



12121Broadstreet Avenue  
Detroit, Michigan 48204  
313.934.0054 ♦ 313.934.0074 fax

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## **School Annual Education Report (AER) Cover Letter**

April 18, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Hope Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Ms. Patricia Davis, Principal, for assistance.

Hope Academy's Annual Education Report is available for you to review electronically by visiting the following web site: <http://www.hopeacad.org/> or you may review a copy in the Academy's main office.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Hope Academy has not been given one of these labels.

Our continued focus is to close the achievement gap while raising student achievement/performance. As a means to raise student achievement the academy has implemented six school wide instructional strategies for all students (tier 1). These school wide instructional strategies includes: "Reciprocal Teaching", "Close Reading", "Gradual Release Method", "Differentiating Instruction", Interactive Notebooks, and "Vocabulary implementing the Frayer Model". Hope Academy continues to offer Title 1 sponsored intervention instructional programs that target tier 2 and tier 3 students through afterschool and summer school programs. Intervention instructional support also includes in school tutoring for students identified in the bottom 30 percentile; small group intervention is provided in the

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*Hope Academy is a "Restorative Practices" Community*

content areas of ELA and mathematics by our reading specialist, math specialist, and paraprofessionals.

The needs of students being addressed continuously are the following:

- Increasing student achievement
- Improving how instruction is delivered on the classroom level
- Building teaching capacity
- Providing targeted instruction (co-teaching and small group pull-out)
- Coherent curriculum through vertical and horizontal alignment to the standards
- Setting achievable and measurable goals
- Establishing norms through culture and climate with a target on Restorative Practices
- Attendance Matters

Our school is aligned with the improvement strategies identified within our school improvement plan, the initial implementation of MI EXCEL Blueprint for Advancement, and guidance with our Intermediate ISD, Wayne Regional Educational Service Agency (WRESA).

We continuously monitor the progress through various assessments (M-STEP, NWEA, AIMS, Early Literacy and Mathematics Benchmark Assessment, and common benchmarks assessments.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Hope Academy parents or legal guardians complete an application and provide copies of specific enrollment documents. This includes the last school attended report card, immunization data, birth certificate, social security information, court papers allocating parental rights and responsibilities or custody (if appropriate) and all documents pertaining to specialized student services or Individual Education Plan (IEP) where applicable.

#### 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Hope Academy Priority Single-Building -District Improvement Plan has been completed with all components and updated accordingly. The plan was submitted for the past three school years: 2014-2015, 2015-2016 and 2016-2017, in accordance with MDE and Wayne RESA procedures and guidelines.

- IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Hope Academy's Curriculum is provided through *Curriculum Crafter*. *Curriculum Crafter* is a web-based, content-rich curriculum that is fully aligned with the Common Core State Standards, Next Generation Science Standards, and Michigan Content Expectations for Social Studies. The curriculum is robust with embedded resources, lessons, assessments, differentiation strategies, project-based learning, performance task and embedded technology skills. The Common Core content uses universal design for learning principles. Access to the curriculum is included below along with the Academy's site login information:

Site	Login	Password
<a href="https://curriculumcrafter.org">https://curriculumcrafter.org</a>	hope	academy

There are no variances from the state's model.

- THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Hope Academy's aggregate student achievement test results may be viewed by accessing the following web link: <https://goo.gl/qxufMT> A copy is also located in the Academy's main office for review as well.

- IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

### *Hope Academy Parent Teacher (Progress Monitoring) Conferences Data*

#### **2015-2016 School Year**

<u>Conference Date(s)</u>	<u>Number Attended</u>	<u>Percentage</u>
October 8, 2015	422	81%
December 11, 2015	265	51%
March 11, 2016	248	48%

## 2016-2017 School Year

<u>Conference Date(s)</u>	<u>Number Attended</u>	<u>Percentage</u>
October 14, 2016	306	60%
December 16, 2016	130	25%
March 10, 2017	176	34%

The 2016-2017 school year included multitude of new challenges. However, through sheer determination, our staff was committed to turning these challenges into windows of opportunities. Maintaining a laser focused on improving student academic achievement in all core subject areas was just as important. Our overall goal was for students to leave Hope Academy daily, better than which they came. Students deserve a rich, rewarding and productive education as a building block for present and future endeavors. Indeed, *"Students Are Our Priority"* at Hope Academy.

Sincerely,

*Ronald E. Williams*

Dr. Ronald E. Williams, Ed.D.,  
Superintendent

*Patricia A. Davis*

Ms. Patricia A. Davis,  
Principal