Priority School Improvement Plan

Hamtramck High School

Hamtramck Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Enrollment has been steady with no changes in the student demographics. Our challenge is a large number of non-English-speaking students in the first two months of school. These students are primarily Asian and Middle Eastern.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

The biggest challenge in student attendance is the high rate of tardiness in the mornings for the first class of the day. This is an issue across all subgroups. In the fall of the 2014-2015 school year, there were an average of 160 tardy students each morning.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Ninth graders consistently make up the majority of disciplinary referrals (approximately 37%). Additionally, the majority of disciplinary offenders are Black students (about 42%). These figures are a steady trend.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

To help our ELL students, Hamtramck High School offers special Language Acquisition and Shelter classes. We also have a summer bridge program to help these students practice and learn more of the English language.

To address our tardiness issue, administration pushed the start of the day back by 5 minutes and creating a tardiness policy that said students who come in after the first bell must stop and get a written pass to this class. At this time, students with three or more tardies for the week received detention or in-school suspension. In the first week of this initiative, there were an average of 160 tardy passes each morning. By the end of the school year, however, that number decrease to approximately 50.

HHS has two Behavior Interventionist positions. These professionals are in charge of working with students and their discipline issues. For the 2015-2016 school year, HHS has opened a new 9th and 10th Grade Interventionist to help students improve academically, but also socially and behaviorally.

Teacher/School Leader(s) Demographic Data
5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The school leaders in our building have many years of experience both as teachers and administrators in a variety of settings. These levels of experience may help student achievement indirectly because they implement educational policies for both teachers and students that increase alignment, engagement, and rigor.

Teacher/School Leader(s) Demographic Data
6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Research shows that teachers with more experience have students with higher rates of achievement. These teachers with advanced degrees and years of experience are considered master teachers. Forty percent of our current staff have 20 or more years of teaching experience.

Teacher/School Leader(s) Demographic Data
7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Absences could have a negative correlation with student achievement. However, if school leaders are absent due to professional development that relates to student achievement, then it would have a positive effect on achievement.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers have an average daily attendance rate of 91%. Like the absences of school leaders, if they are due to professional development, they could have a positive correlation with student achievement.

Teacher/School Leader(s) Demographic Data
9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

For the 2015-2016 school year, HHS has hired a Director of Teacher Evaluation and Instructional Improvement to help improve student achievement. Also, new teachers are hired by committee through a careful selection process. These teachers are experienced and are familiar with working with diverse student populations. Finally, the professional development calendar for the school year is balanced and staggered. This ensures that there is a continuity between leadership and instruction and that staff members are not going to professional development in large groups on school days.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Our staff rated our building with a 3.25 in the Professional Learning Culture strand. We have a sustained implementation in Collaborative Teams and full implementation in Instructional Design, Shared Understanding, Data Analysis and Decision-Making, A Vision for Learning, Guidance and Support for Teaching and Learning, Results-Focused, Shared Leadership for Learning, Intentional Practices, Collective Responsibility, Purposeful Planning, Impact of Professional Learning, Approaches and Tools, and Cultural Responsiveness.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Our school rated 2.3 in Teaching for Learning, 2.62 for Leadership for Learning, and 2.5 for School, Family, and Community Relations. We have partial implementation in Alignment, Coherence, Effective Instructional Practices, Learning Environment, Reflection, Assessment System, Student Involvement in the Assessment Process, Safe and Supportive Learning Environment, Communication Systems, and Resource Allocation.

12. How might these challenges impact student achievement?

Challenges in alignment, effective instructional practices, and the learning environment can all affect how students demonstrate their learning and achieve academically. Weaknesses in the assessment system, which the state uses to measure student achievement, can also have a negative impact.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The professional development offered by the school in the upcoming year will address issues in instruction and the learning environment. The new Direction of Teacher Evaluation and Instructional Improvement will help staff improve their instructional habits to increase student achievement. An SAT preparation class is also being developed for juniors to help them score higher on the mandated state assessment.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

There are several interventions that are offered to our struggling students. The Lexia reading program is used in special education classrooms with students who have disabilities and in ELL classes. Paraprofessionals provide additional support in both types of classrooms.

Credit recovery via E2020 is offered to students primarily during the summer months, but also throughout the school year on a limited basis. A small staff of teachers provide assistance to students and monitor their progress.

Seminar teachers monitor their students grades and attendance and hold conferences with them. Classroom teachers conference with their students as well as provide accommodations, differentiated instruction, and small group instruction to help ensure the success of all students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

All students have block scheduling, which provides them with extended class time in both math and English classes. Ninth and tenth graders go through the First Things First reading and writing programs to improve critical skills and literacy. Students also have the opportunity to go to the Benchmark Cafe during lunch, the HOPE after-school program, or teacher tutoring each day after school for additional help with their classwork. Dual enrollment, Advanced Placement, and honors classes are also available to students.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students voluntarily seek tutoring in Benchmark Cafe, HOPE, or after school with teachers. Students apply for honors, Advanced Placement, and dual enrollment classes. Grade point averages and NWEA test scores are used to determine if a student is eligible for these offerings. Parents are notified about these opportunities through newsletters, informational meetings, and Curriculum Night.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Each department has a curriculum that is aligned with Common Core and new state standards. These have vertical alignment within the building and each teacher follows the established curriculum in their content area.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The MIPHY was not administered in the 2014-2015 school year.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

According to NWEA scores, we had an increase in students who scored High in Literature.

19b. Reading- Challenges

According to NWEA scores, our students showed no real gains in Information Text or Vocabulary. On the ACT, the majority of our students scored in the 20th percentile for Rhetorical Skills, the 30th percentile for Reading in Social Studies/Science, and the 10th percentile for Reading in Arts and Literature. Thirty percent of all students tested were proficient in reading on the MME.

19c. Reading- Trends

The MME Reading score from 2014 increased 5% over the previous year and decreased 4.9% in five years. NWEA scores increased in ninth grade across all subgroups. In tenth grade, scores increased except with African-American students. In eleventh grade, scores increased amongst males and Asian students.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The Lexia reading program is used with ELL and special education students to improve reading levels. Social studies teachers are increasing student exposure to primary sources.

All English teachers have sustained silent reading in their classes a couple days a week and classroom libraries of which 50% of the books are nonfiction texts. They have also held two Instructional Learning Cycles on vocabulary for all students.

20a. Writing- Strengths

We have seen great gains in our students' writing skills in the past two years. In the 2013-2014 school year, the English department conducted an Instructional Learning Cycle for the juniors on ACT writing prompts. Student essays improved significantly after six weeks of instruction. In the 2014-2015 school year, the English department created a school-wide initiative for Claim, Evidence, Reasoning, Rebuttal (CERR) writing across content areas. This has also helped students write better argumentative and persuasive essays.

20b. Writing- Challenges

On the ACT, the majority of our students scored in the 20th percentile for Usage and Mechanics. Twenty-two percent of all students tested were proficient in writing on the MME.

20c. Writing- Trends

The MME Writing score from 2014 increased by 6% over the previous year and increased by 1.7% in five years.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A successful ILC in CERR writing in the English department has sparked a school-wide initiative to write using this format in all subject areas. This has led both the science and social studies departments to conduct their own ILCs on this concept and has increased and improved writing within the building.

21a. Math- Strengths

According to NWEA scores, we had an increase in students who scored High in math and a decrease of students who scored Low in math. More specifically, we had an increase in the number of students who scored High and a decrease in the number of students who scored Low in Operations and Algebraic Thinking, The Real and Complex Number Systems, and Geometry.

21b. Math- Challenges

According to the NWEA, our students showed no real gains in Statistics. On the ACT, the majority of our students scored in the 22nd percentile for Pre-Algebra and Elementary Algebra, the 24th percentile for Algebra and Coordinate Geometry, and the 25th percentile for Plane Geometry and Trigonometry. Eight percent of all students tested were proficient in math on the MME.

21c. Math- Trends

The MME Math score from 2014 decreased by 2% over the previous year and increased by 0.6% in five years. NWEA scores increased in ninth grade across all subgroups. In tenth grade, scores increased except with African-American students. In eleventh grade, scores increased except with Caucasian students.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

For the 2015-2016 school year, an Applied Mathematics course is added to the school, which will include statistics in the curriculum. Algebra 1 and Geometry classes are extended to year-long classes in our blocked schedule, giving teachers twice the amount of class time to cover course curriculum. Math students also use the math lab 90 minutes per week to work with supplemental sources such as Carnegie. Teachers in the math department conduct several ILCs each school year.

22a. Science- Strengths

According to NWEA scores, we had a decrease in students who scored Low in science. More specifically, we had fewer students score Low in Physical Science, Life Science, and Earth Science.

22b. Science- Challenges

According to NWEA scores, there was no increase in the percentage of students who scored High or High Average in Science or any of the subcategories. On the MME, 4% of all students tested scored proficient.

22c. Science- Trends

The MME Science score from 2014 saw no change from the previous year and decreased by 2.1% in five years. NWEA scores increased in ninth and tenth grade across all subgroups. In eleventh grade, scores increase amongst males and Asian students.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

A paraprofessional has been hired and assigned to work with all science teachers on classroom activities, especially hands-on experiments. Science teachers have access to science labs and equipment to give students an opportunity to learn by doing. Teacher have also do a few ILCs each school year.

23a. Social Studies- Strengths

Social studies teachers conducted two ILCs during the 2014-2015 school year. Both ILCs involved students developing their skills in critical reading and argumentative writing. Pre- and post-test scores show that students made huge gains in those skill sets.

23b. Social Studies- Challenges

On the MME, 15% of all students tested scored proficient.

23c. Social Studies- Trends

The MME Social Studies score in 2014 increased by 4% over the previous year and increased by 2.8% in five years.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Social studies teachers will continue to conduct several ILCs each school year. They have also made it department policy to include more primary sources in their lessons for student reading and analysis.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Scores were high in high academic engagement, clear and high academic expectations, and positive relationships with teachers. There was a low percent of students with low academic confidence.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

There was no increase in the student perception of the impact of advocate relationships on students or teacher's commitment to student academic success.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Teachers will continue to work on building positive relationships with students through seminar and in their classrooms. They will also commit to planning more engaging seminar activities and more student outreach.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents are satisfied with school culture, focus on student learning, and focus on higher education.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Parents would like to see improvements in expanding dual enrollment and Halal food offerings in the cafeteria.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Through a partnership with Sodexo, Hamtramck Public Schools continues to explore more Halal food options in their meals.

In addition to expanding the dual enrollment program to more course offerings, honors classes will be added during the 2015-2016 school year.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers indicated that our school's strengths include using data within PLCs and SLCs to improve instruction, classroom visits, support from colleagues, and confidence instruction will improve.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Teachers found weaknesses in personal engagement, support from campus and district administrators, and confidence student performance will improve.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Through professional development activities, SLC and PLC meetings, and the support and assistance of the new Director of Teacher Evaluation and Instructional Improvement, teachers will develop their instruction to increase student achievement and increase their commitment to their work.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Members of the community are satisfied with the promotion of high educational expectations, additional advanced class offerings, and diverse cultural acceptance.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Community members are unhappy with student violence outside of the building as well as the students' lack of community involvement.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The high school is finding more ways for students to be involved in their community through internships offered through GM and the recreation department and events, such as Hamtramck Health Hike and Hamtramck City Clean-Up. To address the fighting amongst students, our school have two Behavioral Interventionists to address disciplinary issues.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Strengths

The school does well with providing relevant professional learning to the staff. We have many opportunities for staff collaboration and support from colleagues in both SLCs and PLCs, which the staff is satisfied with. We have increased our data analysis and using it to guide our decisions in classrooms and the building as a whole. We also do well with purposeful planning and cultural responsiveness.

Students have high academic engagement, have positive relationships with their teachers, and believe their teachers have high academic expectations. Few students have low academic confidence. Their parents are satisfied with the school culture, espcially the focus on learning and higher education. Likewise, the community is happy with higher expectations, additional advaced course offerings, and cultural acceptance.

NWEA scores are showing improvements in the subjects of math, reading, and science. More students are scoring High and less students are scoring Low in these areas.

Challenges

Hamtramck High School has a very large population of English Language Learners. Our students have difficulty coming to school on time and the majority of our disciplinary issues are from ninth graders and Black students.

Our building needs improvement in alignment, especially with the other schools in the district, as well as improving our instructional practices and communication. The staff believes the school needs the school administration to be more supportive and has low confidence that student performance will improve.

There is no change in the students' perception of the impact of advocaterelationships or their teachers' commitments to their academic success. Their parents would like to see more dual enrollment offerings and Halal food options. Community members are unhappy with student violence outside of school and the lack of community involvement.

According to our NWEA scores, students are not making gains in reading informational texts, vocabulary, and statistics. MME and ACT scores show small percentages of students are scoring proficient in reading, writing, math, science, and social studies.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

English Language Learners have a difficult time reading and understand the English language. This has a negative effect on student achievement, especially test scores. Students who are consistently tardy are missing value class instruction, which can also negatively impact their success in classes. Likewise, the absences of school leadership and teachers disrupts learning, but if they are at professional learning related to student achievement, then this could have a positive effect.

Challenges in building alignment, effective instruction, and the learning environment could also negatively affect student achievement. If students believe teachers are not committed to their success and teacher do not believe that student performance will improve, then there is a mutual feeling of apathy toward student achievement in the school.

Student achievement is measured by data from tests. Declines in scores and the percentage of students who are proficient directly leads to low student achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The improvements we have planned to address our challenges that negatively affect student achievement all fall into one of these three Big Ideas. The three Big Ideas outlined in our Transformation Plan are:

1. All students can grow despite ability level.
2. All staff members can grow though professional learning, shared accountability, and job-embedded professional development.
3. Data must drive all decisions and provide regular monitoring of student success.

To help students grow, Hamtramck High School has two Behavior Interventionists, a 9th and 10th Grade Academic Interventionist, a Title 1 Math Interventionist, and several paraprofessionals to offer supports in ELL and special education classrooms. Interventions such as Lexia reading program and E2020 credit recovery and tutoring programs like Benchmark Cafe, HOPE program, and after-school teacher tutoring are available to students. For enrichment, the school offers honors classes, Advanced Placement classes, and dual enrollment. An SAT Prep class is being added to help juniors become successful on the state-mandated assessment.

Teachers have increased support from administration with the addition of a Data Specialist and Director of Teacher Evaluation and Instructional Improvement. Professional learning and collaboration time is provided for teachers during the school day as well as outside of the building to help improve their instruction. Departments conduct ILCs to teach students specific skill sets several times each school year.

With the supports in place for students and teachers, the confidence, expectations, and relationships between both groups should improve. We hope to see this tranlate into large gains in student achievement. The measures in place for student achievement will include the state-mandated SAT and M-STEP, but also the NWEA, common assessment data, and ILC report data.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	Not applicable	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The school publishes its Annual Education Report each year as required. We also provide copies to the families and community members. It is published on the school website as well.	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	The middle school works on student EDPs which carry on into the high school planning process.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	EDPs are completed at the High School level annually as a part of the scheduling process. For the 2015-2016 school year, students will review their EDPs in their seminar classes.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	This policy is followed and a copy of it is kept on file.	

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ms. Sharlene Charns, Director of Federal and State Programs, is the contact person for the district. Her office is located at 3201 Roosevelt, Hamtramck Mi 48212 Her phone is 313-892-2024.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	This plan was completed as a part of the TItle 1 Plan development.	Title 1 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	This was completed as part of the Title 1 Plan development.	School-Parent-Student Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	Transformation Plan, Unpacking Tool Title 1 Schoolwide Plan School Systems Review Program Evaluation Tool Career and College Readiness	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

In 2013-2014, the School Improvement Team at Hamtramck High School was made up of a variety of stakeholders including a core team staff and faculty members, administration and parents. This core team, with the input of all staff, was directly involved in the development, implementation, monitoring and evaluation of the plan. The team met periodically throughout the year in the form of Title I planning meetings, small learning community meetings, school improvement leadership meetings and monthly progress monitoring meetings with Dr. Mike Syropoulos, our Schoolwide Facilitator.

During these meetings, the team reviewed and analyzed a variety of data sources to identify areas of strength as well as those in need of improvement. In terms of student achievement, both state and local assessment data was used. These assessment tools used in gathering data included the MME for grade 11 in the content areas of reading, writing, math, science, and social studies. In 2014-2015, NWEA data was added. Students were tested in the areas of reading, math, and science and their growth was monitored. This will be our baseline data as testing continues next year.

The following types of data were discussed during the Comprehensive Needs Assessment:
1. Achievement: MME and NWEA
2. Process: School Systems Review
3. Perception: staff, parent, and student surveys
4. Demographic: enrollment, subgroups, socio-economic status, attendance, discipline referrals, retention

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

1. Achievement
MME Spring 2014 Student Achievement Data
Percent of Students placing in levels 1 & 2

Grade 11 Reading: All students 30%
Subgroups: Male 23%, Female 41%, Asian 22%, White 46%, Black 18%, SES 30%, ELL 4%, SPED 7%

Grade 11 Writing: All students 22%
Subgroups: Male 16%, Female 30%, Asian 21%, White 29%, Black 11%, SES 22%, ELL 2%, SPED 0%

Grade 11 Math: All students 8%
Subgroups: Male 6%, Female 12%, Asian 12%, White 9%, Black 0% (18% in level 3, 82% in level 4), SES 9%, ELL 2%, SPED 0%

Grade 11 Social Studies: All students 15%
Subgroups: Male 17%, Female 12%, Asian 10%, White 20%, Black 13%, SES 15%, ELL 0%, SPED 0%

Grade 11 Science: All students 4%

Subgroups: Male 2%, Female 6%, Asian 4%, White 5%, Black 0% (11% in level 3, 89% in level 4), SES 4%, ELL 0%, SPED 0%

Summary: After comparing this year's MME scores to the 2013-2014 averages, the results are the following:

Reading increased by 5%

Writing increased by 6%

Math decreased by 2%

Science remains constant at 4%

Social Studies increased by 4%

Based on the five year trend data:

Reading has decreased by 4.9%

Writing has increased by 1.7%

Math has increased by 0.6%.

Science has decreased by 2.1%

Social Studies has increased by 2.8%

Conclusions: Trends show that students are falling below the state standards and not coming close to the state averages in all content areas. Increasing student achievement in all areas must be a priority.

NWEA Scores from Fall 2014 and Spring 2015

9th Grade

Math
All Students: 214.6 - 219 (+4.4)
Male: 216.2 - 221 (+4.8)
Female: 212.2 - 215.8 (+3.6)
Asian: 215.6 - 221 (+5.4)
African-American: 211.5 - 214.8 (+3.3)
Middle Eastern: 213.6 - 218.2 (+4.6)
Caucasian: 222.5 - 223.9 (+1.4)

Reading
All Students: 205 - 207 (+2)
Male: 204.7 - 206.3 (+1.6)
Female: 205.5 - 208 (+2.5)
Asian: 204.2 - 206.7 (+2.5)
African-American: 205.4 - 208.1 (+2.7)
Middle Eastern: 200.8 - 207.8 (+7)
Caucasian: 214.5 - 214.7 (+0.2)

Science

All Students: 202.8 - 205.9 (+3.1)

Male: 203 - 207.2 (+4.2)

Female: 202 - 203.9 (+1.9)

Asian: 205.4 - 206 (+0.6)

African-American: 200.7 - 204.4 (+3.7)

Middle Eastern: 199.7 - 204.7 (+5)

Caucasian: 207.8 - 211.2 (+3.4)

10th Grade

Math

All Students: 216.1 - 220.9 (+4.3)

Male: 214 - 217.9 (+3.9)

Female: 218.5 - 224.4 (+5.9)

Asian: 215.6 - 225.1 (+9.5)

African-American: 211.5 - 210.8 (-0.7)

Middle Eastern: 213.6 - 217 (+3.4)

Caucasian: 222.5 - 231 (+8.5)

Reading

All Students: 208 - 208.6 (+0.6)

Male: 205 - 204.9 (-0.1)

Female: 211.3 - 212.8 (+1.5)

Asian: 208.3 - 210.2 (+1.5)

African-American: 207.2 - 205.4 (-1.8)

Middle Eastern: 201 - 202.4 (+1.4)

Caucasian: 220 - 218.9 (-1.1)

Science

All Students: 201.1 - 202.3 (+1.2)

Male: 199.5 - 201.1 (+1.6)

Female: 203 - 203.7 (+0.7)

Asian: 202.5 - 203 (+0.5)

African-American: 199 - 199.3 (+0.3)

Middle Eastern: 195 - 198.4 (+3.4)

Caucasian: 210.2 - 211.3 (+1.1)

11th Grade

Math

All Students: 216.1 - 224.7 (+8.6)

Male: 214 - 227.2 (+13.2)

Female: 218.5 - 220.7 (+2.2)

Asian: 221.6 - 228.2 (+6.6)

African-American: 213.2 - 215.1 (+1.9)

Middle Eastern: 216.4 - 220.4 (+4)

Caucasian: 232 - 231.4 (-0.6)

Reading

All Students: 209 - 208.5 (-0.5)

Male: 207.7 - 208.4 (+0.7)

Female: 211.2 - 208.7 (-2.5)

Asian: 207.4 - 208.1 (+0.7)

African-American: 208.6 - 205.6 (-3)

Middle Eastern: 203 - 202.7 (-0.3)

Caucasian: 223.4 - 220.5 (-2.9)

Science

All Students: 204.1 - 204.3 (+0.2)

Male: 204.6 - 205.2 (+0.6)

Female: 203.2 - 202.9 (-0.3)

Asian: 202 - 203.5 (+1.5)

African-American: 204.2 - 203.3 (-0.9)

Middle Eastern: 200.8 - 200.7 (-0.1)

Caucasian: 214.7 - 212 (-2.7)

This is the first year NWEA has been used in Hamtramck High School. After the MME and M-STEP testing, it was difficult to get students focused and take the Spring NWEA seriously. Students were unaware of how the scores would be used, but now they are taking ownership of their learning and score improvements. For the 2015-2016 school year, these scores will be used as one of the criteria to determine student eligibility for honors classes.

2. Process

The following data came from an analysis of our School Systems Review, which was completed with contribution of our entire staff.

Strand 1: Teaching for Learning - 2.3

Strand 2: Leadership for Learning - 2.62

Strand 3: Professional Learning Culture - 3.25

Strand 4: School, Family, and Community Relations - 2.5

Strengths

Sustained Implementation: Collaborative Teams

Full Implementation: Instructional Design, Shared Understanding, Data Analysis and Decision-Making, A Vision for Learning, Guidance and Support for Teaching and Learning, Results-Focused, Shared Leadership for Learning, Intentional Practices, Collective Responsibility, Purposeful Planning, Impact of Professional Learning, Approaches and Tools, Cultural Responsiveness

Areas Needing Improvement

Partial Implementation: Alignment, Coherence, Effective Instructional Practices, Learning Environment, Reflection, Assessment System,

Student Involvement in the Assessment Process, Safe and Supportive Learning Environment, Communication Systems, Resource Allocation

3. Perception

Staff Survey

Areas of Growth:

Using data within PLCs and SLCs to improve instruction, classroom visits, support from colleagues, confidence instruction will improve

Areas of Decline:

personal engagement, support from campus and district administrators, confidence student performance will improve

Parent Survey

Strengths:

School culture, focus on student learning, focus on higher education

Areas Needing Improvement:

Expanding dual enrollment, Halal food offerings in cafeteria

Student Survey

Strengths:

Scores were consistent in high academic engagement, clear and high academic expectations, and positive relationships with teachers.
There was a low percent of students with low academic confidence.

Challenges:

There was no increase in the student perception of the impact of advocate relationships on students or teacher's commitment to student academic success.

4. Demographic

Enrollment:

2014-2015   928

2013-2014   921

2012-2013   943

Socio-Economic Status:

Hamtramck High School had 100% economically disadvantaged students for the 2014-2015, 2013-2014, and the 2012-2013 school years.

Gender:

2014-2015   555 males, 373 females

2013-2014   525 males, 396 females

2012-2013   561 males, 382 females

White/Arabic Students:

2014-2015   38%

2013-2014   38%

2012-2013   38%

Asian/Bengali Students:

2014-2015   38%

2013-2014   36%

2012-2013   35%

Black Students:

2014-2015   23%

2013-2014   26%

2012-2013   26%

Hispanic Students:

2014-2015   1%

2013-2014   0%

2012-2013   1%

Average Daily Attendance:

Student 95.59%

Teacher 91%

Number of Referrals for Disruptive Behavior/Disturbing Class:

2014-2015   257

2013-2014   299

2012-2013 461

Number of Referrals for Skipping:

2014-2015   141

2013-2014   118

2012-2013 135

Percentage of Students Retained by Grade Level:

2014-2015

Freshmen: 57%

Sophomores: 28%

Juniors: 14%

Seniors: 1%

2013-2014

Freshmen: 56%

Sophomores: 37%

Juniors: 7%

Seniors: 0%

2012-2013

Freshmen: 52%

Sophomores: 29%

Juniors: 8%

Seniors: 11%

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Through analysis of the results of the comprehensive needs assessment, HHS has determined that our goals are to improve proficiency in reading, writing, math, science, and social studies. Through the use of research-based strategies and greater differentiation in the classroom, increased professional development activities in all content areas to support such practices, and increased teacher collaboration, these goals will be met.

Due to the change in state assessments from the MME to the M-STEP, the 2015-2016 proficiency targets from the state are unclear at this time.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Analysis of 2013-2014 MME/ACT achievement data showed that students are below state proficiency levels in each of the areas represented in the goals. Students receiving data on their NWEA scores will help them take responsibility for their learning as well as help teachers identify and collaborate on student growth. This will give HHS a better picture to monitor increased learning.   Additionally, School Process data, Perception data, and Demographics were considered when determining which goals should be of highest priority as well as determining which strategies would be most beneficial in achieving these goals.

Since all students, and all subgroups, showed a level of proficiency below the national norms in each of the content areas, the goals are to improve proficiency for all students. However, the methods that Hamtramck High School will be employing to reach these goals will put an emphasis on individualized attention in the classroom and differentiated teaching strategies, which will especially recognize children who are disadvantaged. There are specific programming changes for specific subgroups and for students who are still falling behind.

Hamtramck High School has interventions in place for our ELL and special education students that include Lexia and Failure Free Reading. All content area classes are differentiated for ELL and special education students. For special education students, we also provide a targeted Algebra 1 course. All content areas are included in our goals because of the high number of not proficient students in each area.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

As shown in the Comprehensive Needs Assessment, Hamtramck High School students did not meet the state standards in any of the content areas based on state assessments. In response to this, all strategies identified in the plan have a primary focus of increasing all students' levels of proficiency in reaching state standards in all content areas. Specific strategies have been targeted school wide.

The twelve researched based power strategies are used in all core content areas and elective classes. They focus on, peer partnering, reading, writing, scholarly research, and the three stages of thinking: self to self, self to partner, and self to large group.

Instructional:

The Twelve Power Strategies: Peer Conversations, Structured Note Taking, Picture Inductive Model, Pen-in-Hand, Graphic Organizers, Data Set, Question Chunk Annotate, Word Splash, Think Aloud, Think First, Rubric Check, Scholarly Research. This is based on the research

Additionally, the following research-based strategies will be used to provide targeted instruction to individual students in their areas of need in order to close achievement gaps:

Reading: First Things First Literacy Curriculum: Critical Reading

Writing: First Things First Literacy Curriculum: Critical Writing

Math: Benchmarks/Checkpoints, Bi-Level Mastery Grading, Double Blocking of Algebra and Geometry

Science: Benchmarks/Checkpoints, Bi-Level Mastery Grading, Science Kits and experiments

Social Studies: Benchmarks/Checkpoints, Bi-Level Mastery Grading, Field Trips

Each core content area conducts Instructional Learning Cycles every six to eight weeks. These ILCs identify student needs and address an area needing improvement. Departments create and proctor a pre-test, teach using similar strategies and classroom activities, and then end the ILC with a post-test. The data is analyzed and the department then discusses next steps based on their findings.

This school year, Hamtramck High School is adding an Integrated Studies course for 11th graders designed to help students become successful on the SAT. The teachers of this course will form a committee with the Director of Teacher Evaluation and Instructional Improvement and the Data Coach to discuss the content and teacher strategies for the course on a weekly basis. Princeton Review will come in once each week to also work with these students and Khan Academy will be used to give students individualized instruction based on their specific needs.

The Measuring What Matters protocol also identifies areas where engagement, alignment, and rigor are in place in each classroom. All teachers will use the MWM protocol to evaluate their peers in the 2015-2016 school year. Teacher support is given to help make this transition seamless across the student population.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The research-based strategies that increase the quality and quantity of instruction are:

Reading and Writing: First Things First builds skills and strategies before students enter English 9 and 10 curriculum

Math: double blocking provides extended time, Carnegie Learning provides a variety of ways of instructions and differentiated instruction, mastery grading provides data driven instruction and re-teaching

All subjects are taught by teachers trained in differentiated instruction and formative assessments that improve instruction in all classrooms.

Literacy Strategy Research References

Literacy in general

Biancarosa, C., & Snow, C. E. (2006). Reading next: A vision for action and research in middle and high school literacy- A report to Carnegie Corporation of New York (2nd ed.).Washington, DC: Alliance for Excellent Education. http://www.all4ed.org/files/ReadingNext.pdf

Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. http://www.all4ed.org/files/WritingNext.pdf

Structured Notetaking

Fisher, D., Frey, N., & Williams, D. (2002, November). Seven Literacy Strategies that Work. Educational Leadership, 60, 3. Retrieved from http://www.pbs.org/teacherline/courses/rdla220/ docs/fisher.pdf
- Many students do not have a variety of study habits or firm grasp of notetaking
- Notetaking is not simply a way to record facts; it also leads to deeper student engagement and reflection.

Buehl, D. (2000). Classroom Strategies for interactive Learning (2nd Ed.) Newark, DE: IRA
- Helps students become more effective note takers.
- Assist students in understanding the content of their reading or listening.
- Without explicit instruction and guidance, many students stop at writing down words or phrases word for word without follow-up analysis and synthesis

Marzano, R., Pickering, D. J., & Polluck, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandra, VA: ASCD.
- Help increase student performance because both teacher and students are involved in the process
- Gain a larger understanding of the concepts presented
- Ask students to analyze notes and put their understanding in their own words

Graphic Organizers

Fisher, D., Frey, N., & Williams, D. (2002, November). Seven Literacy Strategies that Work. Educational Leadership, 60, 3. Retrieved from http://www.pbs.org/teacherline/courses/rdla220/ docs/fisher.pdf
- Provide students with visual information that complements the class discussion or text.

Wills, S. (2005). The theoretical and empirical basis for graphic organizer instruction. Retrieved from

http://www.hoover.k12.al.us/hcsnet/rfbms/makessense%207.4/donotopenfolder/implmnt/dontopen/msstrats/stuf/TheoreticBasis.pdf

- Cognitive and Schema theory; Cognitive Load Theory; Dual Coding Theory

- "When students learn something new, they must be able to retain the information for later use."

- "graphic organizers make it easier to link new information to existing knowledge and help students build the schema they need to understand new concepts (Guastello, Beasley, & Sinatra, 2000)."

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- graphic organizers "enhance the development on non-linguistic representations in students and therefore, enhance the development of that content".

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Kagan, S. (2001). Kagan structures: Research and rationale. Kagan Online Magazine. Retrieved from

http://www.kaganonline.com/free_articles/research_and_rationale/282/Kagan-Structures-Research-and-Rationale

- Cooperative learning Theory, Multiple Intelligences Theory, Brain Compatible Learning, Expectation Theory, Learned Optimism Theory, Flow Theory, Vygotsky's Theory, Behavior Theory, Transference Theory

- "Cooperative learning theory posits that students learn best when they can encourage and tutor each other, when they are held accountable, when they all participate about equally, and when there is a great deal of active, interactive engagement.

- Students have "more brain activity in more places in the brain when students are interacting."

- "powerful tools in implementing the essential elements of effective instruction, especially in allowing authentic assessment, and creating active engagement."

- Pushes thinking skills, higher-order thinking

- Strengthens social skills and relations as part of the 21st century skillset

National Governors Association Center for Best Practices (NGA Center), Council of Chief State School Officers (CCSSO). (2010). Common core state standards for English language arts & literacy in history/ social studies, science, and technical subjects. Washington, DC: Author.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

- "to become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations- as part of a whole class, in small groups, and with a partner- built around important content"

Johnson, R.T., & Johnson, D.W. (n.d.) Encouraging student/ student interactions. Retrieved from

http://www.narst.org/publications/research/encourage2.cfm

- "Reports on over 600 research studies, dating back to the late 1800's which compare learning in cooperative, competitive and individualistic goal structures have been collected at the Cooperative Learning Center at the University of Minnesota. From these studies it has been concluded that having students work together cooperatively is much more powerful than having students work alone, competitively or individually (Johnson & Johnson, 1982; Johnson, Maruyama, Johnson, Nelson & Skon, 1981). Some of the findings include:"

- "More students learn more material when they work together, cooperatively, talking through the material with each other and making sure that all group members understand, than when students compete with one another or work alone, individualistically."

- "More students are motivated to learn the material when they work together, cooperatively, than when students compete or work alone, individualistically (and the motivation tends to be more intrinsic)."

- "Students have more positive attitudes when they work together cooperatively than when they compete or work alone, individualistically. Students are more positive about the subject being studied, the teacher, themselves as learners in that class, and are more accepting of each other (male or female, handicapped or not, bright or struggling, or from different ethnic backgrounds) when they work together

cooperatively."

Think First

Silver, H.F., Dewing, R.T., & Perini, M. J. (2012). The core six: Essential strategies for achieving excellence with the common core. Alexandria, VA: ASCD.

- "slows down and opens up the thinking process."

- "provides the scaffolding emerging writers need as they learn to produce high-quality responses on demand."

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- "engages students in activities designed to help them generate or organize ideas for their composition."

- "engaging adolescents in such activities before they write a first draft improves the quality of their writing."

- "include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to work."

Question - Chunk - Annotate

- Although it is not completely inductive it does engage students in thinking about the reading before engaging, requiring students to make connections to what they know and understand about a subject. They are also beginning to engage by predicting what they think the article is going to address to help answer the overarching question (Hiebert, 2010)

- All students must be asked and expected to engage with texts that may challenge their levels of development in reading comprehension if they are to continue to grow and refine their skills. QCA is a strategy that assists students in being successful with more challenging texts. It breaks the reading down into accessible pieces in which they have the time and space to stop, think and connect what is read (Guthrie, McRaie, & Klauda, 2007)

- Engaged silent reading is purposeful, asking students to think, annotate and interact with the text leads to greater comprehension (van den Broek & Kendeou, 2008).

- Research has shown that students who believe they are competent readers and can be successful in reading a piece of text are more likely to persevere in the face of difficulties or challenges when they read silently. Breaking the reading into smaller chunks helps to motivate and encourage students as well as to push themselves with the confidence needed to be successful (Codington, 2009, Guthrie, Codington, & Wigfield, 2009)

Inductive Learning (Data Set, Word Splash, PIM)

- Marzano - 2010 identifies making inferences as a foundational process that underlines higher-order thinking and 21st century skills.

- Hilda Taba (Taba, Durkin, Fraenkel, & McNaughton, 1971) Pioneering work on inductive learning along with Bruce Joyce (Models of Teaching, 2004, 7th edition) were concerned that education was placing too much emphasis on memorization of discrete facts and not enough emphasis on critical and conceptual thinking, Taba and Joyce both proposed that teachers shift from giving students information to helping them discover the relationships between big ideas and key details that make up lessons, units and disciplines. This process encourages students to develop their natural powers of inductive reasoning, moving from specific details to bigger ideas to broad generalizations.

- New meta-analytic research on effective teaching practices (Dean et, al., 2012) suggests that teaching students how to classify information

and how to generate and test hypothesis -core skills built into Taba's and Joyce's models- both raise student achievement.

- John Hattie, 2009 - Meta-Analysis of highly effective teachers and strategies that required students to think and draw conclusions had the greatest impact on student growth.

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- Gentner, Loewenstien, Thompson, & Forbes, 2009, Research shows that novice learners often fail to make connections between what they are learning and what they have already learned, strategies that require them to approach the concepts and ideas from what they know and begin to stretch and build relationships to what they do know increases the learning and sticking power of the interaction. The inductive approach and strategies associated with it (PIM, Data Set, Word Splash) provide the students these opportunities to make these connections and to manipulate the data receive in ways they make sense to them.

Inductive Strategies

Big Picture

- Induces students to classification of data and processing of information
- Utilizes fundamental higher - order thinking skills
- Teaches how to think (a learning strategy)
- Promotes deeper understanding and greater retention of knowledge and concepts
- Increases achievement; raises intellectual capacity

Strategies Utilized

- Versatile (learner ability, ages, disciplines)
- Easy to adjust level of difficulty (reading load, conceptual load)
- Builds knowledge base, vocabulary
- Foster inquiry
- Teaches a method of approaching/processing new information
- Promotes active engagement, collaborative work, negotiating knowledge, learning how others think
- Provides opportunities for multiple reads; literacy rich - Many entry points to pique interest - Many ways to be successful
- Teaches/causes practice in all levels of thinking (i.e., knowledge, comprehension, compare/contrast, analysis, synthesis, application, evaluation)
- Provides enjoyable and interesting information

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Based on the 2013-2014 MME scores and Fall 2014 NWEA scores, students are not meeting proficiency standards in any subject areas.

The following supports are in place for Reading/Writing: First Things First builds skills and strategies before students enter English 9 and 10 curriculum.

In order to increase student achievement and proficiency, the staff is working on improving reading skills across the curriculum. The following strategies are used building wide to support literacy in all subjects:

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- Teaches a method of approaching/processing new information
- Promotes active engagement, collaborative work, negotiating knowledge, learning how others think
- Provides opportunities for multiple reads; literacy rich - Many entry points to pique interest - Many ways to be successful
- Teaches/causes practice in all levels of thinking (i.e., knowledge, comprehension, compare/contrast, analysis, synthesis, application, evaluation)
- Provides enjoyable and interesting information

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

All students have access to summer school for students who qualify for 31A services. ELL students have a summer bridge program that helps with their language acquisition as well as Sheltered Instruction in Core Content Areas.   HOPE, after school tutoring in all subject areas, and Benchmark Café is available for tutoring in math and science for all students. Failure Free Reading, Lexia, and First Things First are provided for interventions in reading based on student needs. These are most used for students with IEPs. Differentiated instruction, small group settings, guided practice, and various activities are used in the classroom to support lower achieving students as well as enrich students who are excelling.

5. Describe how the school determines if these needs of students are being met.

Students on the 31A caseload will be monitored by grades, attendance and course completion on a semester basis with weekly check ins. Data on ELL students will be monitored annually through the WIDA testing, but also quarterly through the reading programs used in the Sheltered Instruction program. Special education students have progress report checks where their goals and placement are monitored for efficacy. The needs of these students will be addressed appropriately based on the data of growth proficiency. All student growth and

proficiency will be determined by state test scores and NWEA scores. These checks will take place in Small Learning Communities as well as Professional Learning Communities and the review of data will take place with the entire staff and facilitated by our Data Coach.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All eight paraprofessionals are highly qualified. They hold three Bachelor degrees, two Associate degrees, two have completed two years of college credits, and one passed the WorkKeys Test.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All staff members meet the requirements for highly qualified NCLB. We currently have 52 teachers, 2 counselors and 1 social worker.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The teacher turnover rate is 6% building wide. The turnover rate was affected last year one staff member who left teaching, two staff members who accepted administrative positions in the district, and one principal who left for a administrative position elsewhere. In the last 18 years, HHS has had 6 different principals. The school is able to maintain highly qualified staff at this point.

2. What is the experience level of key teaching and learning personnel?

Experience level of key staff members:

0-5 Years: 13%

6-10 Years: 23%

11-15 Years: 13%

16-20 Years: 11%

20+ Years: 40%

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

All staff members are currently part of an SLC that meets to provide structured staff professional development time. This provides an opportunity for staff to function in small leadership roles as a part of the smaller staff teams. Flexible scheduling is available on a limited basis based on the needs of students for additional credit recovery. Staff members are also members of PLCs that meet in content areas to collaborate on data-driven instructional decisions. This collaboration builds a stronger curriculum to enhance student proficiency.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Although finances are limited, the district will support awarding $100 per teacher for meeting AYP, consideration for Wayne County Teacher of the Year Award, and recognition in media for local community.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate at this time.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The staff has received professional development on engagement, alignment, and rigor. During the 2013-2014 school year, the staff has focused on clear objectives and learning targets, student engagement strategies, and the use of higher-order thinking questions in lessons. The staff has also continued work on effective teaching strategies that are used in specific subject areas as well as school wide. Staff will also receive professional development to support subject areas.

Data analysis shows that reading scores, across the subgroups, show 70% of our students do not score proficient on the Reading portion of the MME. Based on the this data reading will focus on reading strategies across grade levels and specific interventions for 9th and 10th grade students as well as students far below grade level.

Reading: 12 Power Strategies, First Things First Literacy 9th and 10th grade training, Failure Free Reading Training for those who use the programming. SIOP Training,

Math has continued to be an area of weakness across all grade levels with a decrease of 2% in mathematics on the MME for the 2013-2014 school year. Continued work on student engagement, access to performance tasks that challenge learning and targeting students below grade level in individual classrooms will address this need.

Math: 12 Power Strategies Training, Assessment Tasks for Core Common State Standards (dept meetings), Data Analysis

Our science scores have decreased by 2.1% over the last 5 years. Science will begin addressing- Science: 12 Power Strategies Training, Assessment Tasks for Core Common State Standards (dept meetings), Data Analysis

In social studies, 85% of our students did not score proficient on the MME for the 2013-2014 school year.

Social Studies: 12 Power Strategies Training, Data Analysis, Student Engagement Strategies

All staff will work on training for writing across the curriculum but the ELA teachers will focus on increased writing through Writing Strategies:

12 Power Strategies, First Things First Literacy 9th and 10th grade training, SIOP, Data Analysis

2. Describe how this professional learning is "sustained and ongoing."

The professional development that the staff at Hamtramck High School receives will be sustained and ongoing throughout the course of the school year. SLC and PLC meetings are held weekly for a combined total that exceeds 180 minutes. These meetings will focus on practicing instructional strategies as a professional team. They will also work on developing clear lesson plans, doing peer reviews and working together on student support meetings.   These meetings will be monitored by the SIF and the administration. Ongoing training to support the SLC coordinators and department heads will be provided quarterly to ensure fidelity in the SLC and PLC teams.

The partnership with IRRE, the organization that provides instructional and pedagogical professional development, has been in partnership with the district for the past three years. This partnership will continue for the next two years and will provide continued support for the ongoing strategies.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Calendar Tentative District PD days

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Hamtramck High School encourages parental involvement in all areas of design and implementation of the school-wide plan. Parents are invited to be a part of the School Improvement Team and Title 1 Team. School Improvement meetings are scheduled in advanced and published for the school community. If needed, additional meetings are scheduled to accommodate parents' schedules.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Comprehensive Needs Assessment: Parents are involved in the data analysis, idea generation and evaluation of the school-wide plan. Their needs are assessed through parent surveys and focus groups.

School-Wide Reform Strategies: They assist in evaluating the student achievement data and identifying areas of strength and weakness and where learning gaps exist.

Highly Qualified Staff: Parents are invited to sit on interview committees for pivotal district positions. They are made aware of openings in the school district.

Professional Development: Parent survey data is used to identify professional development topics. Parents are offered workshops throughout the year that cover various topics such as academic assistance, technology safety and support for students.

Parental Involvement: Hamtramck High School has a Open Door Policy and parents are given opportunities to volunteer at the school and during school events including athletic events, fine arts performances, extracurricular activities, honors assembly and field trips.

Pre-school transition: N/A

Assessment Decisions: Parents are provided information about the assessments their students will take during the school year. This helps them prepare for the assessments when supporting their students at home. They assist in evaluating the student achievement data and identifying areas of strength and weakness and where learning gaps exist.

Timely and Additional Assistance: The school will provide clear information about the processes and resources available for student to receive additional assistance when they need it.

Coordination and Integration of Federal, State and Local Resources: We review the resources available to students and the school during the annual meeting. Parents can help identify additional needs or resources that can support the educational process.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

All parents are given a voice in the program evaluation through the Parent Perception Survey, which is facilitated through the seminar teacher and provides a two-way communication through the process. Parents are also involved with the School Improvement Team and the Title 1 Team throughout the year. The annual Title 1 Parent Meeting is held to discuss suggestions for plan improvement, disseminate information, and to provide an opportunity to review the School-Parent-Student Compact.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Please see attached plan	Title 1 Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Section 1118(e)(1): Assist parents in understanding of the State's content standards and assessments and how to monitor their child's progress:

School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.

- A course guide for HHS is distributed in September during Curriculum Night.

- At Curriculum Night, parents are invited to their student's classroom where the teachers explain CCSS and how parents will be able to monitor the progress of their child during the school year (progress reports, report cards, MiStar Parent Connect, test results, Parent-Teacher conferences, classroom assessments, Mastery Grading, etc.).

Section 1118(e)(2): Provide materials and training to help parents work with their children:

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:

- After-school activities are held throughout the year. The focus is to give parents strategies, skills, and instructional materials to increase their child's ability to become academically successful.

- Childcare will be provided and refreshments offered to encourage parental involvement at these monthly workshops.

- Some of the monthly activities include homework support, literacy strategies, and preparing for college and other forms of post-secondary education.

- Parents are provided additional training and materials at events throughout the year such as Curriculum Night as well as the FAFSA Information and Parent Association tables at Parent-Teacher Conferences.

Section 1118(e)(3): Train staff to build effective parent involvement

On-going professional development for staff on effective ways to increase parent involvement occurs annually.

- Staff professional development meetings will include opportunities to dialogue about strategies which help build effective parent involvement programs.

- The School Improvement Team and the Parent Association will explore ideas and implement strategies to increase parental involvement in the school.

Section 1118(e)(4): Collaborate with other programs to coordinate parent involvement:

Coordination with other programs for parent involvement includes:

- The school staff collaborates with the HOPE after-school program to coordinate parental involvement efforts.

- The school collaborates with Wayne Mediation and ACCESS, two non-profit agencies that provide support and parenting resources for parents.

- The school welcomes partner staff on a regular basis into the school and provides meeting space for workers to meet with parents.

Section 1118(e)(5): Provide information in a format and language that parents will understand:

Information is shared with parents in a language and format they can understand. Examples include:

- All teachers have a daily preparation period, which provides an opportunity for parents to meet and discuss any pressing concerns or issues in a timely manner as they arise.

- Parents can contribute their ideas about parent involvement at any time or manner that is most convenient (i.e. phone calls, emails, personal visits, handwritten notes).

Section 1118(e)(14) Provide other reasonable support for parent involvement as parents may request.

Staff provide opportunities for full parent participation:

- An annual Title 1 meeting, which includes a general session explaining Title 1 services to parents

- The Parental Involvement Plan and the School-Parent-Student Compact is shared with parents at the annual Title 1 meeting

- Teachers meet with parents in their classrooms giving a presentation on CCSS and course requirements during Curriculum Night

- Ways to monitor child progress are also shared with parents on Curriculum Night

- A minimum of three scheduled Parent-Teacher Conferences are held each year where teachers and parents discuss student progress, expectations, assessment information, and concerns

- The School-Parent-Student Compact will be signed by parents at the first Parent-Teacher Conference of the school year

- Parents are invited to attend informational meetings, which are offered at various and convenient times so all parents have an opportunity to participate. Childcare, translators, and transportation are offered.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Analysis of the Parent Involvement Plan will take place annually by the School Improvement Team. Using evaluation tools, the effectiveness of the Parent Involvement Plan will be reviewed and revised. Parent survey responses will be reviewed as a part of the process including attendance and involvement metrics. This will be focused on increasing parental involvement through programming and outreach. Parents will also review and provide feedback for this plan at the annual Title 1 Meeting.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The School Improvement Team will use the evaluation tools and results to identify strengths and weakness in current programming and update goals for parental involvement. These results will be shared with entire staff through the SLC data analysis protocol. This will ensure involvement from all building stakeholders in the parent engagement goals.

8. Describe how the school-parent compact is developed.

The School-Parent-Student Compact was developed as part of the school improvement planning team and was reviewed with staff and parents. The compact will be reviewed annually at the Title 1 Parent Meeting and will be a component of the annual registration packet.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

N/A

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The parent compact is shared at the Annual Title 1 Parent Meeting, during Parent Teacher Conferences, and during individual parent meetings. A copy of the School-Parent-Student Compact is also included in the district handbook and translated into languages currently spoken in the district.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		School, Parent, Student Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

All information will be sent in a format or language that parents can easily understand. Any parents with disabilities will have the necessary accommodations to receive information, student achievement data, and any other school communications. All parents, regardless of disability or situation, are encouraged to be involved in their child's education. Migrant parents will be accommodated based on their individual needs and any potential movement of parents or students during the school year will be evaluated on a case by case basis. All parents will be provided full opportunities for participation regardless of disabilities, limited English proficiency or migratory status. Any parents requiring additional assistance such as language supports will be provided accommodations through staff members or written communications. There are ongoing supports for parents including counselors and seminar teachers.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

We currently host the Cosmos Kick-off during the early spring months. Middle school teachers from both feeder schools bring their students to the high school for a tour of the school and a variety of events to help prepare them for the high school transition. We also host a circle with focused high school and middle school students to help answer specific questions. These circles are called Transition Circles.   Further, counselors spend additional time on site with middle school students to help them complete their Career Cruising EDP as a part of their scheduling experience

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

There are three types of assessments used at the building . The mandated state assessments this year were MME, WIDA,and M Step. In 2015-216 the PSAT and SAT tests will be given. Beginning in the 2014-2015 school year, NWEA testing was conducted each semester. This is mandated at the district level. This data drives decisions based on the teacher input given in Small Learning Community meetings, Professional Learning Communities, School Improvement Team meetings, professional development, and IEP meetings. Teacher input into the decisions regarding assessment comes into place when the content area teams meet to create common annual assessments for each course. During these times the teachers decide which standards will be tested and how. Data is also evaluated by the School Improvement or teacher teams for placement for intervention, on a bi annual basis, or for more frequent interventions. A wide variety, including local assessments, are used for evaluation. The core content areas of science, social studies, and math have transitioned to bi level mastery because of teacher input.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

All teachers are involved in analyzing the data from the MME. Following the analysis, they are involved in creating a plan to close the learning gaps in subject areas and in SLCs. Subject specific teachers analyze common annual assessments at the beginning and end of each semester and use the data to guide further instruction. This helps with intervention and placement for courses and individual support

If the assessment being analyzed is across the core subjects the building level team will meet to review all the data and decide on ways to implement strategies to close gaps. This is done through School Improvement Process and in SLCs. Teachers also participate in Professional Development quarter to participate in data analysis, including student achievement and other data, to see where the school stands as it relates to Common Core Standards and other relevant indicators. Teachers use these findings to create and adapt their lesson plans on a daily basis.

A data coach position was created and filled during the 2014-2915 school year. Individual teacher and student data from NWEA will be shared and studied throughout the 201502016 year. Each PLC writes, reviews, and implements Instructional Learning Cycles throughout the year.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Students are monitored through attendance data to provide interventions to keep them in the classroom. Also monitoring is done through common assessments, unit assessments, and WIDA. This year NWEA was also used to identify struggling students. Test results are evaluated to identify students who are not proficient or performing below benchmark standards. The following sources are used to identify students in the core subject areas.

Reading strategies are being researched for 2015-2016 will be used for grades 9-11. The ELA and Literacy curriculums monitor student progress quarterly and bi-annually through common building assessments. Students who are receiving interventions such as Lexia or Failure Free Reading are monitored by monthly reports.

Math: NWEA will be used for grades 9-11. The common assessments and Bi level Mastery Grading allow teachers to monitor individual achievement on a quarterly and weekly basis based on standards mastered.

Social Studies: MME and common assessments, and Bi Level Mastery Grading allow teachers to monitor individual achievement on a quarterly and weekly basis based on standards mastered.

Science: Explore, NWEA will be used for grades 9-11. The common assessments and Mastery Grading allow teachers to monitor individual achievement on a quarterly and weekly basis based on standards mastered.

Writing: Explore, Plan, WIDA and MME for placement. NWEA will be used for grades 9-11. The ELA and Literacy curriculum monitor student progress quarterly and bi-annually through common building assessments.

All content area courses participate in Instructional Learning Cycles that off immediate data and information on short term learning that will help students become more proficient.

Students will also be identified through a mix of teacher observation and referral to our 31A staff members. This process allows for other factors such as behavior, course attainment and 31A indicators to be taking into account with prescribing proper support for students.

Identification and Exit Criteria:

All of the assistance is provided for students who are experiencing difficulty meetings the State academic standards. Entrance guidelines, such as a 3 or 4 on MEAP or scoring below college readiness standards on Explore, or identification through 31A at risk indicators as used to identify 9th grade students. ELL students are monitored for growth and proficiency on WIDA and continue to receive services until they score proficient. SE students are monitored for progress on their IEP goals and their proficiency scores on MEAP and MME. Supports are provided on an individual basis and are part of the decision of the IEP team. Student currently in the building are reviewed on above indicators and common assessments or teacher referral data. Progress monitoring is done quarterly within departments and SLCs. Students who are scoring proficient will be exited and if they are still experiencing difficultly they will continue with targeted assistance and/or receive additional

supports.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Hamtramck High School provides many opportunities for students who are experiencing difficulty mastering the State's academic achievement assessment standards. Identified students receive additional assistance in specific targeted areas. For additional support, classroom teachers provide differentiated instruction with flexible grouping, small group interventions, and after-school tutoring.

Reading:

First Things First Literacy course for 9th grade students- focused on increasing reading strategies and skill building during daily instruction. Support is delivered by classroom teachers throughout the course which is completed prior to beginning English 9 coursework.

Failure Free Reading and Lexia provide more targeted reading and vocabulary intervention for small groups or individual students who are identified through testing, teacher recommendation or IEP supports. This is supported by ELL and Special Education Instructors on an ongoing basis througout the year.

ELL and Math paraprofessionals work with small teams of students to provide push in supports in ELL classrooms. This support is provided throughout the year as student needs dictate.

ELL Summer Bridge programming provides targeted ELL students support in reading, writing and overall literacy skills. Students work between 12-16 hours per week, for four weeks, in the summer to support and improve all areas of language acquisition. Courses are led by highly qualified teachers and supported by ELL paraprofessionals.

Math: Carnegie Math is an ongoing program supported in both Algebra 1 and Geometry. Highly qualified teachers use it as a support for the daily curriculum and to extend student learning,

Benchmark Cafe- where students can receive instruction on standards/skills gaps in math. Program happens four days per week during students' lunch periods and is supported through ACCESS, building partner.

Math paraprofessionals are assigned to support at-risk students and provide support in both the classroom and while working with Carnegie Cognative Tutor, Social Studies: After school tutoring, flexible grouping and summer school.

Bi Level Mastery Grading allows students the opportunity to monitor their own learning and provides a mechanism for re-teaching standards for all students. Provided by classroom teacher and supported in the Benchmark Cafe.

Double blocked schedule in Algebra 1 and Geometry: Classroom teachers in Algebra 1 and Geometry are provided extended time during the school year to work with students on course material. This is supported by the general fund.

Science: After school tutoring, flexible grouping and summer school. Additional supports for classroom instruction for student through science kits primarily used in Physical Science and Biology to support and extend learning for all students. Mastery Grading allows students the opportunity to monitor their own learning and provides a mechanism for re-teaching standards for all students. Provided by classroom teacher and supported in the Benchmark Cafe.

Writing: First Things First Literacy course for 10th grade students- focused on improving writing skills and overall literacy skill building. Course is provided by highly qualified ELA instructor prior to entering English 10 course.

Credit Recovery is offered primarily during the summer months but also during the school year as need dictates. This course is supported by a highly qualified staff member an is offered as extended day during the school year. E2020 is the platform that students use and the

teacher provides assistance and monitors students' progress.

Sheltered ELL instruction provides students, who are learning English, access to high school content expectations in classes that are taught by highly qualified ELL teachers. These courses integrate language acquisition within course content framework.

Identification and Exit Criteria:

All of the assistance is provided for students who are experiencing difficulty meetings the State academic standards. Entrance guidelines, such as a 3 or 4 on MEAP or scoring below college readiness standards on Explore, or identification through 31A at risk indicators as used to identify 9th grade students. ELL students are monitored for growth and proficiency on WIDA and continue to receive services until they score proficient. SE students are monitored for progress on their IEP goals and their proficiency scores on MEAP and MME. Supports are provided on an individual basis and are part of the decision of the IEP team. Student currently in the building are reviewed on above indicators and common assessments or teacher referral data. Progress monitoring is done quarterly within departments and SLCs. Students who are scoring proficient will be exited and if they are still experiencing difficultly they will continue with targeted assistance and/or receive additional supports.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Differentiated instruction is available to our students in a variety of ways.

Reading: Small group instruction and ability/flexible groupings are used in all classrooms. ELA teachers are instituting Leveled Libraries in all classrooms at all grade levels. Modified lessons and/or assignment are made available to those who need it.

Math: Small group instruction and ability/flexible groupings are used in all classrooms. Mastery grading in math, science, and social studies allows for re-teaching prior to retesting. There are modified lessons and assessments for students with special needs. Math students have the Carnegie Cognitive Tutor Program and the use of graphing calculators. Modified lessons and/or assignment are made available to those who need it.

Science: Science students have hands-on instruction through science kits. All teachers use small group intervention and flexible grouping in their classrooms. Experiments are used in all science courses. Modified lessons and/or assignment are made available to those who need it.

Social Studies: Small group instruction and ability/flexible groupings are used in all classrooms. Modified lessons and/or assignment are made available to those who need it. Teacher have incorporated field trips and PBL into their curriculum.

Writing: Small group instruction and ability/flexible groupings are used in all classrooms. ELA teachers use Peer Conferencing and Student/Teacher conferencing to work on focus correction areas. Modified lessons and/or assignment are made available to those who need it.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

State, Federal, and local programs are coordinated in the school wide program to support the achievement of the school wide goals of increasing proficiency in all five subject areas.

General Fund: Small Learning Community Meetings (SLCs), resources and basis supplies for classroom

I. Title 1: Title 1 Intervention Specialist, paraprofessionals in ELL and Math, Summer School, & Leveled Libraries

II. Title II: Professional development for SIOP, Professional development for student engagement strategies & building academic vocabulary.

III. Section 31A: Star Intervention program, Literacy supports, Credit Recovery program (after school), mental health services- Community Circles, school clinic, Social Worker.

IV. Grants: Benchmark Cafe, Kaplan Test Preparation, Wayne Mediation: Community Circles, Institute for Research and Reform in Education: Professional Development on Professional Learning Communities,

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Resources used to implement the required school wide components:

1. Comprehensive Needs Assessment: Title I and General Funds
   The CNA is supported by the general fund through SIT meeting times and supplies. The resources needed to support the outcomes from the CNA, such as supplies for programs or funded positions, are then accessed through Title 1.

2. Schoolwide Reform Strategies: Title 1, Title IIA, Grants and General Funds
   The school wide plan is streamlined across the different programming and funding sources.
The majority of the school wide interventions are supported by general fund such as the Twelve Power Strategies and extended time in Algebra 1 and Geometry. Title 1 funded programs include student academic supports such as STAR Intervention and the Student Interventionist who have a caseload of students to support. Title 1 also supports extended learning opportunities, classroom paraprofessionals and supports for science interventions.   Additional federal dollars such as Title 3 support our ELL Summer Bridge programming and 31A provides dollars for the First Things First Literacy programming, and Credit Recovery.

3. Instruction by Highly Qualified Staff: Title IIA, Grants and General Funds
The general fund, Title 1 and 31A support the highly qualified staff members at the building level.

4. Strategies to Attract Highly Qualified Teachers: Title 1, Title IIA, Grants and General Funds

Title 1 and general funds are used to support on-going professional development offered to highly qualified staff. Building supports are done through building funds or outside agency donations.

5. High Quality and Ongoing Professional Development: Title IIA, Grants and General Funds

Professional development is supported through Title II and general fund in alignment with the school wide plan. This includes offerings for staff from the county (Wayne RESA) and other workshops were appropriate or applicable to job changes, supports or individual teacher needs.

6. Strategies to Increase Parental Involvement: Title 1, Grants and General Funds

Parental involvement activities and supplies will be supported through Title 1 Parental Involvment funds and through support of outside agencies. This will include parent meetings, parent classes and events in the late summer for families.

7. Preschool Transition Strategies: General Fund N/A   8th grade orientation is supported by the general fund.

8. Teacher Participation in Making Assessment Decisions: Title I, General Fund

  SIT meetings and the SLC team meetings where assessment decisions are made are supported by the general fund. Title 1 is used to provide support programming or training.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards: Title 1, 31A and General Funds

Programming for students is supported by Title 1, 31A and general funds including extending the courses, credit recovery programming costs, and salary costs for support personnel.

10. Coordination and Integration of Federal, State, and Local Programs and Resources: Title 1, Title IIA, 31A, Grants and General Funds

Evaluation: General Funds

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Hamtramck High School will utilize funds from Title 1, Title IIA, 31A, Grants and General Funds to ensure that a wide spectrum of support

service are available to support the achievement of the school wide goals.

Additional support from the following federal programs also provide supports:

Nutritional Programs:

Through state and federal programming all students at Hamtramck High School are provided with a free breakfast and lunch regardless of status. Student who stay in after school programming are provided with snacks during programming. All food provided to student meets the Michigan Department of Education nutritional value requirements. (Grants)

Housing Programs:

Information regarding the McKinney-Vento Homeless Act is provided to all parents during registration and again at orientation.   Literature is posted in the office with district Homeless Liaison contact information visible. The Homeless Liaison works with the community in providing resources to families in need. (General Fund, 31A)

Parental Involvement Programs:

Workshops and events are planned to educate and assist families of Hamtramck. The events cover a wide range of topics from academic supports, student supports and technology/internet safety. The events are scheduled throughout the year with the input of the School Improvement Team. (Title 1A and General Fund)

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Annually the School Improvement Team, with stakeholders from various programs, review the school wide program. Measuring What Matters data on student engagement provides an evaluation of professional development involving teaching strategies- showing success of professional learning. The data is also used to make decisions on the professional development calendar for the upcoming year.   Student achievement data is reviewed at School Improvement meeting at the end of the school year and determine then shared with the entire staff. Targeted interventions are reviewed including the Opportunity Center, the SE students (during annual IEP meetings, and the reading intervention programming for all students including ELL.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

This will be Hamtramck High School's first year as a school wide program. Our plan is to evaluate the results of our programming through completion of next year's Comprehensive Needs Assessment. At this time, we will determine the program's impact on student achievement as a building-wide staff. Using this information, we will maintain successful programs and modify or realign resources to address emerging issues.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

This is Hamtramck High School's first year as a Title 1 Schoolwide building. Using building data, NWEA pre-test data, and teachers data reviews in SLCs, we will continue to monitor the achievement of students who are furthest from achieving the standards. Additional interventions will be put in place based on quarterly review and students currently receiving services in 31A are being monitored at this time for academic achievement.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Following the year end review and evaluation of the schoolwide Title I plan, the administration will determine any changes that need to be made to the plan in efforts to increase student achievement. These changes will be shared and explained to the Hamtramck High School staff and implemented for the next school year.