



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

April 14, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 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: [www.hopeacad.org](http://www.hopeacad.org), or you may review a copy in the Academy's main office.

There are many challenges facing all intercity schools. The most pending challenge for Hope Academy was being identified as a priority school in the 2013-2014 school year. As required by Michigan Department of Education (MDE), we will remain at this status for four (4) years or through the 2016-2017 school year. Many initiatives have been undertaken as a result. These initiatives include:

- hiring a superintendent; replacing the principal;
- employing "Lead Teachers" to facilitate and lead their grade level and/or subject area teams and Professional Learning Communities (PLC's);
- implementing Instructional Learning Cycles (ILC's);
- research based professional development for all staff that engage with Hope Academy students;
- all instructional and administrative staff are highly qualified;
- using web based "Curriculum Crafter" to house and align our Academy's curriculum and supporting resources;
- developed pacing charts for all core subject areas;
- aligning all academic resources; utilizing the services of instructional specialists for reading, mathematics, social studies and science;
- employing outside experts and specialists to address students needs as identified by our assessment data;
- employing "Restorative Practices," a research based alternative for addressing student conflicts and building a positive school climate;
- Schoolwide instructional strategies include: blackboard configuration, the "5" school wide power strategies (Reciprocal Teaching, Frayer Model, Cornell Notes, Gradual Release Method and Close Reading), *Multi-Tiered System of Support (MTSS)*, year-round professional development (Learning); core subject block instructional time, and performance tasks;
- additional training and support services is provided by Wayne RESA Facilitator and coaches to our instructional staff.

Most importantly, Hope Academy uses data to drive all decisions, including but not limited to: instruction, curriculum, attendance and student behavior challenges, and parental engagement. As a means to close gap with those identified students in the lower 30 percentile, Hope Academy offered Title I sponsored summer school and afterschool programs. Hope will utilize the services of Access Educational Management Corporation and Infinite Imaginations to work directly with those students in small groups during the school year. They will also work with our instructional teams on strategies to address the unique needs of these students as well.

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 component parts and updated accordingly. The plan was submitted for both the 2013-2014 and 2014-2015 school years 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, Michigan Content Expectations and Benchmarks. 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: <https://goo.gl/idJz5J> 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**

**2013-2014 School Year**

<u>Conference Date(s)</u>	<u>Number Attended</u>	<u>Percentage</u>
October 4, 2013	168	23%
December 16, 2013	101	14%
March 14, 2014	75	11%
May 20, 2014	90	13 %

**2014-2015 School Year**

<u>Conference Date(s)</u>	<u>Number Attended</u>	<u>Percentage</u>
October 17, 2014	327	53%
December 5, 2014	292	47%
March 20, 2015	254	41%
May 20, 2015	387	63%

The 2014-2015 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 Davis*

Ms. Patricia A. Davis,  
Principal