- Data Systems

## **Systems (Domain 5)**

### **Technology Integration and Competence Factors**

- Personal use of Technology
- Learning and Teaching with technology
- Leadership for Technology

### **Human Capacity Factors**

- Professional Development/Learning
- Leadership Development
- Performance Evaluation (PE)
- Productivity

## Math Proficiency in %

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
3	6	10	4	12	22
4	12	32	19	19	14
5	19	42	29	21	26
6	9	3	31	11	5
7				11	3
8					3

## Reading Proficiency in %

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
3	28	40	29	36	38
4	16	29	32	37	32
5	28	27	42	45	33
6	22	38	25	33	27
7				26	19
8					23