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Mission Statement:

Hope of Detroit Academy is a multicultural community of learners who strive for excellence, determination, and achievement.

Vision Statement:

The vision of Hope of Detroit Academy is to be an exemplary academy where all students are college bound attaining grade level or higher performance annually measured by local, state and national assessments.

Hope of Detroit Academy is accredited by North Central Association.

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Hope of Detroit Academy charter district.

The AER addresses the complex reporting information required by federal and some requirements of state laws. The school's report contains information about student assessment, accountability and teacher quality. Our staff is available to help you understand this information. Please contact Mr. Ali Abdel, school leader, for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site: www.hopeofdetroit.com or you may review a copy in the principal's office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

The challenges facing the academy stem from the high concentration of English Language Learners. The integration of vocabulary and comprehension is very challenging. The instructional staff is using the Sheltered Instruction Observation Protocol (SIOP) Model to close the student achievement gaps. This research based program is eight best practice strategies for teachers to differentiate instruction in the classroom.

State law requires that we also report additional school-site based information for the two most recent years:

Annual process for assigning pupils to the school:

- Hope of Detroit Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

The status of the 3-5 year school improvement plan:

2015-16:

Hope of Detroit Academy has made academic progress during the current contractual period. Hope of Detroit has made adequate yearly progress for the past 10 years according to the Michigan Department of Education.

According to the M-STEP data, the Academy is making progress, although there are areas of concern in Mathematics, Science, and Social Studies. Hope of Detroit Academy is currently on the 43rd percentile. Also, based on the Accountability Scorecard, the Academy earned 84% of the points and earned the Lime status.

The NWEA Data has shown that our students have reached the expected growth in Reading and Mathematics across all grade levels except fifth grade.

Because of our student demographic, Hope of Detroit Academy has chosen the Sheltered Instruction Observation Protocol (SIOP) Model as one of its reform strategies. The SIOP model provides instruction in lesson preparation, lesson delivery, and assessment to make content comprehensible to English Language Learners. All staff members have received extensive SIOP training in the past couple of years. Furthermore, the lesson plans and teacher evaluations have been modified to incorporate the SIOP components and features.

The academy has also identified academic challenges in the three core subjects of Mathematics, Social Studies and Science based on M-STEP data. Our School Improvement Team (SIT) has

worked diligently to identify focused areas of improvement within the core subjects and have developed a plan for resolution in our School Improvement Plan. To address our Mathematics challenges and to implement the Common Core States Standards for Mathematics, we have adopted a comprehensive Mathematics program. EnVision Math Common Core Edition for grades K-6 and Prentice Hall Mathematics Common Core Edition for grades 7th and 8th were selected based on our M-STEP and GlobalScholar results. The program was designed to help students develop conceptual understanding of important math concepts through Problem-Based Interactive Learning. Also, we have implemented Math Interventions in grades K-5. For 6-8, we created a Virtual Learning class that incorporates individualized learning paths based on student data. During this Virtual Learning class, an interventionist works with selected students in small groups based on Mathematics scores.

Also, in the Math and Science courses we will incorporate the STEM (Science Technology, Engineering and Mathematics) program to help students apply higher order thinking skills that are embedded in the Common Core State Standards. Students will be applying science and math concepts in unit-based projects. Also, we have adopted the Interactive Science program to help support our Science curriculum in grade K-5. Interactive Science is a standard-based, next generation science program where students complete an inquiry activity weekly. Additionally, we have partner up with Project Lead the Way (PLTW) to create STEM-based education across all grade levels. PLTW provided intensive training over the summer to our STEM Lead Teachers. These teachers trained other teachers in their grade clusters during the school year.

Furthermore, to address challenges in science and social studies, we identified focus standards. These focus standards are emphasized in our Curriculum Maps and in our Data Team Process that was implemented in the 2014-2015 school year. Data driven decision making is our second reform strategy that is identified in our School Improvement Plan. Through the data team process, the teams collected and analyzed data in order to set, review, and revise grade level goals in the core subjects. Furthermore, each data team selected common instructional strategies to help meet those goals.

2014-2015:

For the 2014-2015 school year, Michigan's District and Schools Accountability Scorecards are embargoed. This information will be available during the 2015-2016 school year. However, our school has been recognized as a "Reward School" by the State of Michigan in the past.

The GlobalScholar Performance Series Data has shown that our students have reached the expected growth in English Language Arts and moving towards a positive growth in Mathematics.

Our school improvement team consists of:

Board President

School Leader

Assistant School Leader

Instructional Coach

Data Coach

Parent

Student

Lead Teachers

Title I Coordinator

Our most significant professional development activities:

Journeys Common Core

DRA2

Common Core Mathematics

Data Teams Training

Classroom Management

Implementing Common Core with RTI

Step Up to Writing

SIOP Training

Status of the curriculum

Hope of Detroit Academy utilizes the Curriculum Crafter tool. This quality, proven curriculum is aligned to the state grade level content expectations, as well as to the Common Core State Standards (CCSS), and it promotes mastery of all core subject areas. The curriculum is available in the school office.

Hope of Detroit Academy uses Curriculum Crafter for grades K-8 as part of its curriculum. Curriculum Crafter contains instructional units that are organized in a developmentally appropriate and purposeful sequence. Each instructional unit builds on the next for a smooth academic flow of content to put students in the best position for success. Curriculum Crafter is currently aligned to the Common Core State Standards, developed by the Common Core State Standards Initiative, for English Language Arts and Mathematics. It is also aligned to Michigan's Grade Level Content Expectations for Science and Social Studies, Health, Music and Visual Arts. All staff members have access to Curriculum Crafter online. Additionally, Hope of Detroit Academy uses the following resources to support the curriculum:

Grades KDG - 5

Units of Study

To ensure that our students are able to express themselves in a clear, succinct manner, focusing more on depth than breadth, Hope of Detroit Academy has adopted *Units of Study* for teaching writing. *Units of Study* is a grade-by-grade, yearlong Common Core workshop curriculum with emphasis on narrative, informational and persuasive writing for grades K–5, authored by Lucy Calkins and colleagues from the Reading and Writing Project. Units of Study will guide students in attaining and exceeding the Common Core writing expectations. It engages students in mentor texts to foster a strong reading/writing connection. It also requires high-level thinking including more opportunities to synthesize, analyze, and critique. Students will write across the curriculum and receive regular feedback and monitoring from their classroom teachers.

Journeys Common Core

Hope of Detroit Academy is adopted *Journeys Common Core* to teach reading in grades K-5. *Journeys Common Core* is published by Houghton Mifflin Harcourt. The selection of this program was initiated through an action plan developed by our curriculum committee. The committee examined ELA data at every grade level and developed a list of target standards. We then used the data along with strategies for best practice to develop a scoring rubric for looking at the reading program. We evaluated the program sample and scored it using a depth of knowledge survey and the rubric to determine how effectively it would address our students' needs.

The program is research based and aligned with the Common Core State standards for language arts and incorporates many best practice strategies. There is a 90-minute block of guided instruction on vocabulary, phonics, spelling and comprehension which are embedded into the weekly reading selections. Students are then organized into ability-leveled groups where they participate in differentiated instruction lessons, cross-curricular activities, technology and listening centers. Assessment of the program is done formally and informally.

Teachers are also able to assess students with daily quick checks, practice work, benchmark assessments and weekly and unit tests.

Grades KDG-6

EnVision Math Common Core (Grades K-6)

EnVision Math Common Core is a K-6 math program published by Pearson. This will be the second year Hope of Detroit Academy will be implementing this program in grades K-6. *EnVision Math Common Core* is aligned to the Common Core State Standards for Mathematics. It is a researched-based program and proven to be effective in the classrooms. The program will help students develop a conceptual understanding of important math

concepts through Problem-Based Interactive Learning, Visual Learning Bridges, and Visual Learning Animations. It also provides ongoing assessment, diagnosis, and intervention.

Grades 6-8

Writing Coach

In order to help middle school students write clearly, concisely, and intelligently, Hope of Detroit Academy has implemented *Prentice Hall Writing Coach* in grades 6-8. It is an interactive, writing and grammar program that helps middle students grow into independent writers. *Prentice Hall Writing Coach* is aligned with the Common Core State Standards for Language Arts. It provides personalized coaching for every student through a digital writing "coach" that gives individualized feedback on paragraphs and essays. Furthermore, it allows teachers to customize instruction since it is a digitally driven program.

Prentice Hall Literature

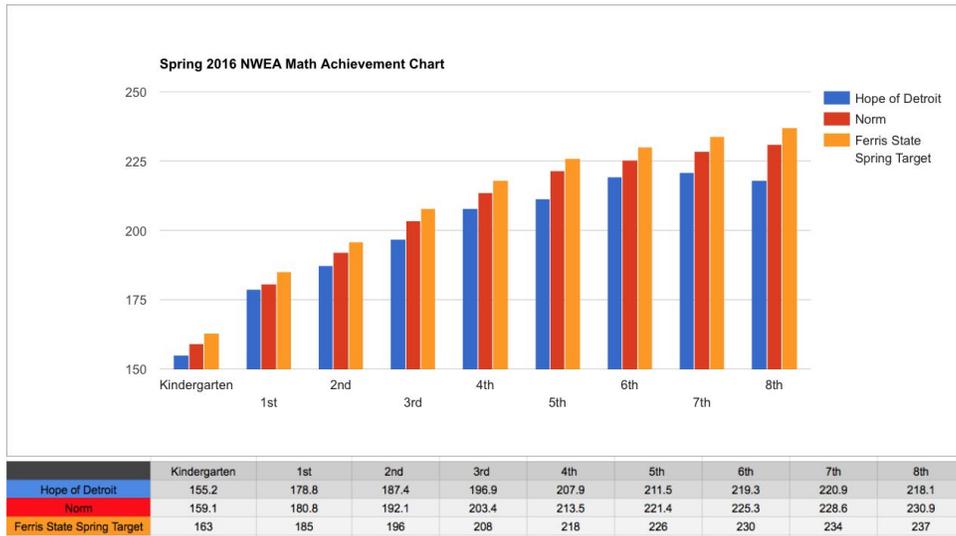
Hope of Detroit Academy adopted *Prentice Hall Literature Common Core Edition* for grades 6-8 last year. The program is aligned to the Common Core State Standards and it is organized around Big Questions and Essential Questions based on the Understanding by Design model. *Prentice Hall Literature Common Core Edition* supports all students in accessing complex texts. Each unit focuses on a specific genre. Based on the reading ability of each student, the teacher can use one of two paired selections to illustrate different learning styles within the genre. Text Complexity Rubrics will help determine which selection is more appropriate for students. *Prentice Hall Literature Common Core Edition* includes explicit instruction of reading skills and strategies. Students read classic, contemporary literature, and nonfiction selections and apply reading and literature analysis skills as they read.

Prentice Hall Mathematics Common Core

Hope of Detroit Academy is adopting *Prentice Hall Mathematics Common Core* to teach mathematics in grades 7th and 8th this school year. *Prentice Hall Mathematics Common Core* is published by Pearson and it is aligned to the Common Core State Standards for Mathematics. The selection of this program was initiated through an action plan developed by our curriculum committee. The committee examined middle school math data. The committee then used a rubric to evaluate the program and its effectiveness. It provides print and digital resources for the students in addition to a workbook to guide them in note-taking, practice worksheets, guided problem solving, and vocabulary and study skills. Prentice Hall Mathematics Common Core also allows students to interact with the text online.

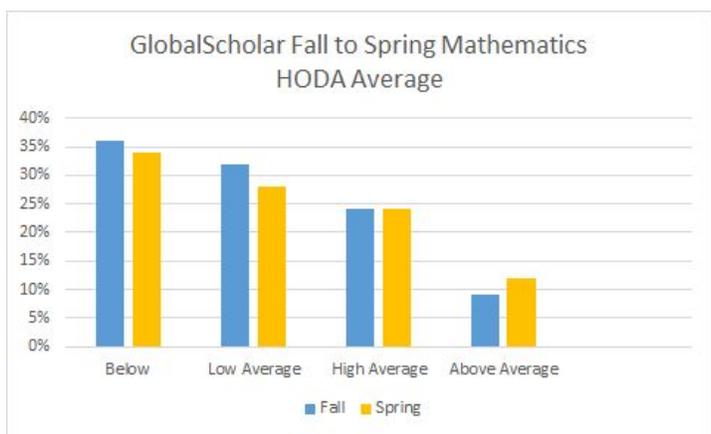
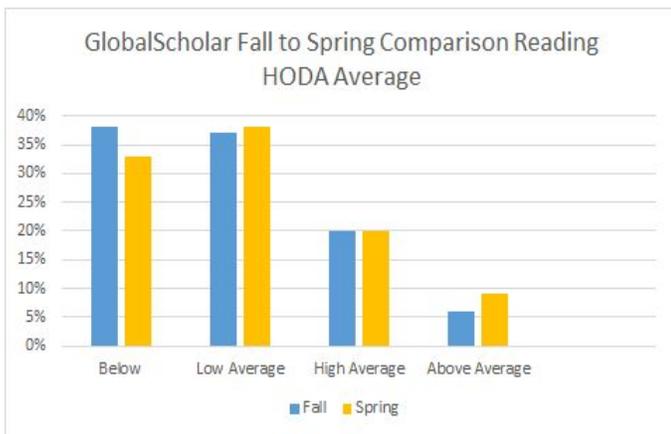
Aggregate Student Achievement – NWEA

2015-16:



2014-15:

Aggregate Student Achievement – Global Scholar



Parent-Teacher Conferences

2015-16: 386 student (68%) of students were represented by parents at parent-teacher conferences

2014-15: 343 students (64%) were represented by parents/guardians at parent-teacher conferences.

I would like to personally congratulate the staff, students and families of Hope of Detroit Academy on a successful school year. Thank you for choosing Hope of Detroit Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Mr. Ali Abdel, school leader