



District Improvement Plan

Hamtramck, School District of the City of

Mr. Thomas Niczay, Superintendent
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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. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Hamtramck Public Schools is a public school district based in the city of Hamtramck, Michigan. As of the 2010 census, the city population was 22,423. Hamtramck is surrounded by the city of Detroit except for a small portion of the western border that touches the similarly surrounded city of Highland Park. Over the past thirty years, a large number of immigrants from the Middle East (especially Yemen) and South Asia (especially Bangladesh) have moved to the city. The city's foreign born population stands at 49%, making it Michigan's most internationally diverse city. Hamtramck Public Schools has been in operation for 130 years. We take great pride in being a long standing educational institution. We have a diverse student population that is arguably the most diverse in the state. We view diversity as a strength and welcome all races and nationalities to our school district. We proudly educate over 2,900 students in all of our schools. The district has the Schools of Choice program, which allows non-district students to enroll in district schools. The statewide graduation rate average is 82.4%. Hamtramck Public Schools 4 year graduation rate for 2015 is 72.5% in 2014 it was 63%. The overall economic status of Hamtramck students is low, with 86% of students economically disadvantaged, compared to the 46% State eligibility. Many of these students do not have access at home to technology, books and other resources.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

In 2012 the District's collaborative school improvement team reviewed the districts vision, mission, and beliefs statements. It was their decision to amend the vision and beliefs statements but felt that the mission statement should remain intact. The three statements are as follows:

Vision Statement

The Hamtramck Public School District strives for excellence in academic achievement through a quality education that supports implementation of best practice, research based strategies that support teaching and learning.

Mission Statement

The mission of the Hamtramck Public School District, in partnership with families and the community, is to be a model center of life-long learning and recreation, while serving its multicultural population by achieving excellence in education, maximizing each individual's potential in a safe, nurturing environment.

Beliefs Statement

We believe that all students can learn and have the right to a challenging, rigorous curriculum.

We value the individuality of each child. We provide a safe, positive school environment that is welcoming to our students, families and community. We cultivate lifelong learners who are prepared to adapt to future challenges.

We value strong character development in each individual.

Parameters

The Hamtramck Public School District is committed to provide all students with every educational opportunity available in order to prepare each student for the technological age in which they will live and work. In our society, every individual has both the right and responsibility to make choices and decisions for him/her and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our students are to be able to achieve their life goals in a free society, they need to be competent to choose among the myriad alternatives that are, and continue to be, available to them.

The Hamtramck Public School District prepares students for their future by providing instruction in technological skills to enhance their learning, developing occupational skills for success in the workplace, and the importance of ethics and integrity.

The Hamtramck Public School District provides the highest quality technology-based services, in the most cost-effective manner, to facilitate the District's Philosophy and Mission as it applies to administrative, teaching, learning and community services.

To meet the Information Technology Mission/Purpose we will: Provide effective technology support for audio/visual, computer, multimedia, voice, video, and web based applications and services to all areas of the Hamtramck Public School District.

Promote and facilitate the effective integration of technology, consistent with the District Mission, through planning, programming, training, consulting and other support activities. Develop, enhance and manage the Hamtramck Public School District's enterprise networks to provide high speed, transparent, and highly functional connectivity among all information resources.

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Develop and maintain highly effective, reliable, secure, and innovative information systems to support instructional, administrative and research functions. Educate students about appropriate online behavior. The Hamtramck Public School District embodies the mission and vision of the District by enabling all students to becoming engaged, informed learners who demonstrate growth in reading, writing, and the application of mathematical concepts. All students receive instruction that enables them to communicate effectively throughout oral and written expression. Learners also are able to think critically by evaluating, analyzing and synthesizing information for lifelong learning.

Hamtramck Public Schools educational programs also help students to become productive members of society who demonstrate tolerance and positive interpersonal relationships within diverse settings.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Scholarships

Over eighty Hamtramck High School Students received scholarships amounting to over 2.3 million dollars in 2016. Hamtramck High School Students are prepared academically to continue their education and become productive citizens. The scholarships were awarded from the contributors listed below:

Adrian College

ADK Scholarship

Baker College

Benedict University

Central Michigan University

Community Pharmacy Scholarship

Concordia University

Cornerstone University

Detroit Pistons Scholarship

Eastern Michigan University

Ferris State University

Grand Valley State University

General Motors Leaders of Tomorrow

Hamtramck Federation of Teachers Scholarship

Hamtramck Varsity Club Scholarship

H.U.S.S.

Horatio Alger Association

Joseph and Caroline Mostek Scholarship

Junior Achievement Scholarship

Metro Bureau Scholarship

Oakland University

Olivet College

Original Willing Workers Society

Robert Ficano Scholarship

Saint Xavier University

Sojourner Truth Essay

University of Toledo

University of Detroit Mercy

University of Michigan - Ann Arbor

University of Michigan - Dearborn

University of Toledo

Wayne State University

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Western Michigan University

Wittenburg University

Currently the district is working on improving systems at both the district and building levels. We performed a systems review and discovered that Curriculum, Instruction and Assessment were are most significant areas of need. We are devoting time, talent and treasures to improving these important systems.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The district also completed projects with the use of excess Cafeteria Fund money and surplus General Fund money. The district receives Cafeteria Fund money from the state and federal government to provide nutritious meals to students, ensure the safety of food served, and improve the overall efficiency of the school food service operations. The primary source of the district's General Fund is state aid revenue, which is based on the number of students enrolled. The General Fund's purpose is to run the day-to-day operations of the school district. It is used to pay teachers, principals and other staff, purchase supplies, books, technology, pay utilities, provide transportation and maintain the buildings. Capital projects are ongoing and the residents of Hamtramck will be updated as major projects are completed.

Respectfully,

Thomas Niczay, Superintendent

The School District of the City of Hamtramck takes the responsibility of being good stewards of the funding we receive very seriously. The following pages outline capital projects beginning in 2014 when the voters of Hamtramck approved a "sinking fund" millage. Sinking funds are a dedicated source of funds set aside for the sole use of facility repairs and improvements. Hamtramck's sinking funds are generated by taxes paid by property owners at 4 mills of individual property values.

Sinking Fund Revenue & Expenditures 2014-2017

Tax Revenue \$2,226,678

MSP Security Grant +\$127,600

Total Revenue \$2,354,278

Total Expenditures -\$2,707,792

Under/ (Over) (\$353,514)*Excess costs absorbed by General Fund.

Sinking Fund Projects 2014-2017

School Year	Building	Project Description	Total Cost
14/15	Kosciuszko	Roof Replacement	\$343,900
15/16	Early Childhood	Roof Replacement	\$163,280
15/16	District Wide	Card Access	\$384,042
16/17	Hamtramck High	Pool Filtration System	\$246,795
16/17	Dickinson East	Roof Replacement	\$358,660
16/17	Kosciuszko	Bathrooms & Lockers	\$430,731
16/17	District Wide	Cameras	\$541,991
16/17	Holbrook & KMS	Boiler Replacement	\$238,393

Total Expenditures \$2,707,792

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General Fund Projects 2015-2017

School Year	Building	Project	Total Cost
15/16	ECE	AC Unit Replacement	\$17,714
15/16	HHS	Fences	\$8,750
15/16	Horizon	Office Renovation	\$69,553*
15/16	Community Center	Water Storage Tank	\$10,959
15/16	Community Center	Hot Water Tank	\$12,269
15/16	KMS	Boiler Repair	\$12,600
16/17	KMS/DW	New Lockers & Signs	\$30,800
16/17	KMS	Carpeting	\$6,190

TOTAL COST \$168,834

*Adult Education funds are included within the General Fund; however, they can only be used for Adult Education.

Board of Education - District Goals for 2016-2017

All students will successfully complete each grade level and/or course taken, demonstrating proficiency on local, state and national assessments.

1. Increase understanding of the Hamtramck Public Schools revenue and cost structure amongst all stakeholders, allocate financial resources to meet District's educational goals and community recreational needs.

- a. The recreation committee will conduct a review/study of Districts' Recreation Department with emphasis on eliminating deficit spending by implementing a comprehensive evaluation and goal setting system for revenue, expenditure, staffing, supplies and programming during 2016-2017.
- b. Maintain District Fund Balance 10% from 2015-2016 as adopted by the Board of Education on May 12, 2016. Further support the parameters of a 12%-15% fund balance for the next five years.
- c. Develop and implement an overall facility plan that incorporates Sinking Funds; Cafeteria Funds; Capital Funds; and General Funds; with emphasis towards potential or projected continued student growth with increased capacity options in the plan.

2. Recommend and implement strategies to retain and recruit the highest quality staff members for Hamtramck Public Schools.

- a. Establish a committee to review "best practices" to retain quality staff, while attracting candidates to fill vacated positions through District Teacher Job Fairs, Wayne RESA Aspiring Administrators Academy and a local University partner.

3. Improve reading and math scores by 3%-6% on the District assessments.

- a. Increase reading and math proficiency on State assessments by the average percent of statewide increase.
- b. For EL students increase speaking, listening, reading, and writing scores on the WIDA and other local assessments by 3%-6%.

4. Youth voice will be included in School Improvement Plans and the District Improvement Plan.

The above information is also available in Bengali, Arabic, Polish, and Bosnian at the district offices

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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 Additional Requirements Diagnostic

Introduction

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

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District Additional Requirements Diagnostic

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

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	No		

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Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	No		

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	<p>The Hamtramck Public School District has promoted curriculum and teaching strategies to effectively integrate technology by providing an instructional coach. The coach's responsibility is to provide professional development on the integration of technology to enhance instruction. The coach also provides feedback to staff.</p> <p>The District has also purchased current technology equipment for each site. All buildings have computer labs, interactive whiteboards, projectors, and classroom sound systems. The Hamtramck Technology Department is available when equipment malfunctions.</p>	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Students are using iPads, the computer lab, and netbooks to finalize work, analyze research and effectively use technology to expand their own knowledge.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Thomas Niczay Superintendent 3201 Roosevelt Hamtramck, MI 48212 313-872-9270	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	Yes		

2016 District Improvement Plan

Overview

Plan Name

2016 District Improvement Plan

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

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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: 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
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<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,.</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> <p>Schools: All Schools</p>	Other			09/01/2016	06/30/2023	\$0	Title I Part A, Title II Part A	All ELA teachers
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Activity - Supplemental Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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 III, Title I Part A	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, 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

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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 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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-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
<p>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).</p> <p>Schools: All Schools</p>	Technology		Implement	09/01/2016	06/30/2023	\$0	Section 31a, Title I Part A, Other	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
<p>Teachers will embed technology into daily lessons. And use it as a tool for engaging students in learning.</p> <p>Activities include use of both software (such as Discovery Education, eduhelper etc.) and hardware (such as computers, interactive whiteboards, classroom response systems).</p> <p>Schools: All Schools</p>	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*.

- 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:

District Improvement Plan

Hamtramck, School District of the City of

Activity - Content Area Consultants	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will hire ELA consultants to work with teachers on improving student instruction. Schools: All Schools	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Title II Part A, Title I Part A	Director of Curriculum / Federal Programs

Activity - Professional Development in ELA Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 I Part A, Title II Part A	ELA 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 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

Activity - Administration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

Hamtramck, School District of the City of

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
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Activity - School Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Schools: All Schools	Professional Learning			09/01/2016	06/30/2023	\$0	Title I Part A	Building Principals

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. Schools: All Schools	Policy and Process			09/01/2016	06/30/2023	\$0	Title I Part A, Title II Part A	Curriculum director, Federal program director, curriculum teams, school improvement teams, building administration

District Improvement Plan

Hamtramck, School District of the City of

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*. - 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:

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 III, Title I Part A	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
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District Improvement Plan

Hamtramck, School District of the City of

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
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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
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

District Improvement Plan

Hamtramck, School District of the City of

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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District Improvement Plan

Hamtramck, School District of the City of

<p>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</p> <p>Schools: All Schools</p>	<p>Policy and Process</p>			<p>09/01/2016</p>	<p>09/01/2023</p>	<p>\$0</p>	<p>General Fund, Title I Part A</p>	<p>ELL teachers, Curriculum department , federal programs department , Building administration</p>
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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
<p>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.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 1</p>		<p>09/01/2016</p>	<p>06/30/2023</p>	<p>\$0</p>	<p>Special Education, General Fund, Title II Part A</p>	<p>Special and general education teachers.</p>

District Improvement Plan

Hamtramck, School District of the City of

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

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, 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.

District Improvement Plan

Hamtramck, School District of the City of

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 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
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District Improvement Plan

Hamtramck, School District of the City of

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 NOTE: Basic Math programs include Everyday Math and Connected Math and are not included in the supplemental programs under this Activity. Schools: All Schools	Academic Support Program			09/01/2016	05/01/2023	\$0	Title I Part A	All math teachers district wide
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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 success if teaching is responsive to their learning needs.

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District Improvement Plan

Hamtramck, School District of the City of

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

Measurable Objective 2:

District Improvement Plan

Hamtramck, School District of the City of

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.

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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 mathematical academic vocabulary. Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title III, Title I Part A	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
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District Improvement Plan

Hamtramck, School District of the City of

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. Schools: All Schools	Academic Support Program			09/01/2016	05/01/2023	\$0	Title I Part A, Title III	All instructiona l 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 Responsibl e
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 instructiona l 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 Responsibl e

District Improvement Plan

Hamtramck, School District of the City of

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	Special Education, General Fund, Title II Part A	Special and general education teachers.
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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

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, 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.

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

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Tier:

District Improvement Plan

Hamtramck, School District of the City of

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, Inquiry-Based Instruction, Project Based Learning, Using the Scientific Process, RTI, SIOP, differentiated instruction, supplemental science materials. 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.

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- 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:

District Improvement Plan

Hamtramck, School District of the City of

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:

District Improvement Plan

Hamtramck, School District of the City of

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 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
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District Improvement Plan

Hamtramck, School District of the City of

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
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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 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:

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	General Fund, Title II Part A, Special Education	Special and general education teachers.

Activity - Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	General Fund, Special Education	Special education director, special education staff, general education staff
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Activity - Self contained classroms	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 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.

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:

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Activity - Supplemental Social Studies Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.) Schools: All Schools	Academic Support Program			09/01/2016	06/30/2023	\$0	Title I Part A	All social studies teachers

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.

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Tier:

Activity - Professional Development in Social Studies Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.

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

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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 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 I Part A, Title III	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 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
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, Title I Part A, General Fund, Special Education	Special and general education teachers.

Activity - Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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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	06/01/2023	\$0	General Fund, Special Education	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

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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
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

Activity - Student / Behavior and At-risk Interventionists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	Title I Part A, Section 31a	Building principals

Activity - P.B.I.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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 I Part A, Title II Part A	All Staff
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Activity - Private Non-Profits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PNPs will be provided an equitable share of Title monies should they choose to take it. Schools: All Schools	Academic Support Program, Professional Learning			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, 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)

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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	Title I Part A, Section 31a	District Social Workers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

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	06/30/2023	\$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	06/30/2023	\$0	Special and general education teachers.
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
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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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	EI Coordinator, EI 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	06/01/2023	\$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, 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
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.
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

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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	06/01/2023	\$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.
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
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
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.
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

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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
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
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 II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.
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.
Content Area Consultants	The district will hire ELA consultants to work with teachers on improving student instruction.	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Director of Curriculum / Federal Programs

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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 there behavioral goals.	Behavioral Support Program			09/01/2016	06/30/2023	\$0	All Staff
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
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

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Supplemental English Language Arts Programs	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,. 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.	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	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.
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

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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.
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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 mathematical academic vocabulary.	Academic Support Program			09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, math teachers

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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
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
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
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
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
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
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
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

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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
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)
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

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
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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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.
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
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

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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
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

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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
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

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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 SIOB (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 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 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, SIOB, 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.
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
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
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

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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
Supplemental English Language Arts Programs	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,. 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.	Other			09/01/2016	06/30/2023	\$0	All ELA teachers
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.
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 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

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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
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.
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
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
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
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
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
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.

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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
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)
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
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
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
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
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 science academic vocabulary.	Academic Support Program	Tier 2		09/01/2016	06/30/2023	\$0	ELL teachers, paraprofessionals, classroom teachers, science 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
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
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
Content Area Consultants	The district will hire ELA consultants to work with teachers on improving student instruction.	Professional Learning		Implement	06/30/2016	06/30/2023	\$0	Director of Curriculum / Federal Programs
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
Private Non-Profits	PNPs will be provided an equitable share of Title monies should they choose to take it.	Academic Support Program, Professional Learning			09/01/2016	06/30/2023	\$0	Federal Programs Department
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.

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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.
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
Supplemental Science Programs	District will implement effective, research-based science programs including (but not limited to) Science Kits from HOPE program, Inquiry-Based Instruction, Project Based Learning, Using the Scientific Process, RTI, SIOP, differentiated instruction, supplemental science materials.	Academic Support Program			09/01/2016	09/30/2023	\$0	All science 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
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
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
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

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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 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
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
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

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,.</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)

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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	The district will hire ELA consultants 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

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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

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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

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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 SIOF (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 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

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Supplemental Science Programs	District will implement effective, research-based science programs including (but not limited to) Science Kits from HOPE program, Inquiry-Based Instruction, Project Based Learning, Using the Scientific Process, RTI, SIOP, differentiated instruction, supplemental science materials.	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.	Academic Support Program, Professional Learning			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.

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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

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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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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.

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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.