



## **District Improvement Plan**

Hamtramck, School District of the City of

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## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The District Improvement Plan was collaboratively developed with principals, teachers, central office administrators, parents and outside agency representatives. The meetings were scheduled at each site regularly. There was a deliberate effort to align District and School Goals to meet the needs of students based on data analysis.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

We have developed a District Turnaround Network this is defined as the school board, superintendent, and central office administrators who work collaboratively with association building leadership to guide turnaround and to sustain the organization's sense of urgency in realizing dramatic improvement in student and teacher performance in a short amount of time.

This team meets weekly and decisions for district improvement come out of this group.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Meetings were scheduled to discuss the progress and final decisions that were included in the plan. Communiques were sent out to all stakeholders and communicated on the District Website.

# **District Improvement Plan 2018**

## Overview

### Plan Name

District Improvement Plan 2018

### Plan Description



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase reading and writing proficiency in ELA and across all content areas	Objectives: 3 Strategies: 7 Activities: 27	Academic	\$0
2	Increase proficiency in math	Objectives: 3 Strategies: 4 Activities: 9	Academic	\$0
3	Increase proficiency in science	Objectives: 3 Strategies: 4 Activities: 9	Academic	\$0
4	Increase proficiency in social studies	Objectives: 3 Strategies: 4 Activities: 9	Academic	\$0
5	The school community will cultivate a positive, inclusive learning environment that addresses the needs of the whole child, builds capacity for strong leadership and effective instruction.	Objectives: 1 Strategies: 2 Activities: 11	Organizational	\$0

## **Goal 1: Increase reading and writing proficiency in ELA and across all content areas**

### **Measurable Objective 1:**

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in content knowledge to close achievement gaps in English Language Arts by 06/30/2023 as measured by state and local assessments.

### **Strategy 1:**

Differentiated Instruction - Through the implementation of differentiated instruction, district staff will implement effective, research-based reading programs during the academic year, during the academic day.

Supplemental ELA programs include: Differentiated Instruction, Guided Reading, Project-Based Learning, Reader's Workshop, RTI, Assembly Presentations, Supplemental Teachers and Paraprofessionals for push-in/pull-out small group instruction and extended classroom activities.  
Category: English/Language Arts

Research Cited: - Tomlinson, Carol Ann, *Differentiation in Practice*, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

-Marzano, Robert, *Classroom Instruction That Works*, (Prentice Hall, May 7, 2004)

This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: *Designing & Teaching Learning Goals and Objectives*. Book

Two: *Formative Assessment & Standards-Based Grading*. Book Three: *The Highly Engaged Classroom*.

-Zemelman, Steven, *Best Practice-Today's Standards for Teaching & Learning in America's Schools*, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

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Tier: Tier 1

Activity - Assembly Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide student assembly presentations to supplement core subject instruction and raise interest in all content areas.  Schools: All Schools	Other	Tier 1		09/01/2016	06/30/2023	\$0	Title I Part A	Building Administrator(s)
Activity - Extended Classroom Activities (field trips)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide extended classroom activities (field trips) to foster student interest in all content areas. Transportation will also be provided.  Schools: All Schools	Field Trip			09/01/2016	06/30/2023	\$0	Title I Part A	Selected staff
Activity - Supplemental English Language Arts Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will implement effective, research-based reading and writing programs including (but not limited to) Differentiated Instruction, Literature Circles, Project Based Learning,  Guided Reading, Reader's Workshop, Failure Free Reading, Lexia Reading, SuccessMaker, iLIT, Daily 5, Learning a to z, raz-kids, reading recovery, success4all, LLI, AARI, READ 180, and NEWSLA Pro.  Funds under this activity will purchase books and instructional supplies to support the above programs as well as provide professional development as needed.  NOTE: The Basic program for ELA is Harcourt-Brace, which is not included in the programs under this Activity.  Schools: All Schools	Other			09/01/2016	06/30/2023	\$0	Title I Part A, Title II Part A	All ELA teachers
Activity - Supplemental Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>District to provide supplemental Teachers and Paraprofessionals to assist in the improvement of student achievement. Paraprofessionals will deliver small group instruction to eligible identified Title I students. Title I instructional staff will provide extra time and opportunity to students struggling in ELA.</p> <p>Schools: All Schools</p>	Academic Support Program			09/01/2016	06/30/2023	\$0	Title I Part A, Title III	Building Administrator(s)
Activity - Curricular Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District will review and revise curriculum review based on a developed timeline.</p> <p>Schools: All Schools</p>	Curriculum Development		Getting Ready	09/01/2016	06/30/2023	\$0	General Fund	Curriculum Department, Building Administrators, District Curriculum Team.

### Strategy 2:

Extended Learning Opportunities - District will provide supplemental learning opportunities for students after school during the academic year and through summer months of June, July and August.

Category: Learning Support Systems

Research Cited: - Snow, David R. Classroom Strategies for Helping At-Risk Students. Alexandria, VA: ASCD, 2005. The research supplies strong evidence that Tutoring is an effective strategy for addressing the needs of low-performing students.

The research also suggests that Tutoring programs should have a strong guiding purpose in order to direct the program tutors in their decision making. This guiding purpose should emphasize the diagnostic and prescriptive interaction that is a natural product of tutoring. Individuals of various ages and levels of education can be effective tutors once provided with appropriate

training. Given their individualized nature, tutoring sessions need to be evaluated on a continual basis to ensure the

day-to-day integrity of the intervention. Logistical concerns such as availability of materials, instructional space, and session scheduling can have a significant effect on the success of a tutoring program. In keeping with this notion, finding quality tutors also should be a primary concern.

-Cooper, Harris. (2001). Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. SERVE, Greensboro, NC

This policy brief reviews research on the effectiveness of summer-school programs. It begins with a short history of the current school calendar, including how 19th century agrarian life required children to stay home during the summer to attend to crops or livestock. Next, a meta-analysis of 13 studies brings to light the effects long summer breaks have on students, such as the loss of 1 month on achievement test scores,

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and the significant loss of math and spelling skills. A history of summer school and summer-school goals follows. Goals include preventing delinquent behavior, remediating or preventing learning deficits, helping to meet minimum competency requirements, breaking the poverty cycle, and accelerating progress for gifted students. A review of research on summer school's effectiveness follows, which demonstrates a dominantly positive effect on students. The brief concludes with recommendations that policymakers should continue to fund summer-school programs, require that funds for summer school be spent on mathematics and reading instruction, and set aside funds for the purpose of fostering participation in summer programs, especially by disadvantaged students. Practitioners should plan early, provide program and staffing continuity from year to year, and integrate summer teaching with staff development.

Tier: Tier 1

Activity - After School Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide after school tutoring program focusing on core content areas in all grades.  Schools: All Schools	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	Title I Part A	All after school teachers, paraprofessionals and administrators.

Activity - Summer Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide a summer program focusing on all content areas in grades K-8.  Schools: Holbrook School, Early Childhood Elementary School, Dickinson West Elementary School, Dickinson East Elementary School, Kosciuszko School	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	Title I Part A	All summer school teachers, paraprofessionals and administrators.

### Strategy 3:

Technology to Enhance Instruction - Instructional Staff will incorporate the use of technology into daily lessons as a means to improve instruction, and facilitate students in their use of technology.

Category: Technology

Research Cited: -Zemelman, Steven, Daniels, Harvey and Hyde, Arthur, Best Practice: New Standards for Teaching and Learning in America's Schools, (Heinemann, 1998) This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of

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rigorous design,

both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

-Pflaum, W. (2004). *The Technology Fix: The promise and Reality of Computers in Our Schools*. Alexandria, Virginia: ASCD.

William Pflaum recounts his yearlong journey of visiting schools to research how technology impacts the classroom. In this book he cites research and provides insight into the key roles that computers play in the classroom and clarifies what we must do to ensure that the promise of technology is fulfilled. One recommendation is that computer use focuses on assessment.

Tier:

Activity - Students using technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will help students to use technology as a source of information, develop their computer literacy skills and gain an understanding of the importance of technology in their lives. Activities include use of both software (such as Study Island, Discovery Education, SuccessMaker, iLit, raz-kids, learning a-z) and hardware (such as computers, interactive whiteboards, classroom response systems, tablets, document cameras, 3d printers, calculators).  Schools: All Schools	Technology		Implement	09/01/2016	06/30/2023	\$0	Title I Part A, Other, Section 31a	All teachers, all administrators to monitor implementation and students.

Activity - Teachers using technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed technology into daily lessons. And use it as a tool for engaging students in learning.  Activities include use of both software (such as Discovery Education, eduhelper etc.) and hardware (such as computers, interactive whiteboards, classroom response systems).  Schools: All Schools	Technology			09/01/2016	06/30/2023	\$0	Title I Part A	All teachers, all administrators

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Activity - Technology Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to be coached to utilize technology to enhance instruction and increase student achievement.  Schools: All Schools	Technology		Monitor	09/01/2016	06/30/2023	\$0	Title I Part A	District Technology Coach

### Strategy 4:

Improvement of English Language Arts instruction - District staff will be provided with the tools necessary to improve ELA instruction.

Category: English/Language Arts

Research Cited: - Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

- Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004) This series offers in-depth research-based instructional strategies that can be used in the classroom to

enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

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Tier:

Activity - Content Area Consultants / Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will hire ELA consultants and/or instructional coaches to work with teachers on improving student instruction.  Schools: All Schools	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Title I Part A, Title II Part A	Director of Curriculum / Federal Programs
<b>Activity - Professional Development in ELA Programs</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District will provide Professional Development in ELA programs including (but not limited to) Differentiated Instruction, Guided Reading, Project-Based Learning, Reader's Workshop, Reading Recovery, Making Meaning, Project Read, SIOP, RTI and technology to supplement ELA objectives. In addition professional development at Wayne RESA will be offered to staff when available.  Schools: All Schools	Professional Learning		Implement	09/01/2016	06/30/2023	\$0	Title II Part A, Title I Part A	ELA teachers and administrators
<b>Activity - Progress Monitoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
This district will monitor the progress of student growth in reading using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments  Schools: All Schools	Other - Progress Monitoring			09/01/2016	05/01/2023	\$0	Title I Part A	Building Administrators & Classroom Teachers
<b>Activity - Administration</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Federal programs department will employ a director, grant specialist, financial specialist, and a secretary to assist in the day to day operations of the department and programs. Supplies and materials for the office will be purchased. Members of the administrative staff will attend conferences to improve their ability to administer the department.  Schools: All Schools	Other - Administration			09/01/2016	06/30/2023	\$0	Title I Part A	Federal Programs office staff
<b>Activity - School Data Analysis</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>



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Priority and Focus schools may hire a Data Assessment Coach to analyze, dis-aggregate and disseminate a variety of school wide data and assist teachers in making timely and appropriate decisions about curriculum, instruction and assessment in all core content areas. Supplies for this position will also be purchased.	Professional Learning			09/01/2016	06/30/2023	\$0	Title I Part A	Building Principals
Schools: All Schools								

Activity - Implementation Guides	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will create implementation guides for research based programs, strategies, and initiatives in all content areas. They will encompass getting ready for implementation, implementing adult actions with fidelity, monitoring with state and local assessments, and evaluate the impact on student achievement.	Policy and Process			09/01/2016	06/30/2023	\$0	Title II Part A, Title I Part A	Curriculum director, Federal program director, curriculum teams, school improvement teams, building administration
Schools: All Schools								

### Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency in content knowledge to close achievement gaps in English Language Arts by 06/30/2023 as measured by state and local assessments.

### Strategy 1:

Improvement of ELA Instruction - ELL - District staff will be provided with the tools necessary to improve ELA instruction specific to ELL population.

Category: English/Language Arts

Research Cited: - Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003) All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs. - Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004) This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom. - Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005) This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

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Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 ELA academic vocabulary.  Schools: All Schools	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Title I Part A, Title III	Ell teachers, paraprofessionals, classroom teachers, ELA teachers
Activity - Oral Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their oral language through multi leveled questioning techniques, oral discussions, and pair-share activities  Schools: All Schools	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2023	\$0	Title I Part A, General Fund, Title III	All instructional staff and building Principals
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ell Paraprofessionals will be provided in Ell classrooms as necessary supervised by esl teachers  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title III	Ell Coordinator . Building Administrators
Activity - Written Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their written language skills as it relates to ELA instruction.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title III, Title I Part A	ELL Staff, Classroom Teachers, Building Administration
Activity - Supplemental Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District will provide supplemental ESL/Bilingual teaching staff to provided additional support for esl students Schools: All Schools	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Title III	Federal Programs / ELL district coordinator
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### Strategy 2:

District- Level English Alternative Program - The District will continue to: create an intensive English language-learning environment with authentic social and academic interaction; promote the achievement of English proficiency through the development of the language domains and the acquisition of standard patters of accuracy and fluency; assist ELs to achieve academic goals in the core subject areas; and assist ELs to meet grade level expectations and become academically successful.

Category: English/Language Arts

Research Cited: Collier, V.P. (1995) Promoting Academic Success for ESL Students: Understanding second Language Acquisition for School

Linquanti, R. (1999) Fostering Academic Success for English Language Learners: What do We Know?

Tier:

Activity - District-Level Programming Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Programming for the English Alternative Program will be supported at the district level. Schools: All Schools	Academic Support Program			09/01/2016	06/01/2023	\$0	General Fund	ELL Coordinator, ELL Staff, Building Administration

Activity - District-Level Supplemental Instructional and Educational Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will support the English Alternative Program with supplemental teachers, supplies, and materials. In addition,extended day and experiential programming will be supported. Schools: All Schools	Academic Support Program			09/01/2016	06/01/2023	\$0	General Fund	ELL Coordinator, ELL Staff, Building Administration

Activity - ELL Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district will monitor the progress of students in the ELL program through the combined use of state and local assessments as well as local developed implementation guides  Schools: All Schools	Policy and Process			09/01/2016	09/01/2023	\$0	Title I Part A, General Fund	ELL teachers, Curriculum department, federal programs department, Building administration
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### Measurable Objective 3:

85% of Students with Disabilities students will demonstrate a proficiency in content knowledge to close achievement gaps in English Language Arts by 06/30/2023 as measured by state and local assessments.

### Strategy 1:

Special Education Instruction - The district will support a policy of inclusion for students with disabilities. Students will be mainstreamed into general education classes as much as possible. When appropriate students will be co-taught by general and special education teachers. Small group instruction by certified special education teachers will also be provided when necessary.

Category: English/Language Arts

Research Cited: Collaboration and Co-Teaching. Andrea Honigsfeld and Maria Dove. Corwin Press, 2010.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.  Schools: All Schools	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special Education, Title II Part A, General Fund	Special and general education teachers.

Activity - Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	General Fund, Special Education	Special education director, special education staff, general education staff

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Activity - Self Contained Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Special Education, General Fund	Special education, director, special education staff

## Goal 2: Increase proficiency in math

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in knowledge, skills and applications to close achievement gaps in Mathematics by 06/30/2023 as measured by state and local assessments.

### Strategy 1:

Differentiated Instruction - Instructional Staff will implement differentiated instruction with effective, research based math programs during the academic year.

Programs will include Project-Based learning, Differentiated Instruction, SIOP, RTI, extended classroom activities, supplemental teachers and paraprofessionals for push-in/pull-out small group instruction.

Category: Mathematics

Research Cited: -Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

-Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004)

This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

-Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles

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come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

Activity - Supplemental Math Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District will implement effective, research-based supplemental math programs.</p> <p>Programs to include (but not limited to):</p> <p>TIPMS (Title I Project Making Math Matters)                      Differentiated Instruction                      Push-In / Pull-Out Small Group Instruction                      SIOP (Sheltered Instruction Observation Protocol)                      Use of Manipulatives for problem solving                      Project Based Learning                      RTI (Response to Intervention)                      Success Maker                      Star Math                      Carnegie Cognitive tutor                      Math XL                      Scholastic math readers                      Front Row Math                      Math 180</p> <p>NOTE: Basic Math programs include Everyday Math and Connected Math and are not included in the supplemental programs under this Activity.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>			<p>09/01/2016</p>	<p>05/01/2023</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All math teachers district wide</p>

**Strategy 2:**

Improvement of Math Instruction - District staff will be provided with the tools necessary to improve math instruction.

Category: Mathematics

Research Cited: -Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school

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Hamtramck, School District of the City of

success if teaching is responsive to their learning needs.

- Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004)

This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

- Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

Activity - Professional Development for Math Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will be provided with professional development in math programs including (but not limited to) Everyday Math, Connected Math, best practice strategies, thinking maps, TIPM3 from RESA.  In addition professional development at Wayne RESA will be offered to staff when available.  Schools: All Schools	Professional Learning			09/01/2016	06/30/2023	\$0	Title I Part A, Title II Part A	All math teachers and administrators

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This district will monitor the progress of student growth in math using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments  Schools: All Schools	Academic Support Program			09/01/2016	06/01/2023	\$0	Title I Part A	Building administration

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### Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency in knowledge, skills and applications to close achievement gaps in Mathematics by 06/30/2023 as measured by state and local assessments.

### Strategy 1:

Improvement of Math Instruction - ELL - District staff will be provided with the tools necessary to improve math instruction for ELL students.

Category: Mathematics

Research Cited: -Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003) All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

- Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004) This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

- Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005 This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 mathematical academic vocabulary.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title I Part A, Title III	ELL teachers, paraprofessionals, classroom teachers, math teachers
Activity - Oral Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their oral language through multi leveled questioning techniques, oral discussions, and pair-share activities as it relates to math instruction.  Schools: All Schools	Academic Support Program			09/01/2016	05/01/2023	\$0	Title III, Title I Part A	All instructional staff and building Principals



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Activity - Written Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their written language skills as it relates to math instruction.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title III, Title I Part A	All instructional staff and building principals

### Measurable Objective 3:

85% of Students with Disabilities students will demonstrate a proficiency in content knowledge to close achievement gaps in Mathematics by 06/30/2023 as measured by state and local assessments.

### Strategy 1:

Special Education Instruction - The district will support a policy of inclusion for students with disabilities. Students will be mainstreamed into general education classes as much as possible. When appropriate students will be co-taught by general and special education teachers. Small group instruction by certified special education teachers will also be provided when necessary.

Category: Mathematics

Research Cited: Collaboration and Co-Teaching. Andrea Honigsfeld and Maria Dove. Corwin Press, 2010.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.  Schools: All Schools	Academic Support Program	Tier 1		09/01/2016	09/01/2023	\$0	Title II Part A, Special Education, General Fund	Special and general education teachers.

Activity - Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	General Fund, Special Education	Special education director, special education staff, general education staff

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Activity - Self Contained Classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Special Education, General Fund	Special education, director, special education staff

## Goal 3: Increase proficiency in science

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in knowledge, skills and applications in Science by 06/01/2023 as measured by State and local assessments.

### Strategy 1:

Differentiated Instruction - Through the implementation of differentiated instruction, district staff will implement effective, research-based Science Programs during the academic year.

Category: Science

Research Cited: -Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

-Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004)

This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

-Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come

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from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

Activity - Supplemental Science Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will implement effective, research-based science programs including (but not limited to) Science Kits from HOPE program, Brain Pop and Brain Pop Jr., Inquiry-Based Instruction, Project Based Learning, Using the Scientific Process, RTI, SIOP, differentiated instruction, supplemental science materials, minecraft for education.  Schools: All Schools	Academic Support Program			09/01/2016	09/30/2023	\$0	Title I Part A	All science teachers

### Strategy 2:

Improvement of Science Instruction - District staff will be provided with the tools necessary to improve science instruction.

Category: Science

Research Cited: - Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

- Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004)

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- Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

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Tier:

Activity - Professional Development in Science Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide Professional Development in science programs including (but not limited to) Science Kits from HOPE program, inquiry based science, Project-Based learning, Differentiated Instruction, SLOP, RTI, Professional Learning Communities, Using Scientific Process. In addition professional development Wayne RESA will be offered to staff when available.  Schools: All Schools	Professional Learning			09/01/2016	05/01/2023	\$0	Title I Part A, Title II Part A	All science teachers and administrators.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This district will monitor the progress of student growth in science using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title I Part A	Building administration

### Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency in knowledge, skills and applications to close achievement gaps in Science by 06/01/2023 as measured by State and local assessments.

### Strategy 1:

Improvement of Science Instruction - ELL - District staff will be provided with the tools necessary to improve science instruction for ELL students

Category: Science

Research Cited: - Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003) All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs. - Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004) This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom. - Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005) This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning

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styles.

Tier:

Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 science academic vocabulary.  Schools: All Schools	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Title III, Title I Part A	ELL teachers, paraprofessionals, classroom teachers, science teachers

Activity - Oral Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it applies to science instruction  Schools: All Schools	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Title III, Title I Part A	All instructional staff and building Principals

Activity - Written Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their written language skills through fluency sentence frames, and being a writer, as it applies to science instruction.  Schools: All Schools	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Title III, Title I Part A	All instructional staff and building Principals

**Measurable Objective 3:**

85% of Students with Disabilities students will demonstrate a proficiency in content knowledge to close achievement gaps in Science by 06/30/2023 as measured by state and local assessments.

**Strategy 1:**

Special Education Instruction - The district will support a policy of inclusion for students with disabilities. Students will be mainstreamed into general education classes as much as possible. When appropriate students will be co-taught by general and special education teachers. Small group instruction by certified special education teachers will also be provided when necessary.

Category: Science

Research Cited: Collaboration and Co-Teaching. Andrea Honigsfeld and Maria Dove. Corwin Press, 2010.

Tier:

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Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.  Schools: All Schools	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Title II Part A, Special Education, General Fund	Special and general education teachers.
Activity - Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE  Schools: All Schools	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special Education, General Fund	Special education director, special education staff, general education staff
Activity - Self contained classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	General Fund, Special Education	Special education students will be provided small group instruction with special education staff when appropriate

## Goal 4: Increase proficiency in social studies

### Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in knowledge, skills and applications in Social Studies by 06/01/2023 as measured by State and local assessments.

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### Strategy 1:

Differentiated Instruction - Through the implementation of differentiated instruction, district staff will implement effective, research-based Social Studies Programs during the academic year, during the academic day.

Programs will include differentiated instruction, SIOP, Project-Based learning, RTI, Social Studies Alive, Assembly presentations, supplemental teachers and paraprofessionals for push-in/pull-out small group instruction, extended classroom activities, class-size reduction.

Funds under this activity will purchase books and supplies to support the above programs.

(NOTE: The Basic social studies program is Houghton Mifflin social studies and is not included in the supplemental programs of this Strategy.)

Category: Social Studies

Research Cited: -Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

-Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004)

This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

-Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

Activity - Supplemental Social Studies Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District will implement effective, research-based social studies programs including Social Studies Alive, project-based learning, differentiated instruction, SIOP, RTI. Funds under this activity will purchase books, kits and teaching supplies to support the above programs. (NOTE: The Basic social studies program is Houghton Mifflin social studies and is not included in the supplemental programs of this Strategy.)</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>			<p>09/01/2016</p>	<p>06/30/2023</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>All social studies teachers</p>
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### Strategy 2:

Improvement of Social Studies Instruction - District staff will be provided with the tools necessary to improve social studies instruction

Category: Social Studies

Research Cited: - Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003)

All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs.

- Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004)

This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom.

- Zemelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005)

This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

Activity - Professional Development in Social Studies Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will provide Professional Development in social studies programs including differentiated instruction, SIOP, Project-Based learning, RTI, Social Studies Alive. In addition professional development Wayne RESA will be offered to staff when available.  Schools: All Schools	Professional Learning			09/01/2016	06/30/2023	\$0	Title I Part A	All social studies teachers and administrators.
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Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This district will monitor the progress of student growth in social studies using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title I Part A	Building administration

### Measurable Objective 2:

85% of English Learners students will demonstrate a proficiency in knowledge, skills and applications to close achievement gaps in Social Studies by 06/01/2023 as measured by State and local assessments.

### Strategy 1:

Improvement of Social Studies Instruction - ELL - District staff will be provided with the tools necessary to improve social studies instruction for ELL students

Category: Social Studies

Research Cited: - Tomlinson, Carol Ann, Differentiation in Practice, (ASCD, 2003) All students learn in a variety of ways and have different interests. Some students excel in some areas but not in others. Hence, she suggests, the best school instructions fitted to a diverse student population which is called differentiated. Research notes that there is ample evidence that students experience greater school success if teaching is responsive to their learning needs. - Marzano, Robert, Classroom Instruction That Works, (Prentice Hall, May 7, 2004) This series offers in-depth research-based instructional strategies that can be used in the classroom to enhance student achievement. Book One: Designing & Teaching Learning Goals and Objectives. Book Two: Formative Assessment & Standards-Based Grading. Book Three: The Highly Engaged Classroom. - Zelman, Steven, Best Practice-Today's Standards for Teaching & Learning in America's Schools, (Heinemann Publishers, 2005) This is a book about excellent teaching and powerful learning. Its principles come from authoritative and reliable sources the major professional organizations, research centers, and subject-matter groups in American education. Its recommendations draw upon scientific research of rigorous design, both experimental and qualitative. The classroom stories woven through the book come from some of the country's most accomplished teachers. And the practices endorsed here have proven their effectiveness with students from kindergarten through high school, across the curriculum, and among learners of diverse languages, abilities, personalities, and learning styles.

Tier:

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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 social studies academic vocabulary.  Schools: All Schools	Academic Support Program			09/01/2016	05/01/2023	\$0	Title I Part A, Title III	ELL teachers, paraprofessionals, classroom teachers, social studies teachers

Activity - Oral Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it relates to social studies  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title III, Title I Part A	All instructional staff and building Principals

Activity - Written Language Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learners will develop their written language skills through fluency sentence frames, and being a writer as it relates to social studies.  Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title III, Title I Part A	All instructional staff and building Principals

**Measurable Objective 3:**

85% of Students with Disabilities students will demonstrate a proficiency in knowledge, skills and applications to close achievement gaps in Social Studies by 06/01/2023 as measured by State and local assessments.

**Strategy 1:**

Special Education Instruction - The district will support a policy of inclusion for students with disabilities. Students will be mainstreamed into general education classes as much as possible. When appropriate students will be co-taught by general and special education teachers.

Category: Social Studies

Research Cited: Collaboration and Co-Teaching. Andrea Honigsfeld and Maria Dove. Corwin Press, 2010.

Tier:

Activity - Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.  Schools: All Schools	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Title I Part A, Title II Part A, General Fund, Special Education	Special and general education teachers.
<b>Activity - Inclusion</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE  Schools: All Schools	Academic Support Program			09/01/2016	06/01/2023	\$0	Special Education, General Fund	Special education director, special education staff, general education staff
<b>Activity - Self Contained Classrooms</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.  Schools: All Schools	Academic Support Program			09/01/2016	06/01/2023	\$0	Special Education, General Fund	Special education, director, special education staff

## Goal 5: The school community will cultivate a positive, inclusive learning environment that addresses the needs of the whole child, builds capacity for strong leadership and effective instruction.

### Measurable Objective 1:

demonstrate a behavior that helps build a foundation of collaboration, communication, and critical thinking across the district and throughout the community by 06/30/2023 as measured by perception surveys.

### Strategy 1:

School Culture - District Staff will use effective, research-based strategies to develop a culture that supports teaching and learning.

Category: School Culture

Research Cited: - Karp, David, Restorative Justice in School Communities, (Skidmore College, 2001)

In response to recent school violence, most schools in the United States have adopted increasingly punitive disciplinary policies. However, some schools have embraced restorative justice practices. This article explores the recent implementation of these practices in school communities in Minnesota, Colorado, and Pennsylvania, examining how school communities can make use of this approach to address drug and alcohol problems and how this approach may offer an alternative to zero-tolerance policies.

- VanNess, D. & Johnstone, Handbook of Restorative Justice, (Willan Publishing, 2007)

Aimed at students, practitioners, policy-makers, researchers -- and, indeed, anybody curious about restorative justice and the future of criminal justice -- the Handbook: explains how the campaign for restorative justice arose and developed into the influential global social movement it is today; elucidates and discusses the key concepts and principles of restorative justice; analyzes the relationship of restorative justice to more conventional concepts of criminal justice; discusses the roots of restorative justice in ancient approaches to conflict resolution, aboriginal justice, religious texts and the victims' movement; examines issues of gender and race as they are dealt with within the field of restorative justice; describes the variety of restorative justice practices, explains how they have developed in various places and contexts, and critically examines their rationales and effects; identifies and examines the various ways by which restorative justice is being (and might be) integrated into mainstream responses to crime and strategies of regulation and the various contexts in which restorative justice has been developed; summarizes the results so far of empirical evaluations of restorative justice and looks critically at the assumptions and methods of these studies; outlines the global development and appeal of restorative justice; and critically examines the rhetoric, practices and policies of restorative justice and discusses its future.

- Peterson, Kent D. & Deal, Terrence E., The Shaping School Culture Fieldbook, (Jossey-Bass, 2002)

Kent D. Peterson and Terrence E. Deal described the critical elements of school culture--the purposes, traditions, norms, and values that guide and glue the community together. The authors showed how a positive culture makes school reform work and the companion Fieldbook included the tools needed to bring out the best in students, teachers, and the surrounding community. In today's complex educational environment, new challenges have surfaced for school leaders who must grapple with issues of standardsbased testing, school accountability, and student achievement.

-Epstein, Dr. Joyce, Six Types of Parental Involvement, (National Network of Partnership Schools, PTA)

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs.

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Tier:

Activity - Parent Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will make available parent curriculum nights to encourage parent involvement in the core content areas  Schools: All Schools	Parent Involvement			09/01/2016	06/30/2023	\$0	Title I Part A	All school level staff
Activity - Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide parent workshops to encourage parental involvement, including but not limited to, computer classes, and workshops to seek parent input on title programs.  Schools: All Schools	Parent Involvement			07/01/2016	05/01/2023	\$0	Title I Part A	Building Administrators
Activity - Parental Involvement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member responsible for increasing parent involvement and assist parents in parent resource room(s)  Schools: All Schools	Parent Involvement			09/01/2016	06/30/2023	\$0	Title I Part A	Building Administrator
Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will use restorative practices to develop a school culture that supports teaching and learning. Activity includes professional development in Restorative Practices, staffing of Restorative Justice Coordinator positions and supplies to support restorative justice efforts.  Schools: All Schools	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Title I Part A	All district staff
Activity - Parent Organizations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parent organizations at each school will meet monthly to partner with the school to improve the academic achievement  Schools: All Schools	Parent Involvement			09/01/2016	06/30/2023	\$0	Title I Part A	Building Principals, Teachers, Parent Involvement Coordinators
<b>Activity - Student / Behavior and At-risk Interventionists</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Schools will employ student and behavior interventionists to work with students that are failing to thrive academically, socially and behaviorally and are at risk for failure. Schools will also purchase supplies for these positions.  Schools: All Schools	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Section 31a, Title I Part A	Building principals
<b>Activity - P.B.I.S.</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
District will implement a P.B.I.S. program at all levels. Expenditures under this activity will include professional development for staff as well as rewards for students who meet there behavioral goals.  Schools: All Schools	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Title II Part A, Title I Part A	All Staff
<b>Activity - Private Non-Profits</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
PNPs will be provided an equitable share of Title monies should they choose to take it.  Schools: All Schools	Professional Learning, Academic Support Program			09/01/2016	06/30/2023	\$0	Title I Part A	Federal Programs Department

### Strategy 2:

Student Support Services - District support staff will provide support services for students when needed

Category: Other - Student Supports

Research Cited: - Openshaw, Linda, Social Work in Schools Principles and Practice, (The Guilford Press, 2007)

This accessible and authoritative text gives social workers the tools they need for effective and ethical practice in school settings. Readers learn practical skills for observation, assessment, intervention, and research that will enable them to respond to the needs of diverse students from preschool through the secondary grades. The book presents strategies for dealing with particular problems, such as violence,

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trauma, parental absence, substance abuse, bereavement, and mental health concerns. Also reviewed are developmental issues that can interfere with school success. Specific guidelines for implementing interventions, including group work, are provided. Student-friendly features include many concrete examples; study and discussion questions; and reproducible letters, forms, and checklists.

- Dryfoos, Joy, Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families (Jossey-Bass 1998)

Full-Service Schools describes the movement to create an array of integrated support services in schools. It examines the declining welfare of many American families and prescribes solutions for the problems of increased sex, drugs, violence, and stress among youth.

- Murphy, Joseph, & Tobin, Kerri, Homelessness Comes to School (Corwin Press, 2011)

This seminal work on homeless students and our responsibility to them provides far-reaching research, effective intervention programs, and guidelines for teaching homeless students.

Tier:

Activity - Health Clinic Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HPS clinic staff will provide health services to students including appropriate medical, dental and nursing services. Schools: All Schools	Other			09/01/2016	05/01/2023	\$0	Section 31a	Health Clinic Director
Activity - Homeless Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will provide support to homeless students including assistance with transportation and purchase of uniforms and necessary supplies. This activity will also include funding for a homeless liaison. Schools: All Schools	Community Engagement			09/01/2016	06/30/2023	\$0	Title I Part A	District Homeless Liaison
Activity - Social Workers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social workers will be provided to assist and support at-risk students. Schools: All Schools	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Section 31a, Title I Part A	District Social Workers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Students using technology	Instructional Staff will help students to use technology as a source of information, develop their computer literacy skills and gain an understanding of the importance of technology in their lives. Activities include use of both software (such as Study Island, Discovery Education, SuccessMaker, iLit, raz-kids, learning a-z) and hardware (such as computers, interactive whiteboards, classroom response systems, tablets, document cameras, 3d printers, calculators).	Technology		Implement	09/01/2016	06/30/2023	\$0	All teachers, all administrators to monitor implementation and students.

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Paraprofessionals	ELL Paraprofessionals will be provided in ELL classrooms as necessary supervised by esl teachers	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL Coordinator . Building Administrators
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 social studies academic vocabulary.	Academic Support Program			09/01/2016	05/01/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, social studies teachers
Oral Language Development	English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it relates to social studies	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building Principals



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Supplemental Staff	District to provide supplemental Teachers and Paraprofessionals to assist in the improvement of student achievement. Paraprofessionals will deliver small group instruction to eligible identified Title I students. Title I instructional staff will provide extra time and opportunity to students struggling in ELA.	Academic Support Program			09/01/2016	06/30/2023	\$0	Building Administrator(s)
Supplemental Staff	District will provide supplemental ESL/Bilingual teaching staff to provided additional support for esl students	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Federal Programs / ELL district coordinator
Oral Language Development	English Language Learners will develop their oral language through multi-leveled questing techniques, oral discussions, and pair-share activities as it applies to science instruction	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 ELA academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Ell teachers, paraprofessionals, classroom teachers, ELA teachers
Oral Language Development	English Language Learners will develop their oral language through multi leveled questing techniques, oral discussions, and pair-share activities as it relates to math instruction.	Academic Support Program			09/01/2016	05/01/2023	\$0	All instructional staff and building Principals
Oral Language Development	English Language Learners will develop their oral language through multi leveled questing techniques, oral discussions, and pair-share activities	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 mathematical academic vocabulary.	Academic Support Program			09/01/2016	06/30/2023	\$0	Ell teachers, paraprofessionals, classroom teachers, math teachers
Written Language Development	English Language Learners will develop their written language skills through fluency sentence frames, and being a writer as it relates to social studies.	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building Principals

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Written Language Development	English Language Learners will develop their written language skills through fluency sentence frames, and being a writer, as it applies to science instruction.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Written Language Development	English Language Learners will develop their written language skills as it relates to math instruction.	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building principals
Written Language Development	English Language Learners will develop their written language skills as it relates to ELA instruction.	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL Staff, Classroom Teachers, Building Administration
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 science academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, science teachers

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Written Language Development	English Language Learners will develop their written language skills as it relates to math instruction.	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building principals
Technology Coach	Staff will have the opportunity to be coached to utilize technology to enhance instruction and increase student achievement.	Technology		Monitor	09/01/2016	06/30/2023	\$0	District Technology Coach
Supplemental Staff	District to provide supplemental Teachers and Paraprofessionals to assist in the improvement of student achievement. Paraprofessionals will deliver small group instruction to eligible identified Title I students. Title I instructional staff will provide extra time and opportunity to students struggling in ELA.	Academic Support Program			09/01/2016	06/30/2023	\$0	Building Administrator(s)

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Progress Monitoring	This district will monitor the progress of student growth in reading using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Other - Progress Monitoring			09/01/2016	05/01/2023	\$0	Building Administrators & Classroom Teachers
Oral Language Development	English Language Learners will develop their oral language through multi leveled questing techniques, oral discussions, and pair-share activities	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Social Workers	Social workers will be provided to assist and support at-risk students.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	District Social Workers
Supplemental English Language Arts Programs	<p>District will implement effective, research-based reading and writing programs including (but not limited to) Differentiated Instruction, Literature Circles, Project Based Learning,</p> <p>Guided Reading, Reader's Workshop, Failure Free Reading, Lexia Reading, SuccessMaker, iLIT, Daily 5, Learning a to z, raz-kids, reading recovery, success4all, LLI, AARI, READ 180, and NEWSELA Pro.</p> <p>Funds under this activity will purchase books and instructional supplies to support the above programs as well as provide professional development as needed.</p> <p>NOTE: The Basic program for ELA is Harcourt-Brace, which is not included in the programs under this Activity.</p>	Other			09/01/2016	06/30/2023	\$0	All ELA teachers
Written Language Development	English Language Learners will develop their written language skills through fluency sentence frames, and being a writer as it relates to social studies.	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 ELA academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, ELA teachers

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ELL Progress Monitoring	The district will monitor the progress of students in the ELL program through the combined use of state and local assessments as well as local developed implementation guides	Policy and Process			09/01/2016	09/01/2023	\$0	ELL teachers, Curriculum department, federal programs department, Building administration
Summer Programs	Instructional staff will provide a summer program focusing on all content areas in grades K-8.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All summer school teachers, paraprofessionals and administrators.
Extended Classroom Activities (field trips)	District will provide extended classroom activities (field trips) to foster student interest in all content areas. Transportation will also be provided.	Field Trip			09/01/2016	06/30/2023	\$0	Selected staff
P.B.I.S.	District will implement a P.B.I.S. program at all levels. Expenditures under this activity will include professional development for staff as well as rewards for students who meet their behavioral goals.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	All Staff
Progress Monitoring	This district will monitor the progress of student growth in science using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Academic Support Program			09/01/2016	06/30/2023	\$0	Building administration
Parent Organizations	Parent organizations at each school will meet monthly to partner with the school to improve the academic achievement	Parent Involvement			09/01/2016	06/30/2023	\$0	Building Principals, Teachers, Parent Involvement Coordinators

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Implementation Guides	The district will create implementation guides for research based programs, strategies, and initiatives in all content areas. They will encompass getting ready for implementation, implementing adult actions with fidelity, monitoring with state and local assessments, and evaluate the impact on student achievement.	Policy and Process			09/01/2016	06/30/2023	\$0	Curriculum director, Federal program director, curriculum teams, school improvement teams, building administration
Oral Language Development	English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it applies to science instruction	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 social studies academic vocabulary.	Academic Support Program			09/01/2016	05/01/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, social studies teachers
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Homeless Services	District staff will provide support to homeless students including assistance with transportation and purchase of uniforms and necessary supplies. This activity will also include funding for a homeless liaison.	Community Engagement			09/01/2016	06/30/2023	\$0	District Homeless Liaison
Private Non-Profits	PNPs will be provided an equitable share of Title monies should they choose to take it.	Professional Learning, Academic Support Program			09/01/2016	06/30/2023	\$0	Federal Programs Department

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Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 science academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, science teachers
Teachers using technology	Teachers will embed technology into daily lessons. And use it as a tool for engaging students in learning.  Activities include use of both software (such as Discovery Education, eduhelper etc.) and hardware (such as computers, interactive whiteboards, classroom response systems).	Technology			09/01/2016	06/30/2023	\$0	All teachers, all administrators
Parental Involvement Coordinator	Staff member responsible for increasing parent involvement and assist parents in parent resource room(s)	Parent Involvement			09/01/2016	06/30/2023	\$0	Building Administrator
Professional Development in Social Studies Programs	District will provide Professional Development in social studies programs including differentiated instruction, SIOP, Project-Based learning, RTI, Social Studies Alive. In addition professional development Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	06/30/2023	\$0	All social studies teachers and administrators.
Supplemental Math Programs	District will implement effective, research-based supplemental math programs.  Programs to include (but not limited to):  TIPMS (Title I Project Making Math Matters) Differentiated Instruction Push-In / Pull-Out Small Group Instruction SIOP (Sheltered Instruction Observation Protocol) Use of Manipulatives for problem solving Project Based Learning RTI (Response to Intervention) Success Maker Star Math Carnegie Cognitive tutor Math XL Scholastic math readers Front Row Math Math 180  NOTE: Basic Math programs include Everyday Math and Connected Math and are not included in the supplemental programs under this Activity.	Academic Support Program			09/01/2016	05/01/2023	\$0	All math teachers district wide

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Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 mathematical academic vocabulary.	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, math teachers
Parent Workshops	District staff will provide parent workshops to encourage parental involvement, including but not limited to, computer classes, and workshops to seek parent input on title programs.	Parent Involvement			07/01/2016	05/01/2023	\$0	Building Administrators
Administration	Federal programs department will employ a director, grant specialist, financial specialist, and a secretary to assist in the day to day operations of the department and programs. Supplies and materials for the office will be purchased. Members of the administrative staff will attend conferences to improve their ability to administer the department.	Other - Administration			09/01/2016	06/30/2023	\$0	Federal Programs office staff
Professional Development in ELA Programs	District will provide Professional Development in ELA programs including (but not limited to) Differentiated Instruction, Guided Reading, Project-Based Learning, Reader's Workshop, Reading Recovery, Making Meaning, Project Read, SIOP, RTI and technology to supplement ELA objectives. In addition professional development at Wayne RESA will be offered to staff when available.	Professional Learning		Implement	09/01/2016	06/30/2023	\$0	ELA teachers and administrators
Oral Language Development	English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it relates to social studies	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Progress Monitoring	This district will monitor the progress of student growth in social studies using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Academic Support Program			09/01/2016	06/30/2023	\$0	Building administration
Content Area Consultants / Instructional Coaches	The district will hire ELA consultants and/or instructional coaches to work with teachers on improving student instruction.	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Director of Curriculum / Federal Programs
Written Language Development	English Language Learners will develop their written language skills through fluency sentence frames, and being a writer, as it applies to science instruction.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	All instructional staff and building Principals

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After School Programs	Instructional staff will provide after school tutoring program focusing on core content areas in all grades.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All after school teachers, paraprofessionals and administrators.
Student / Behavior and At-risk Interventionists	Schools will employ student and behavior interventionists to work with students that are failing to thrive academically, socially and behaviorally and are at risk for failure. Schools will also purchase supplies for these positions.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Building principals
Assembly Presentations	District will provide student assembly presentations to supplement core subject instruction and raise interest in all content areas.	Other	Tier 1		09/01/2016	06/30/2023	\$0	Building Administrator(s)
Restorative Practices	District staff will use restorative practices to develop a school culture that supports teaching and learning. Activity includes professional development in Restorative Practices, staffing of Restorative Justice Coordinator positions and supplies to support restorative justice efforts.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	All district staff
Written Language Development	English Language Learners will develop their written language skills as it relates to ELA instruction.	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL Staff, Classroom Teachers, Building Administration
Students using technology	Instructional Staff will help students to use technology as a source of information, develop their computer literacy skills and gain an understanding of the importance of technology in their lives. Activities include use of both software (such as Study Island, Discovery Education, SuccessMaker, iLit, raz-kids, learning a-z) and hardware (such as computers, interactive whiteboards, classroom response systems, tablets, document cameras, 3d printers, calculators).	Technology		Implement	09/01/2016	06/30/2023	\$0	All teachers, all administrators to monitor implementation and students.
Professional Development in Science Programs	District will provide Professional Development in science programs including (but not limited to) Science Kits from HOPE program, inquiry based science, Project-Based learning, Differentiated Instruction, SIOP, RTI, Professional Learning Communities, Using Scientific Process. In addition professional development Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	05/01/2023	\$0	All science teachers and administrators.



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Professional Development for Math Programs	District staff will be provided with professional development in math programs including (but not limited to) Everyday Math, Connected Math, best practice strategies, thinking maps, TIPM3 from RESA.  In addition professional development at Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	06/30/2023	\$0	All math teachers and administrators
Supplemental Social Studies Programs	District will implement effective, research-based social studies programs including Social Studies Alive, project-based learning, differentiated instruction, SIOP, RTI. Funds under this activity will purchase books, kits and teaching supplies to support the above programs. (NOTE: The Basic social studies program is Houghton Mifflin social studies and is not included in the supplemental programs of this Strategy.)	Academic Support Program			09/01/2016	06/30/2023	\$0	All social studies teachers
Oral Language Development	English Language Learners will develop their oral language through multi leveled questing techniques, oral discussions, and pair-share activities as it relates to math instruction.	Academic Support Program			09/01/2016	05/01/2023	\$0	All instructional staff and building Principals
Progress Monitoring	This district will monitor the progress of student growth in math using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Academic Support Program			09/01/2016	06/01/2023	\$0	Building administration
Supplemental Science Programs	District will implement effective, research-based science programs including (but not limited to) Science Kits from HOPE program, Brain Pop and Brain Pop Jr., Inquiry-Based Instruction, Project Based Learning, Using the Scientific Process, RTI, SIOP, differentiated instruction, supplemental science materials, minecraft for education.	Academic Support Program			09/01/2016	09/30/2023	\$0	All science teachers
School Data Analysis	Priority and Focus schools may hire a Data Assessment Coach to analyze, dis-aggregate and disseminate a variety of school wide data and assist teachers in making timely and appropriate decisions about curriculum, instruction and assessment in all core content areas. Supplies for this position will also be purchased.	Professional Learning			09/01/2016	06/30/2023	\$0	Building Principals
Parent Curriculum Nights	District will make available parent curriculum nights to encourage parent involvement in the core content areas	Parent Involvement			09/01/2016	06/30/2023	\$0	All school level staff

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Area Consultants / Instructional Coaches	The district will hire ELA consultants and/or instructional coaches to work with teachers on improving student instruction.	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Director of Curriculum / Federal Programs
Professional Development for Math Programs	District staff will be provided with professional development in math programs including (but not limited to) Everyday Math, Connected Math, best practice strategies, thinking maps, TIPM3 from RESA.  In addition professional development at Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	06/30/2023	\$0	All math teachers and administrators
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
P.B.I.S.	District will implement a P.B.I.S. program at all levels. Expenditures under this activity will include professional development for staff as well as rewards for students who meet their behavioral goals.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	All Staff

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Supplemental English Language Arts Programs	<p>District will implement effective, research-based reading and writing programs including (but not limited to) Differentiated Instruction, Literature Circles, Project Based Learning,</p> <p>Guided Reading, Reader's Workshop, Failure Free Reading, Lexia Reading, SuccessMaker, iLIT, Daily 5, Learning a to z, raz-kids, reading recovery, success4all, LLI, AARI, READ 180, and NEWSLA Pro.</p> <p>Funds under this activity will purchase books and instructional supplies to support the above programs as well as provide professional development as needed.</p> <p>NOTE: The Basic program for ELA is Harcourt-Brace, which is not included in the programs under this Activity.</p>	Other			09/01/2016	06/30/2023	\$0	All ELA teachers
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	09/01/2023	\$0	Special and general education teachers.
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Implementation Guides	The district will create implementation guides for research based programs, strategies, and initiatives in all content areas. They will encompass getting ready for implementation, implementing adult actions with fidelity, monitoring with state and local assessments, and evaluate the impact on student achievement.	Policy and Process			09/01/2016	06/30/2023	\$0	Curriculum director, Federal program director, curriculum teams, school improvement teams, building administration

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Professional Development in Science Programs	District will provide Professional Development in science programs including (but not limited to) Science Kits from HOPE program, inquiry based science, Project-Based learning, Differentiated Instruction, SIOP, RTI, Professional Learning Communities, Using Scientific Process. In addition professional development Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	05/01/2023	\$0	All science teachers and administrators.
Professional Development in ELA Programs	District will provide Professional Development in ELA programs including (but not limited to) Differentiated Instruction, Guided Reading, Project-Based Learning, Reader's Workshop, Reading Recovery, Making Meaning, Project Read, SIOP, RTI and technology to supplement ELA objectives. In addition professional development at Wayne RESA will be offered to staff when available.	Professional Learning		Implement	09/01/2016	06/30/2023	\$0	ELA teachers and administrators

## Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/01/2023	\$0	Special education director, special education staff, general education staff
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff

## District Improvement Plan

Hamtramck, School District of the City of

Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Self contained classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education students will be provided small group instruction with special education staff when appropriate
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/01/2023	\$0	Special education, director, special education staff
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education, director, special education staff

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Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	09/01/2023	\$0	Special and general education teachers.
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education, director, special education staff

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	09/01/2023	\$0	Special and general education teachers.
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/01/2023	\$0	Special education director, special education staff, general education staff
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.

## District Improvement Plan

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Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/01/2023	\$0	Special education, director, special education staff
Self contained classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education students will be provided small group instruction with special education staff when appropriate
District-Level Supplemental Instructional and Educational Opportunities	The District will support the English Alternative Program with supplemental teachers, supplies, and materials. In addition, extended day and experiential programming will be supported.	Academic Support Program			09/01/2016	06/01/2023	\$0	EI Coordinator, EI Staff, Building Administration
Oral Language Development	English Language Learners will develop their oral language through multi leveled questing techniques, oral discussions, and pair-share activities	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education, director, special education staff

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Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
ELL Progress Monitoring	The district will monitor the progress of students in the ELL program through the combined use of state and local assessments as well as local developed implementation guides	Policy and Process			09/01/2016	09/01/2023	\$0	ELL teachers, Curriculum department , federal programs department , Building administration
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Curricular Review	District will review and revise curriculum review based on a developed timeline.	Curriculum Development		Getting Ready	09/01/2016	06/30/2023	\$0	Curriculum Department , Building Administrators, District Curriculum Team.
District-Level Programming Support	Programming for the English Alternative Program will be supported at the district level.	Academic Support Program			09/01/2016	06/01/2023	\$0	ELL Coordinator , ELL Staff, Building Administration
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education, director, special education staff



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Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student / Behavior and At-risk Interventionists	Schools will employ student and behavior interventionists to work with students that are failing to thrive academically, socially and behaviorally and are at risk for failure. Schools will also purchase supplies for these positions.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Building principals
Health Clinic Services	HPS clinic staff will provide health services to students including appropriate medical, dental and nursing services.	Other			09/01/2016	05/01/2023	\$0	Health Clinic Director
Students using technology	Instructional Staff will help students to use technology as a source of information, develop their computer literacy skills and gain an understanding of the importance of technology in their lives. Activities include use of both software (such as Study Island, Discovery Education, SuccessMaker, iLit, raz-kids, learning a-z) and hardware (such as computers, interactive whiteboards, classroom response systems, tablets, document cameras, 3d printers, calculators).	Technology		Implement	09/01/2016	06/30/2023	\$0	All teachers, all administrators to monitor implementation and students.
Social Workers	Social workers will be provided to assist and support at-risk students.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	District Social Workers

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Assembly Presentations	District will provide student assembly presentations to supplement core subject instruction and raise interest in all content areas.	Other	Tier 1		09/01/2016	06/30/2023	\$0	Building Administrator(s)
Extended Classroom Activities (field trips)	District will provide extended classroom activities (field trips) to foster student interest in all content areas. Transportation will also be provided.	Field Trip			09/01/2016	06/30/2023	\$0	Selected staff
Supplemental English Language Arts Programs	<p>District will implement effective, research-based reading and writing programs including (but not limited to) Differentiated Instruction, Literature Circles, Project Based Learning,</p> <p>Guided Reading, Reader's Workshop, Failure Free Reading, Lexia Reading, SuccessMaker, iLIT, Daily 5, Learning a to z, raz-kids, reading recovery, success4all, LLI, AARI, READ 180, and NEWSELA Pro.</p> <p>Funds under this activity will purchase books and instructional supplies to support the above programs as well as provide professional development as needed.</p> <p>NOTE: The Basic program for ELA is Harcourt-Brace, which is not included in the programs under this Activity.</p>	Other			09/01/2016	06/30/2023	\$0	All ELA teachers
Supplemental Staff	<p>District to provide supplemental Teachers and Paraprofessionals to assist in the improvement of student achievement.</p> <p>Paraprofessionals will deliver small group instruction to eligible identified Title I students.</p> <p>Title I instructional staff will provide extra time and opportunity to students struggling in ELA.</p>	Academic Support Program			09/01/2016	06/30/2023	\$0	Building Administrator(s)

## District Improvement Plan

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After School Programs	Instructional staff will provide after school tutoring program focusing on core content areas in all grades.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All after school teachers, paraprofessionals and administrators.
Students using technology	Instructional Staff will help students to use technology as a source of information, develop their computer literacy skills and gain an understanding of the importance of technology in their lives. Activities include use of both software (such as Study Island, Discovery Education, SuccessMaker, iLit, raz-kids, learning a-z) and hardware (such as computers, interactive whiteboards, classroom response systems, tablets, document cameras, 3d printers, calculators).	Technology		Implement	09/01/2016	06/30/2023	\$0	All teachers, all administrators to monitor implementation and students.
Teachers using technology	Teachers will embed technology into daily lessons. And use it as a tool for engaging students in learning.  Activities include use of both software (such as Discovery Education, eduhelper etc.) and hardware (such as computers, interactive whiteboards, classroom response systems).	Technology			09/01/2016	06/30/2023	\$0	All teachers, all administrators
Technology Coach	Staff will have the opportunity to be coached to utilize technology to enhance instruction and increase student achievement.	Technology		Monitor	09/01/2016	06/30/2023	\$0	District Technology Coach
Content Area Consultants / Instructional Coaches	The district will hire ELA consultants and/or instructional coaches to work with teachers on improving student instruction.	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Director of Curriculum / Federal Programs
Professional Development in ELA Programs	District will provide Professional Development in ELA programs including (but not limited to) Differentiated Instruction, Guided Reading, Project-Based Learning, Reader's Workshop, Reading Recovery, Making Meaning, Project Read, SIOP, RTI and technology to supplement ELA objectives. In addition professional development at Wayne RESA will be offered to staff when available.	Professional Learning		Implement	09/01/2016	06/30/2023	\$0	ELA teachers and administrators
Progress Monitoring	This district will monitor the progress of student growth in reading using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Other			09/01/2016	05/01/2023	\$0	Building Administrators & Classroom Teachers

## District Improvement Plan

Hamtramck, School District of the City of

Administration	Federal programs department will employ a director, grant specialist, financial specialist, and a secretary to assist in the day to day operations of the department and programs. Supplies and materials for the office will be purchased. Members of the administrative staff will attend conferences to improve their ability to administer the department.	Other			09/01/2016	06/30/2023	\$0	Federal Programs office staff
School Data Analysis	Priority and Focus schools may hire a Data Assessment Coach to analyze, dis-aggregate and disseminate a variety of school wide data and assist teachers in making timely and appropriate decisions about curriculum, instruction and assessment in all core content areas. Supplies for this position will also be purchased.	Professional Learning			09/01/2016	06/30/2023	\$0	Building Principals
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 ELA academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, ELA teachers
Oral Language Development	English Language Learners will develop their oral language through multi leveled questioning techniques, oral discussions, and pair-share activities	Academic Support Program	Tier 2	Implement	09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Curricular Review	District will review and revise curriculum review based on a developed timeline.	Curriculum Development		Getting Ready	09/01/2016	06/30/2023	\$0	Curriculum Department, Building Administrators, District Curriculum Team.
Parent Curriculum Nights	District will make available parent curriculum nights to encourage parent involvement in the core content areas	Parent Involvement			09/01/2016	06/30/2023	\$0	All school level staff
Parent Workshops	District staff will provide parent workshops to encourage parental involvement, including but not limited to, computer classes, and workshops to seek parent input on title programs.	Parent Involvement			07/01/2016	05/01/2023	\$0	Building Administrators
Parental Involvement Coordinator	Staff member responsible for increasing parent involvement and assist parents in parent resource room(s)	Parent Involvement			09/01/2016	06/30/2023	\$0	Building Administrator

## District Improvement Plan

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Restorative Practices	District staff will use restorative practices to develop a school culture that supports teaching and learning. Activity includes professional development in Restorative Practices, staffing of Restorative Justice Coordinator positions and supplies to support restorative justice efforts.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	All district staff
Parent Organizations	Parent organizations at each school will meet monthly to partner with the school to improve the academic achievement	Parent Involvement			09/01/2016	06/30/2023	\$0	Building Principals, Teachers, Parent Involvement Coordinators
Student / Behavior and At-risk Interventionists	Schools will employ student and behavior interventionists to work with students that are failing to thrive academically, socially and behaviorally and are at risk for failure. Schools will also purchase supplies for these positions.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	Building principals
P.B.I.S.	District will implement a P.B.I.S. program at all levels. Expenditures under this activity will include professional development for staff as well as rewards for students who meet their behavioral goals.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	All Staff
Health Clinic Services	HPS clinic staff will provide health services to students including appropriate medical, dental and nursing services.	Other			09/01/2016	05/01/2023	\$0	Health Clinic Director
Homeless Services	District staff will provide support to homeless students including assistance with transportation and purchase of uniforms and necessary supplies. This activity will also include funding for a homeless liaison.	Community Engagement			09/01/2016	06/30/2023	\$0	District Homeless Liaison
Social Workers	Social workers will be provided to assist and support at-risk students.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	District Social Workers

## District Improvement Plan

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Supplemental Math Programs	District will implement effective, research-based supplemental math programs.  Programs to include (but not limited to):  TIPMS (Title I Project Making Math Matters) Differentiated Instruction Push-In / Pull-Out Small Group Instruction SIOP (Sheltered Instruction Observation Protocol) Use of Manipulatives for problem solving Project Based Learning RTI (Response to Intervention) Success Maker Star Math Carnegie Cognitive tutor Math XL Scholastic math readers Front Row Math Math 180  NOTE: Basic Math programs include Everyday Math and Connected Math and are not included in the supplemental programs under this Activity.	Academic Support Program			09/01/2016	05/01/2023	\$0	All math teachers district wide
Professional Development for Math Programs	District staff will be provided with professional development in math programs including (but not limited to) Everyday Math, Connected Math, best practice strategies, thinking maps, TIPM3 from RESA.  In addition professional development at Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	06/30/2023	\$0	All math teachers and administrators
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 mathematical academic vocabulary.	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, math teachers
Oral Language Development	English Language Learners will develop their oral language through multi leveled questioning techniques, oral discussions, and pair-share activities as it relates to math instruction.	Academic Support Program			09/01/2016	05/01/2023	\$0	All instructional staff and building Principals
Written Language Development	English Language Learners will develop their written language skills as it relates to math instruction.	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building principals

## District Improvement Plan

Hamtramck, School District of the City of

Supplemental Science Programs	District will implement effective, research-based science programs including (but not limited to) Science Kits from HOPE program, Brain Pop and Brain Pop Jr., Inquiry-Based Instruction, Project Based Learning, Using the Scientific Process, RTI, SIOP, differentiated instruction, supplemental science materials, minecraft for education.	Academic Support Program			09/01/2016	09/30/2023	\$0	All science teachers
Professional Development in Science Programs	District will provide Professional Development in science programs including (but not limited to) Science Kits from HOPE program, inquiry based science, Project-Based learning, Differentiated Instruction, SIOP, RTI, Professional Learning Communities, Using Scientific Process. In addition professional development Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	05/01/2023	\$0	All science teachers and administrators.
Supplemental Social Studies Programs	District will implement effective, research-based social studies programs including Social Studies Alive, project-based learning, differentiated instruction, SIOP, RTI. Funds under this activity will purchase books, kits and teaching supplies to support the above programs. (NOTE: The Basic social studies program is Houghton Mifflin social studies and is not included in the supplemental programs of this Strategy.)	Academic Support Program			09/01/2016	06/30/2023	\$0	All social studies teachers
Professional Development in Social Studies Programs	District will provide Professional Development in social studies programs including differentiated instruction, SIOP, Project-Based learning, RTI, Social Studies Alive. In addition professional development Wayne RESA will be offered to staff when available.	Professional Learning			09/01/2016	06/30/2023	\$0	All social studies teachers and administrators.
Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 social studies academic vocabulary.	Academic Support Program			09/01/2016	05/01/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, social studies teachers
Oral Language Development	English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it relates to social studies	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building Principals

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Written Language Development	English Language Learners will develop their written language skills through fluency sentence frames, and being a writer as it relates to social studies.	Academic Support Program			09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Private Non-Profits	PNPs will be provided an equitable share of Title monies should they choose to take it.	Professional Learning, Academic Support Program			09/01/2016	06/30/2023	\$0	Federal Programs Department
District-Level Programming Support	Programming for the English Alternative Program will be supported at the district level.	Academic Support Program			09/01/2016	06/01/2023	\$0	Ell Coordinator, Ell Staff, Building Administration
District-Level Supplemental Instructional and Educational Opportunities	The District will support the English Alternative Program with supplemental teachers, supplies, and materials. In addition, extended day and experiential programming will be supported.	Academic Support Program			09/01/2016	06/01/2023	\$0	Ell Coordinator, Ell Staff, Building Administration
Paraprofessionals	Ell Paraprofessionals will be provided in Ell classrooms as necessary supervised by esl teachers	Academic Support Program			09/01/2016	06/30/2023	\$0	Ell Coordinator, Building Administrators
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education, director, special education staff



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Academic Vocabulary	ELL students will have reinforced, supplemental instruction in Tier 1 and Tier 2 science academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Ell teachers, paraprofessionals, classroom teachers, science teachers
Oral Language Development	English Language Learners will develop their oral language through multi-leveled questioning techniques, oral discussions, and pair-share activities as it applies to science instruction	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Written Language Development	English Language Learners will develop their written language skills through fluency sentence frames, and being a writer, as it applies to science instruction.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	All instructional staff and building Principals
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/01/2023	\$0	Special education director, special education staff, general education staff
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/01/2023	\$0	Special education, director, special education staff
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	09/01/2023	\$0	Special and general education teachers.

## District Improvement Plan

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Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
Self Contained Classrooms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education, director, special education staff
Co-Teaching	Special education students will be co-taught in general education classrooms by special education and general education teachers when appropriate. Professional development will be provided as necessary on effective co-teaching strategies.	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special and general education teachers.
Inclusion	Special education students will be included in general education classes when ever possible as long as it fits their IEPs and is the LRE	Academic Support Program	Tier 1		09/01/2016	06/30/2023	\$0	Special education director, special education staff, general education staff
Self contained classroms	Special education students will be provided small group instruction with special education staff when appropriate in self contained classrooms.	Academic Support Program			09/01/2016	06/30/2023	\$0	Special education students will be provided small group instruction with special education staff when appropriate
Progress Monitoring	This district will monitor the progress of student growth in math using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Academic Support Program			09/01/2016	06/01/2023	\$0	Building administrati on

## District Improvement Plan

Hamtramck, School District of the City of

Progress Monitoring	This district will monitor the progress of student growth in science using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Academic Support Program			09/01/2016	06/30/2023	\$0	Building administration
Progress Monitoring	This district will monitor the progress of student growth in social studies using the Measures of Academic Progress supplemental tests from Northwest Evaluation Association as well as local common assessments	Academic Support Program			09/01/2016	06/30/2023	\$0	Building administration
Implementation Guides	The district will create implementation guides for research based programs, strategies, and initiatives in all content areas. They will encompass getting ready for implementation, implementing adult actions with fidelity, monitoring with state and local assessments, and evaluate the impact on student achievement.	Policy and Process			09/01/2016	06/30/2023	\$0	Curriculum director, Federal program director, curriculum teams, school improvement teams, building administration
ELL Progress Monitoring	The district will monitor the progress of students in the ELL program through the combined use of state and local assessments as well as local developed implementation guides	Policy and Process			09/01/2016	09/01/2023	\$0	ELL teachers, Curriculum department, federal programs department, Building administration
Written Language Development	English Language Learners will develop their written language skills as it relates to ELA instruction.	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL Staff, Classroom Teachers, Building Administration
Supplemental Staff	District will provide supplemental ESL/Bilingual teaching staff to provided additional support for esl students	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	Federal Programs / ELL district coordinator

### Kosciuszko School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District Improvement Plan**

Hamtramck, School District of the City of

Summer Programs	Instructional staff will provide a summer program focusing on all content areas in grades K-8.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All summer school teachers, paraprofessionals and administrators.
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**Holbrook School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Programs	Instructional staff will provide a summer program focusing on all content areas in grades K-8.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All summer school teachers, paraprofessionals and administrators.

**Early Childhood Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Programs	Instructional staff will provide a summer program focusing on all content areas in grades K-8.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All summer school teachers, paraprofessionals and administrators.

**Dickinson West Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Programs	Instructional staff will provide a summer program focusing on all content areas in grades K-8.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All summer school teachers, paraprofessionals and administrators.

**District Improvement Plan**

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**Dickinson East Elementary School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Programs	Instructional staff will provide a summer program focusing on all content areas in grades K-8.	Academic Support Program		Implement	09/01/2016	06/30/2023	\$0	All summer school teachers, paraprofessionals and administrators.