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## School Annual Education Report (AER) Cover Letter

January 8, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Hope Academy. The AER addresses the complex reporting information required by federal and state laws. The Academy's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the Principal, Dr. Mark Mayberry at (313) 934-0054 for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.hopeacad.org/>, or you may review a copy in Hope Academy's Main Office.

For the 2018-19 school year, schools /academies were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

**Hope Academy was previously identified as an "Additional Targeted Support School" during the 2017-2018 school year.**

In reference to the most recent data in the combined assessment report (M-STEP, PSAT, MI-Access), Hope Academy's students receiving special education services were identified as the underperforming group. Attendance is one of the key challenges of this group. Hope Academy has developed a "Student Attendance Intervention Plan" as an initiative to address this area.

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. These school wide instructional strategies includes: (1) Reciprocal Teaching; (2) Close Reading; (3) Gradual Release Method; (4) Differentiating Instruction; (5) Interactive Notebooks; and (6) Vocabulary implementing the Frayer Model. Hope Academy continues to offer Title I sponsored intervention instructional programs to improve student achievement in the core subject areas: reading, writing, mathematics, science, and social studies.

The needs of students being addressed continuously are the following:

- Increasing student achievement
- Improving instructional delivery
- Building teaching capacity through professional development
- Providing data driven instruction
- Coherent curriculum through vertical and horizontal alignment to the standards
- Setting realistic and measurable goals
- Changing the school culture and climate through the schoolwide use of Restorative Practices.

Lastly, Hope Academy administration and instructional staff monitors student 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: 2017-2018 and 2018-2019, in accordance with MDE and Wayne RESA procedures and guidelines.

3. 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.

4. 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: <http://bit.ly/35xNj56> A copy is also located in the Academy's main office for review as well.

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

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

#### **2017-2018 School Year**

<u>Conference Date(s)</u>	<u>Number Attended</u>	<u>Percentage</u>
October 13, 2017	338	65%
December 15, 2017	146	29%
March 9, 2018	256	48%

## 2018 - 2019 School Year

<u>Conference Date(s)</u>	<u>Number Attended</u>	<u>Percentage</u>
October 12, 2018	323	60%
December 14, 2017	157	29%
March 27, 2018	97	18%

The 2018-2019 school year included a multitude of new challenges. However, through sheer determination, our staff was committed to turning these challenges into windows of opportunities. Maintaining a laser focused vision for 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. All Hope Academy 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

*Mark J. Mayberry*

Dr. Mark Mayberry  
Principal