



Continuous Improvement Plan for Click or tap here to enter text. District



Districts electing not to utilize the MICIP Platform to develop a District Improvement Plan for the 2021-2022 school year must use this template and upload the completed document as part of their FY 2022 Consolidated Application in NexSys. In addition, the district must also complete and retain the Schoolwide and Targeted Template for all Title I, Part A schools.

When using this template, a district should follow the process and sequence outlined in the MICIP Process Guide, including using the considerations and guiding questions, to complete all sections of the template. Sample plans can also be found in the appendix of the Guide. A plan must include a description of programs to be funded through federal funds as part of the Consolidated Application. **Each district using the template process must complete a minimum of one template. If the district is implementing more than one new goal, the district will need to complete a template for each new goal.** The district should disseminate to each building or program the parts of the plan that apply to it.

For each section, note the documentation that is required; in some sections you are asked to answer specific questions while in others you are only asked to supply a summary of your team's discussion.

Submission Instructions: Follow the instructions on the attachments screen and upload the completed template(s) in NexSys in the Title I, Part A Attachments Section within the Consolidated Application. If the district does not receive or apply for Title I, Part A Funds, please upload the template(s) within the attachments section for one of the other federal or state funds for which the district is completing a Consolidated Application.

Contacts:

Submission of the Consolidated Application: Your Regional Representative

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Assess Needs

Identify the Area of Inquiry - What area(s) will you explore?

Hope Academy 2020-2021 School Year MICIP Collaborative Team has identified one academic goal. Hope Academy 2020-2021 School Year MICIP Collaborative Team has identified Literacy (Academic) as an area to designate our goal(s) for 2021-2022.

Discover Whole Child Data - What data objects did you analyze, including academic, non-academic, and systems? **List the title of each data object and its source.**

- Fall 2019-Spring 2020 NWEA
- Winter 2021-Spring 2021 NWEA
- Kindergarten Early Literacy Fall 2020-Spring 2021

Initial Data Analysis Summary - What did the data tell you? What patterns and trends did you see across data objects? **Summarize your thinking.**

Hope Academy School Winter 2021 to Spring 2021 NWEA 3rd - 8th grade reading percentage of projected growth rate mostly does not demonstrate enough growth over the course of the school year to out-pace the standard error of measurement.

Initial Initiative Inventory Analysis - What have you already done to address the data? How well did that work? Consider the following questions and **summarize your thinking.**

1. What is the connection to the district mission?
2. What personnel are involved in the implementation?
3. What is the expected outcome?
4. What evidence for outcomes are there thus far?
5. What is the financial commitment and source of funding?
6. What fidelity measures exist?
7. What professional development exists, including coaches and performance feedback?

The mission of Hope Academy is to provide a positive, nurturing, and collaborative educational environment where we ensure the intellectual, social, and physical development of every student. Hope Academy applies five dimensions of fidelity measures: adherence, intervention, quality of delivery, differentiation, and participation responsiveness.

Hope Academy's culture is built upon specific educational beliefs, including:

- High expectations produce achievement
- Learning occurs best when each student is active in a positive, 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
- A successful teacher motivates, encourage curiosity, develop interests, and foster a positive attitude towards learning
- Goals and expectations need to be clear and consistent for all staff and students
- The school environment should be caring, comfortable, and safe
- Positive relationships between the school staff, student, parents and community are essential to the culture of the school
- School improvement occurs when the faculty, parents, and the community are committed to quality education.

Hope Academy offers program support services designed to meet student, classroom, leadership and priority growth target needs, including but not limited to:

- Specialized instruction from our math and reading specialist, providing small group intervention and one-on-one and small group support services not only to students but teachers within their area of expertise
- Reading intervention through instructional aides and tutors. Students are provided educational services through small groups, push-in services and one-on-one instruction
- Special Education/Resource services provided to Tier 3 Students
- A collaborative *Multi-Tiered Systems of Support (MTSS)* with a focus on academic and behavioral interventions
- Provide comprehensive School Social Work Services and address barriers that limit students to receiving full benefits from their academic experience. Services are also inclusive of anger management, grief counseling, addressing homelessness, crisis intervention, and maximizing access to school and community based resources. Other social work services include prevention/intervention; wraparound; and mental health, inclusive of psychiatric evaluations, psychological services, and referrals as may be needed.
- *Restorative Practices* is an Alternative solution to resolve student issues and conflicts. *Restorative Practices* Training is provided to parents, students, and staff to promote a school climate and culture conducive to student learning and teaching excellence
- *Parents R.O.A.R. (Parent Involvement/Engagement Program: "Rrealizing Our Ability to Revolutionize"*
- Extended School Day: After School Title IA Tutorial Program
- In-School Tutoring
- *Wayne RESA (County) Instructional Support (Core Content Areas Instructional Coaches, School Improvement Facilitator)*

- Intervention Classes (All Core Content Areas: Reading, Writing, Mathematics, Science, & Social Studies).

Hope Academy defines adherence to its commitment to executing its mission. Hope Academy School established a 2020-2021 School Year MICIP Collaborative Team in effort to provide a collaborative educational environment where we scaffold the intellectual development of each child. The MICIP Collaborative Team is responsible for implementing Hope Academy's MICIP Goals. In the 2020-2021 School Year Hope Academy School's academic S.M.A.R.T goal expected outcome were that all teachers should achieve at least 50% or higher of the met/exceeded growth goal by Winter 2020, 80% by Spring 2021. All teachers should achieve 80% or higher percentage of growth by Spring 2021.

Our strategies for 2020-2021 included:

- Building ILT structure to strengthen instructional foundation within school
- Reinforcing PLC structure to allow for greater teacher collaboration
- Establishing continuity between ILT, PLC, PD, and School Goals
- Restructuring of Staff Meetings to allow for weekly Professional Development
- Utilizing NWEA and Early Literacy Data To Drive Instruction and Support
- Greater use of Blended/Digital Learning platforms to allow for prescriptive student learning

Secondly, Hope Academy School defines intervention as a process to take action to provide purposeful student support while using intentional and effective strategies. As a result of the pandemic learning of the 2020-2021 school year, we found that implementing several strategies will be most beneficial for both staff and students:

- Implement intensive intervention 2 to 3 times per week for grades K-8
- Intervention Groups are constructed based on ability level with clear learning targets
- Creating a strategic plan would allow reading paraprofessionals to be utilized so that they can potentially support students in grades K-8.

Hope Academy defines quality of delivery (instruction) as instruction in a way that evokes students' interest, critical thinking and learning in a meaningful way. Throughout the 2019-2020 School Year, teachers were evaluated using the Charlotte Danielson's Framework for Teaching Model to ensure quality of delivery of instruction.

While there was exceptional growth for some grades, most students, grades K-8, still scored below average/below grade level in reading.

Hope Academy defines differentiation or diversity of learning as providing students a range of different avenues for understanding. Student or participant responsiveness refers to the physical and psychological energy a student devotes to their learning. During School Year 2020-2021 PLC discussions, the kindergarten through second grade teachers identified the following assets and areas for improvement to support differentiation of learning and participant responsiveness:

Assets:

- Strategic grouping of students in some classes
- Use of movement during instruction.
- Consistent execution of fluency building activities (reading and math)
- Targeted reading intervention
- Multiple practice opportunities
- High level of teacher collaboration
- Averaging 82% or higher daily count

Areas of Improvement:

- Improve use of center-based and differentiated instruction
- Improve execution of Instructional Blocks
- Establish targeted math intervention
- Adjust Prep and Lunch schedule streamline reading block
- More focus on student retention of new material
- Improve student attendance through increased parental support

In addition, teachers provided feedback for the implication of practice. Below is a list of implication of practice:

- Develop a systematic process to analyze data and apply findings to instructional practices
- As PLC facilitators, focus on particular subjects in our data dialogues and lesson planning/reteaching
- Build capacity of paraprofessionals to facilitate their intentional partnership with classroom teachers regarding data dialogues
- Implement small group instruction across all grade levels
- Develop a master schedule that reflects the best allocation of time during the instructional blocks

Hope Academy School 2020-2021 financial commitment and source of funding used to execute MICIP 2020-2021 Goals were Michigan Department of Education Title Funds.

Hope Academy School 2020-2021 fidelity measurement tools were NWEA, Charlotte Danielson, Kindergarten Early Literacy.

Hope Academy School 2020-2021 Professional Development primarily focused on virtual teaching and learning due to the existing pandemic. Wayne RESA came onboard to provide literacy support for k-3rd. Wayne RESA met weekly with the 3rd grade team and provided professional development for all staff. Professional Development topics included: Classroom management, informal student observations, and lesson planning support. Wayne RESA also conducted informal virtual classroom observations.

During the 2020-2021 School Year, Hope Academy continued implementing 2019-2020 strategies. However, due to the unexpected changes to the school's learning environment (pandemic), teachers had restrictions implementing strategies. Both teachers and families experienced negative impacts and reactions to the COVID-19 pandemic. As a result, Hope Academy School NWEA 1st-3rd grade Reading percentage of projected growth rate mostly does not demonstrate enough growth over the course of the school year to out-pace the standard error of measurement in comparison to the NWEA 2019-2020 scores. The percentage of projected growth rates reflect that the scores have fallen.

Some of the most commonly reported negative impacts of the COVID-19 were accessibility, student engagement, parent engagement, personal/community barriers, and teacher retention. Chromebooks were ordered for all students prior to the Fall 2020 Semester; however, due to the increased national numbers of schools purchasing chrome books for virtual learning and national chrome book product shortages, many Hope Academy Students did not receive their chrome books until Mid-Fall Semester or later. Students who did not have access to chrome books could not engage in virtual class times for the majority of the first semester. Equally important, students experienced partial parenteral online support due to parental illness, parental employment schedules, inconsistent internet access and location displacement. Hope Academy teaching and support staff reported challenges locating and contacting families throughout the school year. Some of many personal/community barriers families reported were the loss of family and friends from COVID-19, COVID-19 diagnosis, transportation loss, loss of employment/income, and feeling overwhelmed with virtually teaching multiple children at home. Due to the many challenges related to the COVID-19 Pandemic Hope Academy School had a teacher vacancy in first grade, two new teachers in third grade, one new teacher in kindergarten and a guest teacher was assigned to second grade during the 2020-2021 Academic School Year. Temporary and long-term substitute teaching staff were assigned to grade levels fifth grade social studies, sixth grade, seventh grade, and a vacancy in fifth grade. In addition to teacher retention, Hope Academy teaching and support staff had their own adverse impacts of COVID-19, which included, yet not limited to loss of family and COVID-19 diagnoses.

Preceding the COVID-19 Pandemic, teaching staff had no virtual teaching experience. Hope Academy had to shift their focus on training teachers to become more proficient in virtual instruction. In addition, community surveys reflected that 40% of our community had access to electronic devices (i.e. cellular phones, tablets) and 60% had internet access. Hope Academy School had a digital divide and teaching staff had to address the issue of how to deliver lessons virtually. Teachers created and hand delivered many learning packets for students who did not have access to the virtual classroom. Due to the national ChromeBook

shortages, many students did not receive devices until the end of January and beginning of February; in the meantime, students logged into their virtual classrooms on their phones. It was a major victory when all Hope Academy Students received a ChromeBook.

Create a Gap Statement - How far are you from where you want to be? Identify the gap between your current reality and your desired state and **write the gap statement summary here.**

Hope Academy did not meet their NWEA reading Winter 2021 growth goals. There is a 14% growth rate gap for reading.

Write a Data Story Summary - What do you know regarding this area of inquiry? Consider these questions and **summarize your thinking:**

1. What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently?
2. What district programs, supports and services are designated to meet student, classroom, leadership, and support priority growth target needs?
3. Are there any major challenges not being addressed by a service, program, or activity?
4. Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
5. Are there duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so?
6. Is there a braiding of funding across various programs and efforts?

Hope Academy School has discovered that students in our community learn best in-person. Students in our community met their NWEA reading goals and had a small gap from their projected math goals. Students in our community had limited access and or no access to in-person academic support in the 2020-2021 School Year. Students who were at the greatest risks did not receive adequate services and support due to COVID-19 restrictions and barriers. COVID-19 restrictions and barriers included: school closures, teaching and support staff shortages, physical losses, displacement, illness, internet and electronic accessibility, parental support, etc.

Hope Academy utilizes Multi-Tiered of Support System (MTSS). MTSS is the integration of evidence-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. In MTSS, the needs of all learners are identified and supported early through increasing levels of instructional time and intensity. By using performance data and monitoring learning rates and social-emotional-behavioral development of students, schools make important instructional decisions to meet the needs of **ALL** our learners (e.g., students from different backgrounds, level of language proficiency, and levels of attainment).

Special Education Services:

Students enrolled at Hope Academy that receive special education services make up 12.31% of its student population. The disabilities of the students require the services of the following team specialists:

- Special Education Coordinator
- Elementary (K-5) Special Education Resource Room Teacher
- Middle School (6-8) Special Education Resource Room Teacher
- Speech-Language Pathologist
- (1) School Social Worker
- (3) Social Workers
- Psychologist

The range of student disabilities include:

- Specific Learning Disabilities
- Cognitive Impairment
- Emotional Impairment
- Visual Impairment
- Other Health Impairment
- Speech and Language Impairment

The special education instructors and support staff are highly qualified, dedicated, and committed to providing superior researched based services to all Hope Academy students with special needs.

Analyze Root Cause - Why are things the way they are? Answer these questions:

1. What tool(s) did you use to analyze the root cause?
2. What root cause did you discover that is within your control and that you will address in your challenge statement?
3. What supporting documentation do you have?

[Five Whys Resource - NIRN](#)

[Fishbone Template](#)

Five Whys:

Problem Statement: Third Grade Children in our Community are not proficient in reading.

Why? – Not all children in our community entering kindergarten are ready for kindergarten

Why? – There are not enough high-quality early childhood programs in our community or school

Why? –Childhood programs need additional training and education to provide high-quality early childhood

Why? - There is limited funding and or no funding to support early childhood programs at Hope Academy

Root Cause: Hope Academy does not have allocated funds to support an early childhood program and provide professional

Development training for early childhood staff. Hope Academy does not have a collaboration team for the PreK-2

Create a Challenge Statement – In one sentence, what is the need or opportunity for growth you want to address?

Consider writing an “If..., then...” statement.

If Hope Academy secures and or allocates funds for an early childhood education program (Birth to 8 years old), then children who experienced high-quality early childhood education programming will have a greater outcome of being proficient readers by third grade.

Define a Measurable Goal – What will you achieve? What is your SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goal?

1. What is the name of the goal?
2. What is the due date for completion of this goal? (This date will also be your end target date.)

(See Process Guide for guidance.) **Write the SMART goal.**

Reading Academic S.M.A.R.T. GOAL- 3RD GRADE READING PROFICIENCY

Hope Academy 3rd grade students will improve in reading proficiency. Third grade students’ will achieve at least 50% or higher of the met/exceeded growth goal by Winter 2022, 60% by Spring 2022. Third grade students meet in small groups and paraprofessionals every week.

NWEA ELA

2020-2021

Fall to Spring Results

Grade	Growth Achieved From Fall to Spring in RIT	Achievement Norms as Identified by NWEA
1	19	16
2	7	13
3	4	11
4	9	8
5	-1	6
6	2	5
7	-7	4
8	2	3

Define End and Interim Target Measures – How will you know if you achieved your goal? What is/are your end target(s) aligned to one of your data objects? By when will you accomplish this (see goal statement above)?

1. What targets will you measure along the way to ensure that you meet your end target(s)? On which dates?
2. Write the end target(s) and the related interim target(s).

Hope Academy will use the NWEA Spring 2022 to measure if we have met our academic S.M.A.R.T Goal. The end targets aligned to the NWEA data objects are Hope Academy 3rd grade students will improve in reading proficiency. Third grade students' will achieve at least 50% or higher of the met/exceeded growth goal by Winter 2022, 60% by Spring 2022. Third grade students meet in small groups and paraprofessionals every week. Hope Academy will use I-ready to measure along the way to ensure that we meet our end targets; teachers will generate Early Literacy (kindergarten) and I-ready reports quarterly to evaluate their students' progress. Hope Academy 2021-2022 MICIP Collaborative Team will analyze the generated reports and provide

recommendations to ILT teams. The recommendations and generated reports will be shared during ILT to help guide teaching strategies and classroom support. Fall NWEA Testing Window: September 15, 2021 to October 15, 2021; Winter NWEA Testing Window: January 11, 2022 - February 10, 2022; Spring NWEA Testing Window: May 9, 2022 - June 10, 2022.

Select a Strategy/Strategies and Identify Strategy Details – What will you do to address the goal? Answer the following questions:

1. What is the identified strategy(ies)?
2. Who will be responsible for the strategy?
3. When will it start? When will it end?
4. Which schools/programs will implement it?

Use the [Hexagon tool](#) to assess each strategy; **summarize the results**.

Recent NWEA data results (Winter 2021) show that Hope Academy students are making incremental academic gains, but are, on average, two or more grade levels behind performance expectations for core content areas. Before the onset of COVID-19, Hope Academy students needed robust and intentional academic support to impact performance gaps. The Covid-19 pandemic has placed most Hope Academy students further behind, which means we must create and execute an aggressive remediation plan that closes academic gaps while, simultaneously, accelerating the learning curve for students who are at or beyond grade level. This summary will highlight what steps we will take to close the achievement gap at Hope Academy.

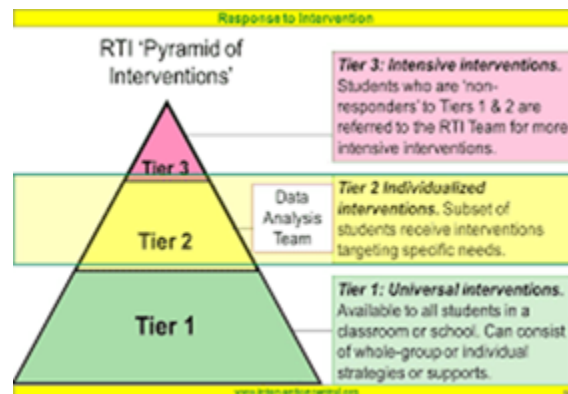
Hope Academy 2020-2021 School Year MICIP Collaboration Team analyzed the Winter 2021 NWEA reading scores. NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. NWEA uses anonymous assessment data from over 11 million students to create national norms, placing your students and schools within a representative national sample. By drawing from an incredibly wide pool of anonymized test records (pulled from millions of test events from over 24,500 public schools in 5,800 districts, spread across all 50 states), NWEA is able to accurately represent the US school-age population.

Hope Academy has identified Third Grade as the focus population and PreK-2 grades as the subpopulations. Hope Academy School understands that the third grade students in our community are not proficient in reading; therefore early intervention is an effective approach to identify and address supports prior to third grade to ensure optimal student success. Hope Academy kindergarteners are not ready for kindergarten because there is limited access to high-quality early childhood education programs in our community. Hope Academy understands that reading comprehension develops during the early childhood years.

If Hope Academy secures and or allocates funds for an early childhood education program, then children who experienced high-quality early childhood education programming will have a greater outcome of being proficient readers by third grade. According to the National Conference of State Legislatures, "A long-term study by the Annie E. Casey Foundation found that students who were not proficient in reading by the end of third grade were four times more likely to drop out of high school than proficient readers. In fact, 88 percent of students who failed to earn a high school diploma were struggling readers in third grade. High-quality early education programs provide an opportunity to get children on the right track by building a strong foundation for pre-reading and school readiness skills. Research documents the importance of early experiences on brain development, and educators and policymakers now have a deeper understanding of how to best foster young children's learning. Research shows that participation in high-quality Early Care and Education (ECE) programs including child care, prekindergarten, Head Start and Early Head Start can increase children's language and literacy skills before school entry." Hope Academy launched their first preschool program, during the 2020-2021 School Year.

FOCUS POPULATION WAS NOT A PART OF THE NEEDS PROCESS

Many of the academic components included here are gleaned from recommendations provided by Ed. Trust and the Michigan Department of Education. The staffing model recommendations are highly advised based on the number of students at Hope Academy who are at the tier 2 and tier 3 academic levels (graphic included here). Some districts, as a result of the American Rescue Plan Act, are integrating tutoring into after school offerings and paying teachers an additional 1,000.00 per month to ensure students receive "high dosage" tutorials to close the achievement gap.



Fall Learning: When students return to Hope Academy for Fall learning, they will be scheduled to take an academic diagnostic in reading and math. This diagnostic will help the academic team assess the individual needs of all students and develop appropriate support plans, which could include class placements, intervention tools, etc. Once students arrive in

the Fall, they will be placed in learning communities that will provide designated support as needed. For example, if a student is multiple grade levels behind in core content areas, his/her class or community will have targeted support embedded within the classroom community, e.g., paraprofessional support, reading/math intervention support, mandatory learning lab time, etc.

*All students will have technology (1 on 1) to complete online assessments, projects, etc.

Students in the Fall will have access to learning labs during school as well as academic enrichment after school. The learning labs during school will allow students time to reinforce academic skills, complete academic assignments, and practice and/or complete grade level activities as designated by the teacher. The learning labs will be open during lunch times, so students can work on content without missing direct instruction. The learning labs will be available before and after school as well to support student growth and performance.

Furthermore, students will have access to the Saturday Academy. The Saturday Academy will provide students additional academic enrichment. The Saturday Academy will support students who may be on the verge of failing one or more core content areas (academic recovery) or students who have been designated by their teacher(s) based on skill gaps (enrichment).

Hope Academy has purchased the HMH K-8 *Into Learning Curriculum* which will be used during the 2021-2022 Academic School Year. *Into Learning* offers fully integrated next-generation solutions developed to support students in reaching their fullest potential as readers, learners, and problem solvers. We asked teachers and leaders to share their voices, and work with us to create a program that speaks to their day-to-day needs. The result of this collaborative effort are solutions that provide teachers with the flexibility to organize and customize instruction that works for their unique classroom needs. *Into Learning* solutions embed growth mindset strategies into every lesson while ensuring educators have instant access to the professional development support they need to be facilitators of student agency.

**For the plan to be effective, teachers will have to be prepared to engage teaching and learning in an unprecedented way. Teachers will be given job embedded professional development to support the robust nature of learning around "teaching effectively after pandemic learning." Teachers will also be required to provide bi-weekly student progress reports to ensure that parents can maintain an accurate account of progress or challenges faced by his/her son/daughter. Teachers will facilitate learning opportunities for parents quarterly to increase performance buy-in. Teachers will be incentivized for academic measurables as well as above and beyond participation in learning opportunities for students.*

Intervention: Hope Academy will provide a comprehensive intervention program that will support the unique learning needs of all students. Each grade level will have an academic paraprofessional; these academic support personnel will work closely with teachers to provide small groups as well as pullout support for students. Each grade band, e.g., K-2, 3-5, 6-8 will have a MTSS (Multi-Tiered Support System) lead that facilitates the effective implementation of the MTSS process.

Each grade level team will use academic screeners and progress monitoring tools to determine literacy and computation abilities throughout the school year. Designated grade levels will receive support from the literacy specialist, who will oversee the RB3 (Read by Grade 3) process as well as ensure all targeted students receive an IRIP (Individual Reading Improvement Plan).

School Calendar: Hope Academy will work to maximize learning contact hours for students. Student contact days will remain the same—as of this writing. However, student contact hours will increase for many students. Through the utilization of before school learning labs, after school tutorial, as well as Saturday Academy, students will have the opportunity to increase contact hours throughout the school week. If a student, for example, participates in after school programming for 2 hours a week, he/she will add an additional 8 hours a month to his/her contact hours. If this same student maintains this level of involvement, he/she could possibly add 64 contact hours for the entire school year, which would translate into more than 8 days of additional instruction.

While the calendar is not slated to change dramatically, we recognize that due to the increase in technology, Hope Academy does not have to have traditional “snow days” based on weather. This will ensure students have access to academic content everyday school is scheduled for the year. While managing and making changes for our students, we also must consider the need to build consistency within their schedules, before making major calendar additions/reductions.

The academic plan will require increases in these areas (all tied to funding) to work effectively:

- Staffing
- Curriculum
- Professional Development (Targeted)
- Building Usage

The academic plan can work and progress can be made, if the plan is adhered to as designed and executed with precision.

Hope Academy program strategies are research-based, aligned to Wayne RESA recommendations, and supports developing high performing children. The program’s practice is committed to building family economic stability within a decade by preparing children to become proficient readers by third grade. Based on the school’s demographics the strategy ultimately supports the Michigan top ten by ten years initiatives.

Summer Learning: Hope Academy will offer a summer learning academy for selected K-8th grade students. The summer learning academy will be four weeks in length. The summer academy will provide students intensive remediation in core content areas to bolster skill levels. All students will take a pre and post assessment to measure progress towards

standards mastery. The summer learning academy will provide students a combination of direct instruction as well as online learning options. Additionally, students will have a summer project to complete, which can be a book report, a powerpoint presentation on a historical figure, or a science discovery submission. Students will, in addition, participate in a designated field trip.

Students who participate in the summer learning academy will be eligible for incentives, which could include Hope Academy gear, funds for an upcoming field trip (during the school year), etc.

The program is clearly defined for Pre-K through 3rd grade students. Core features of the program are:

- Reading Intervention Program
- SpringBoard Learning Alliance
- Hope Academy Personal Intervention
- MTSS

Reading Intervention Program:

The reading intervention program provides small instruction for phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Students meet four times per week with their prospective teachers for 40 minute instruction.

SpringBoard Learning Alliance:

SpringBoard Learning Alliance is a reading program offered to lower elementary students. It is a virtual program which provides reading instruction, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Hope Academy Personal Intervention:

The Hope Academy Personal Intervention in a cohort of second and third graders who meet twice a week. Each cohort focuses on reading instruction, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

MTSS:

Hope Academy utilizes Multi-Tiered of Support System (MTTS). MTSS is the integration of evidence-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's

classroom. In MTSS, the needs of all learners are identified and supported early through increasing levels of instructional time and intensity. By using performance data and monitoring learning rates and social-emotional-behavioral development of students, schools make important instructional decisions to meet the needs of **ALL** our learners (e.g., students from different backgrounds, level of language proficiency, and levels of attainment).

The I-Ready platform will be used to monitor and assess students' progress toward reading proficiency.

When there are no recognizable metrics, you can not measure the success of a program. Therefore, the reading instructional staff will use I-Ready to guide and monitor instructional practice and student performance.

The cost of intervention services are:

- Reading Intervention- \$20, 000
- I-Ready- \$ 31, 000
- SpringBoard \$ 5,000

The teaching staff requirements align with the Michigan Department of Education teacher professional certification guidelines. Staff have a cultural and language match with the population they serve, as well as relationships in the community. Hope Academy Administrative practices needed to be developed or refined to support the use of this program or practice are classroom monitoring and teacher evaluations. The Hope Academy Administration team will conduct teacher evaluations twice a year and classroom observations quarterly. Hope Academy will use the Charlotte Danielson Teaching Model formal classroom assessments twice a year; the administration team will conduct informal assessments twice a year.

Hope Academy leaders have the diverse skills and perspectives representative of the focus population. The administration team has effective oral and written communication skills, interpersonal skills, critical thinking and analytical skills, influence, learning agility, and self-awareness.

Staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice. All staff members have access to generating student progress reports via I-Ready and other student progress reports.

Hope Academy Administrative procedures of monitor systems must be adjusted to support the work of practitioners and recruit others to implement the procedure practices.

Hope Academy's current communication system will facilitate effective internal and external communication with stakeholders, including the focus population through zoom meetings, text messages, email, in-person meetings, and mailings.

Hope Academy practice will require use of the building facilities (i.e. common areas and media center)

Hope Academy practice will require new technology. We are looking for opportunities to utilize Microsoft Programs in our daily practice.

Hope Academy will require changes in its practices of monitoring and reporting systems. Hope Academy will use I-Ready to monitor and generate reports of students' performance.

SUPPORTS:

1. Is there a qualified "expert" (e.g., consultant, program developer, intermediary, technical assistance provider) who can help with implementation over time? If yes, list names and/or organization (e.g. Center, University) and contacts.

Yes, Hope Academy has relationships with several consultants, who provide expertise in their particular blah clash clash tweet. This includes, Mr. Alec Bender - I-Ready, Dr. Nina Hasty- Magenta, Bridget Regan and Heather Rottermond- Wayne RESA, and many more.

2. Are there start-up costs for implementation of the program or practice (e.g., fees to the program developer)? If yes, itemize in the notes section. What does the implementing site receive for these costs?

Yes, the start up costs for I-Ready at (add costs)

3. Are there curricula and/or other resources related to the program or practice readily available? If so, list the publisher or links. Are the materials representative of the focus population who will be receiving and delivering the program or practice? What is the cost of these materials? Enter in the notes section.

Yes. Our curriculum, Houghton Mifflin Harcourt "Everywhere", provides a wealth of resources and practice materials, available in digital and print format (add publisher links). Also, our I-Ready curriculum will provide digital and print

resources (add publisher links). These materials are representative of the focus population who will be receiving and delivering the program.

4. Is training and professional development related to the program or practice readily available? Is training culturally sensitive? Does the training use adult learning best practices? Does it address issues of race equity, cultural responsiveness or implicit bias? Include the source of training and professional development. What is the cost of this training? Enter in the notes section.

Yes. Training and professional development will be provided throughout the 2021-2022 school year, beginning with a two-week staff only professional learning beginning Monday, August 23, 2021, and concluding on Friday, September 3, 2021. All teaching staff will receive HMH Everywhere and I-Ready curriculum training for two days, during the two-week staff only professional learning. As part of our instructional practice when the school year begins, professional learning will take place each Wednesday from 3:50pm - 4:50pm. Also, county wide professional learning days are scheduled for October ____, 2021, and May ____, 2022. Topics will also address issues of race, equity, cultural responsiveness and implicit bias. (Add costs)

5. Is coaching available for the program or practice? Is coaching culturally sensitive? If so, list coaching resources and cost in the notes section.

During the 2021-22 academic school year, Wayne RESA will provide literacy support and coaching for our K-3 instructional team.

6. Are sample job descriptions and interview protocols available for hiring or selecting new staff for the program or practice? Have these job descriptions and protocols been run through a racial equity impact analysis? If so, identify here and list any costs associated.

Hope Academy provides specific interview protocols and job descriptions for interventionists and new staff seeking teaching or paraprofessional positions. All protocols are race and gender neutral, and have been vetted by the Hope Academy Executive Leadership Team. Hope Academy School does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of

staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients.

7. Is guidance on administrative policies and procedures available, such as what changes to existing processes will be needed? Have recommended policies and procedures been run through a racial equity impact analysis? If so, identify resources and any costs associated.

Each school year, Hope Academy updates its administrative policies and procedures manual. Guidance is provided via the legal and human resource partners, who vet their recommendations through race and gender analysis to ensure equity for all parties and stakeholders.

8. Are there resources available to develop a data management plan for the program or practice (including data system and monitoring tools)? If so, identify resources and any costs associated.

Teachers will be allowed to analyze data through PLC, then generate reports for the collaborative team to further analyze and manage the data and make recommendations.

9. Is there a recommended orientation to facilitate buy-in for staff, key stakeholders and collaborative partners? If so, explain/describe briefly in the notes section.

Hope Academy teachers will engage in a two week professional development orientation to facilitate buy-in for staff, key stakeholders, and collaborative partners August 23- September 3, 2021.

Identify Activities - What will you do to implement and monitor the strategy(ies)? (See the MICIP Process Guide for considerations.) **Answer the following questions for each activity:**

1. Who will be responsible for it?
2. When will it start? What is the due date?

Hope Academy will recruit a 2021-2022 MICIP Collaborative Team. The team will consist of a representative from each grade level cohort (i.e. Pre-K, Kindergarten-2nd, 3rd-5th, 6th-8th, MTSS Collaborative Team Member). The 2021-2022 MICIP

Collaborative Team will analyze school academic performance reports, produce MICIP Goals quarterly recommendations, submit summarized analytical school academic performance data reports (quarterly) and MICIP Goals quarterly recommendations to the administration team. The 2021-2022 MICIP Collaborative Team will meet one a month and quarterly discuss MICIP Goals progress.

Hope Academy will recruit a 2021-2022 Curriculum Team. The 2021-2022 Curriculum Team will consist of a representative from each grade level cohort who has an endorsement in an academic content area (i.e. reading, math, science, social studies) and leadership personnel. The 2021-2022 Curriculum Team will facilitate ILT Meetings, create and implement ILT Meeting agendas, review MICIP Goals quarterly recommendations, produce practical strategies for implementation of MICIP Goals quarterly recommendations, and submit Curriculum Meeting Outcomes to the 2021-2022 MICIP Collaborative Team. 2021-2022 Curriculum Team will meet once a month.

Teachers will attend weekly ILT meetings once a week. Teachers will share informal and formal assessment reports with the team, teaching strategies, classroom challenges and successes, professional development needs, curriculum collaborations and MICIP Goals progress recommendations.

Select Strategy Funding Options – How will you pay for the strategy/activities? Answer the following questions:

1. What is the total cost over the life of the strategy?
2. What are the sources of funds, including federal, state, and local?

(Exact amounts for each funding source are identified in NexSys.)

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Plan for Strategy Communication – Answer the following questions:

1. To whom will you communicate your plan? Which parts of it?
2. How will you communicate it?

Communication of our instructional plan will be continuous with staff via staff meetings, professional development sessions. The plan will also be communicated with parents in-person with parent engagement meetings, parent/student orientations, and progress monitoring conferences. The plan will also be uploaded to the Hope Academy website via www.hopeacad.org for students and parents alike to view. Stakeholders and community partners will also be made aware of the plan via in-person meetings and community forums.

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Requirements for programs requesting federal funds and where they can be met in the MICIP process.

- Comprehensive Needs Assessment
 - Sections 1112(b)(1), 1112(b)(4), 2102(b)(2)(C), 2102(b)(2)(D), 4106(d), and 4106(e)(2);
 - MICIP – Initial Data Analysis Summary, Initial Initiative Inventory Analysis, Create a Gap Statement, Create a Data Story Summary
- High Quality Instruction and Supports for All Students
 - Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(b)(13), 1112(c)(7), and 4106(e)(1)(B)-(D);
 - MICIP – Select a Strategy/Strategies and Identify Strategy Details, Identify Activities
- Identification and Monitoring of High Need Students
 - Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), and 1306(a)(1)(B)(i)
 - MICIP – Discover Whole Child Data, Select a Strategy, Identify Strategy Details, Identify Activities
- Services to High Need Students
 - Sections 1112(b)(1)(C), 1112(b)(5)-(6), 1112(b)(11), 1306(a)(1)(C), 1423(1)-(2) and 3116(b)(1)-(2)
 - MICIP – Select a Strategy and Identify Strategy Details
- Coordination, Integration, and Transitions
 - Section 1112(a)(1)(B), 1112(b)(8), 1112(b)(10), 1112(b)(12), 1112(c)(4)-(5), 1306(a)(1)(A), 1306(a)(1)(F)-(G), 1423(3)-(6), 1423(9)-(13) and 3116(b)(4)(D)
 - MICIP – Identify Activities
- Instruction by Effective, Qualified, and Licensed Staff
 - Sections 1112(b)(2), 1112(c)(6), 1112(e)(1), and 3116(c); [MCL 380.1231](#)
 - MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- High Quality and Ongoing Professional Learning
 - Sections 2102(b)(2)(A)-(B), 2102(b)(2)(F), and 8101(42); [MCL 380.1527](#) and [MCL 380.1526](#)
 - MICIP – Identify Strategy Details, Identify Activities

- Strategies to Increase Parental and Family Engagement
 - Sections 1112(b)(7), 1112(e), 1116(b)-(f), 1423(8) and 3116(b)(3)-(4)
 - MICIP – Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Additional Descriptions and Assurances
 - Sections 1112(b)(3), 1112(b)(4), 1112(b)(13), 1112(c)(2), 2102(b)(2)(E), 1423(7), and 4106(e)(1)(A)
 - MICIP - Data Story, Define a Measurable Goal, Identify Strategy Details, Identify Activities
- Program Development, Review and Revision
 - Sections 1112(a)(1)(A), 1112(a)(5), 1306(a)(1)(B)(ii), 1306(a)(1)(D), 1306(a)(2)(B), 2102(b)(2)(D), 3116(b)(4)(C), and 8538; [**MCL 380.1277 \(2\)\(c\) and \(1\)**](#)
 - MICIP - Monitor and Adjust Plans

Requirements for the State of Michigan Revised School Code Act 451 of 1976, Section 380.1277, and where they can be met in the MICIP Process

- Mission statement
 - MICIP – Setting the Stage
- Goals based on student academic objectives for all students; curriculum alignment corresponding to those goals; strategies to accomplish the goals
 - MICIP – Define a Measurable Goal, Select Strategy/Strategies and Identify Strategy Details, Identify Activities
- Evaluation processes
 - MICIP - Monitor and Adjust Plans, Evaluate Goals
- Staff development
 - MICIP – Identify Activities
- Development and utilization of community resources and volunteers; the role of adult and community education, libraries and community colleges in the learning community
 - MICIP – Identify Activities, Fund the Strategy
- Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies.
 - MICIP – Define End and Target Measures, Identify Activities

- Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.
 - MICIP – Identify Activities
- Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.
 - MICIP – Identify Activities
- A requirement that each school operated by the school district provide to pupils a variety of age-appropriate career informational resources in grades K to 12 and an opportunity to do each of the following: During grade levels that the board of the school district considers appropriate, complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences. During grades K to 12, discuss career interests, options, and preparations with a school counselor or as considered appropriate by the board of the school district, another knowledgeable adult.
 - MICIP – Identify Activities
- Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields. Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.
 - MICIP – Identify Activities