

# **2017-2018 School Improvement Plan**

Academy for Business and Technology High  
School

Academy for Business and Technology

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## Overview

### Plan Name

2017-2018 School 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 | All students at Academy for Business and Technology Middle & High School will become proficient in English Language Arts. | Objectives: 2<br>Strategies: 8<br>Activities: 27 | Academic  | \$353275      |
| 2 | All Students at Academy for Business and Technology Middle & High School will become proficient in social studies.        | Objectives: 2<br>Strategies: 8<br>Activities: 25 | Academic  | \$220813      |
| 3 | All students at Academy for Business and Technology Middle & High School will become proficient in science.               | Objectives: 2<br>Strategies: 7<br>Activities: 26 | Academic  | \$206781      |
| 4 | All Students at Academy for Business and Technology Middle & High School will become proficient in math.                  | Objectives: 2<br>Strategies: 7<br>Activities: 28 | Academic  | \$287235      |

## Goal 1: All students at Academy for Business and Technology Middle & High School will become proficient in English Language Arts.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of 80% or higher in English Language Arts by 06/30/2018 as measured by NWEA, SAT, M-Step and other formative and summative assessments.

### Strategy 1:

Formative Assessment - Formative assessments (evidence through resources, lesson plans, pre/post test, assessments, lesson delivery/activities, etc) is a big idea that will assist us in the transformation. D.I. will be monitored to ensure all students are engaged and are making connections with subject matters on their readiness level and make connections to real life experiences through technology, hands-on activities, field trips, college tours, supplemental resources and research based best practices and strategies. We will use formative and summative assessments along with M-Step, SAT, NWEA, and online platforms to determine what resources/technology, personnel and programs need to be adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from instructional coach, mentor, lead teachers and school leaders on the progress of formative assessments in the classroom and how the data speaks to the lesson delivery and content.

Category: English/Language Arts

Research Cited: The Impact of Formative Assessment and Learning Intentions on Student Achievement

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

Tier: Tier 1

| Activity - Hands-On Learning  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------|--------|---------------|------------|------------|-------------------|--------------------|--|
| <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> | Direct Instruction | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$15700           | Title I Schoolwide | School leader, instructional coach, Title I staff and 31a staff, general education and special education staff |

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| Activity - Staff Training on Formative Assessment   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year. | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$1288            | Title II Part A   | School leader, instructional coach, support staff and general education teachers |

| Activity - Integrating Technology  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|--|---------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology    | Tier 1 | Implement | 08/01/2017 | 06/30/2018 | \$17000           | Title I Schoolwide | Instructional staff, instructional coach, school leader |

### Strategy 2:

Multi-Tiered Systems of Support - In order to identify and remediate student learning gaps/behaviors, the staff will implement the components and strategies of the Response to Intervention and positive behavior intervention support models. Students in tier I receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists.

PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member

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will track data using the Log Entry and Discipline System and give monthly reports to the school improvement team (SIT).

Category: Learning Support Systems

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 1

| Activity - Effective Tier I Instruction  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| As a school, station-based learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259). | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1259            | Title I Schoolwide | School leader, coach, general education and special education teachers |

| Activity - Planning with and use of Title I Paraprofessional  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Progress monitoring of the assessment data will be used to move students within the tiers of the RtI model. The Title I paraprofessional will provide targeted instruction. | Academic Support Program | Tier 2 | Implement | 08/01/2017 | 06/30/2018 | \$26762           | Title I Schoolwide | School leader, instructional coach, Title one support staff |

| Activity - Effective Tier II and Tier III Instruction   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                     |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--|---------------------------------------|
| The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use an online intervention program to provide individualized instruction (\$). | Academic Support Program | Tier 3 | Implement | 09/01/2017 | 06/30/2018 | \$19301           | Title I Schoolwide , Title I Schoolwide , Title I Schoolwide , Title I Schoolwide , Title I Schoolwide | Leader, coach and instructional staff |

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| Activity - Staff Training on the Rtl Model  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                | Staff Responsible   |
|---|--|--------|-----------|------------|------------|-------------------|--|---|
| The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).  | Professional Learning  | Tier 1 | Implement | 08/01/2017 | 06/30/2018 | \$1203            | Title I Part A, Title II Part A, Title II Part A | School leader and instructional coach   |
| Activity - After School and Summer School Tutoring/Credit Recovery  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                | Staff Responsible   |
| The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.   | Academic Support Program   | Tier 2 | Monitor   | 09/05/2017 | 06/30/2018 | \$42000           | Title I Schoolwide                               | School leader, instructional coach and instructional staff                                  |
| Activity - ELA Coach  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                | Staff Responsible   |
| An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.<br><br>The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning | Curriculum Development, Implementation, Professional Learning, Walkthrough | Tier 1 | Monitor   | 08/21/2017 | 06/30/2018 | \$15914           | Title I Schoolwide, Other                        | Instructional staff, ELA Coach  |
| Activity - Monitoring Student Behavior and Support of Expectations  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                | Staff Responsible   |
| Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the Rtl/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).  | Behavioral Support Program   | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$89128           | Section 31a                                      | School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists |
| Activity - Preparing Students for College and Career Readiness through Counseling   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                | Staff Responsible   |



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|  |   |             |               |                   |                 |                          |  |   |
|--|---|-------------|---------------|-------------------|-----------------|--------------------------|--|---|
| A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.   | Career Preparation /Orientation                   | Tier 1      | Monitor       | 09/05/2017        | 06/30/2018      | \$30372                  | Title I Schoolwide   | School leader and guidance counselor                    |
| <b>Activity - Professional Development for Motivating Middle and High School Students</b>  | <b>Activity Type</b>                              | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                                   | <b>Staff Responsible</b>                                |
| The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset. | Behavioral Support Program, Professional Learning | Tier 1      | Getting Ready | 09/05/2017        | 06/30/2018      | \$1100                   | Title I Schoolwide, Title I Schoolwide, Title I Schoolwide | School leader, instructional coach, instructional staff |
| <b>Activity - Tier I Professional Development</b>  | <b>Activity Type</b>                              | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>                                   | <b>Staff Responsible</b>                                |
| Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.   | Professional Learning                             | Tier 1      | Getting Ready | 08/21/2017        | 06/30/2018      | \$550                    | Title I Part A   | School Leader, Instructional Coach, Instructional Staff |

### Strategy 3:

Data Driven Decision Making - In order to facilitate the achievement of all students, the Academy for Business and Technology is committed to data driven instruction . The staff will implement a systematic ongoing process of continuous improvement by interpreting data, identifying the causality of learning difficulties, and determining how to best use the data to identify the instructional strategies to obtain the goal of 80% proficiency. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance. The data team will do the following:

- Make data discussion a function of the cooperative learning teams (CLT) to analyze data in departments, content-area, and school-wide
- Design Data Walls
- Communicate Standardized Testing results to staff in a timely manner to drive instruction and students & parents to inform families of individual growth.
- Consistent use of formative and summative assessments

Category: English/Language Arts

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.

The Learning and Learning Center. (2010). Data Teams Training Manual, 3rd Edition, Englewood, CO. Lead + Learn Press.

Tier: Tier 1

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| Activity - Data Analysis   | Activity Type                              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--|--------|---------|------------|------------|-------------------|---------------------|--|
| <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> | Teacher Collaboration, Monitor, Evaluation | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$0               | No Funding Required | School Leader, Instructional Coach, Test Administrator, Teacher, & Support Staff |

| Activity - Data Analysis Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |                       |        |               |            |            |       |                                 |   |
|---|-----------------------|--------|---------------|------------|------------|-------|---------------------------------|---|
| The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139) | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$570 | Title I Part A, Title II Part A | Instructional staff, instructional coach, school leader |
|---|-----------------------|--------|---------------|------------|------------|-------|---------------------------------|---|

| Activity - Teaching the Common Core State Standards   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|---|--------------------|--------|---------|------------|------------|-------------------|--|---|
| <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | Direct Instruction | Tier 1 | Monitor | 08/21/2017 | 06/30/2018 | \$15928           | Title I Schoolwide, Title I Schoolwide, Title I Schoolwide | Instructional coach, instructional staff, school leader |

| Activity - Common Core Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |                       |        |         |            |            |        |  |   |
|---|-----------------------|--------|---------|------------|------------|--------|--|---|
| The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66). | Professional Learning | Tier 1 | Monitor | 08/21/2017 | 06/30/2018 | \$1900 | Title I Schoolwide, Title II Part A, Title I Part A, Title II Part A | Instructional coach, instructional staff, school leader |
|---|-----------------------|--------|---------|------------|------------|--------|--|---|

| Activity - Content Area Reading   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|---|--------------------|--------|-----------|------------|------------|-------------------|--|---|
| All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted the throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200) | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$6200            | Title I Schoolwide, Title I Part A, Title I School Improvement (ISI), Title I Part A, Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Administration Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |                       |        |               |            |            |        |                                  |                |
|---|-----------------------|--------|---------------|------------|------------|--------|----------------------------------|----------------|
| The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes. | Professional Learning | Tier 1 | Getting Ready | 08/01/2017 | 06/30/2018 | \$4500 | Title II Part A, Title II Part A | Administration |
|---|-----------------------|--------|---------------|------------|------------|--------|----------------------------------|----------------|

### Strategy 4:

Revise the Full Inclusion Special Education Program - The special education team will work collaboratively with the general education teachers to increase the academic success of all special education students.

Category: Learning Support Systems

Research Cited: Issues Facing the Field of Learning Disabilities. Learning Disability Quarterly. February 1, 2000: 37-50.

Tier:

| Activity - Special Education and General Education Collaboration  | Activity Type                                | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--|------|-------|------------|------------|-------------------|---------------------|--|
| The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and Rtl programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments. | Policy and Process, Academic Support Program |      |       | 08/21/2017 | 06/30/2018 | \$0               | No Funding Required | School leader, instructional coach, teachers and support staff |

| Activity - Use of Special Education Support Staff   | Activity Type            | Tier | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|------|---------|------------|------------|-------------------|-------------------|---|
| The paraprofessionals will have an increase in classroom support built into their schedule (\$30,000) | Academic Support Program |      | Monitor | 09/05/2017 | 06/30/2018 | \$30000           | Special Education | School leader, instructional coach, general education and special education staff |

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| Activity - Professional Development on Inclusion in Middle and High School                                  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|---|---|
| All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$500             | Title I Schoolwide, No Funding Required | School leader, instructional coach, general and special education staff |

| Activity - Academic Lab   | Activity Type            | Tier | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|---|--------------------------|------|---------|------------|------------|-------------------|-------------------|---|
| To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, re-teaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program |      | Monitor | 09/05/2017 | 06/30/2018 | \$600             | Special Education | School leader, special education teaching staff |

### Strategy 5:

Alignment of curriculum, instruction, and assessment - It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all Tier levels.

Category: English/Language Arts

Tier: Tier 1

| Activity - Curriculum Instruction and Assessment   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|--|------------------------|--------|-----------|------------|------------|-------------------|--|---|
| Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards). | Technology, Evaluation | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1500            | Title I Schoolwide, Title I Schoolwide | School leader, instructional coach, instructional staff |

### Strategy 6:

Planning, Implementing, Monitoring, and Evaluating of School-wide Improvement Strategies - Assisting in the planning, implementing, monitoring, and evaluating of school-wide improvement strategies.

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Tier: Tier 1

| Activity - School Improvement Coach   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible       |
|---|--|--------|---------------|------------|------------|-------------------|--|-------------------------|
| The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development. | Curriculum Development, Policy and Process, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$15000           | Title I Schoolwide, Title I Schoolwide | School improvement team |

**Strategy 7:**

Reaching All Students - To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring.

Category: Learning Support Systems

Research Cited: McKinney-Vento

Tier: Tier 1

| Activity - Monitoring   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
|---|--|--------|---------------|------------|------------|-------------------|--|--|
| The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Communication, Academic Support Program, Recruitment and Retention | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$15000           | Title I Schoolwide, Title I Schoolwide | School Leader, Dropout Prevention Coordinator, and Homeless Liaison. |

**Measurable Objective 2:**

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2016-2017 state assessment in English Language Arts by 06/30/2018 as measured by M-Step, SAT/MME, other state assessments, NWEA, and other formative and summative assessments..

**Strategy 1:**

Clear learning objectives for all students - Setting clear learning objectives for all students, including special education students

Category: Learning Support Systems

Research Cited: Marzano's high yield strategies

Tier:

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| Activity - Collaboration between Special Education Teachers and General Education Staff   | Activity Type                                    | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                |
|---|--|--------|---------------|------------|------------|-------------------|--------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time. | Curriculum Development, Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$0               | Title I Schoolwide | Special education staff, general education staff |

## Goal 2: All Students at Academy for Business and Technology Middle & High School will become proficient in social studies.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency 80% or higher in Social Studies by 06/30/2018 as measured by M-Step, SAT/MME, Other State Assessment, and other formative and summative assessments..

### Strategy 1:

Multi-Tiered Systems of Support (MTSS) - In order to identify and remediate student learning gaps/behaviors, the staff will implement the components and strategies of the

Response to Intervention and positive behavior intervention support models. Students in tier I receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists.

PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the Log Entry and Discipline System and give monthly reports to the school improvement team (SIT).

Category: Social Studies

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 1



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| Activity - Effective Tier I Instruction  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|---|--|
| As a school, station-based learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259). | Direct Instruction       | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1259            | Title I Schoolwide                      | School leader, instructional coach, general education and special education teachers |
| Activity - Staff Training on the MTSS Model  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible  |
| The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive MTSS training off-site (\$758).  | Professional Learning    | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$938             | Title II Part A, Title II Part A        | School leader, instructional coach and general and special education teachers        |
| Activity - After School and Summer School Tutoring/Credit Recovery   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible  |
| The after-school tutoring program will take place 2 days a week throughout the school year. A Department-wide tutoring volunteer program will take place during the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.   | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$3000            | Title I School Improvement (ISI), Other | Instructional staff, instructional coach, support staff, school leader               |
| Activity - Effective Tier II and Tier III Instruction  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible  |
| The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.   | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/30/2018 | \$1806            | Title I Schoolwide, Title I Schoolwide  | Instructional staff, instructional coach, school leader                              |

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| Activity - Monitoring Student Behavior and Support of Expectations   | Activity Type                                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|---|--------|-----------|------------|------------|-------------------|--|---|
| Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806). | Monitor, Behavioral Support Program               | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$89128           | Section 31a  | School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists |
| Activity - Preparing Students for College and Career Readiness through Counseling  | Activity Type                                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.   | Career Preparation /Orientation                   | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$30372           | Title I Schoolwide   | School Leader, Guidance Counselor   |
| Activity - Professional Development for Motivating Middle and High School Students   | Activity Type                                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.   | Behavioral Support Program, Professional Learning | Tier 1 |           | 08/21/2017 | 06/30/2018 | \$1100            | Title I Schoolwide, Title I Schoolwide, Title I School Improvement (ISI) | School Leader, Instructional Coach, Instructional Staff                                     |
| Activity - Tier 1 - Professional Development   | Activity Type                                     | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.   | Professional Learning                             | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$550             | Title I Schoolwide   | School leader, Instructional Coach, Instructional Staff                                     |

### Strategy 2:

Formative Assessment - Formative Assessment - Formative assessments (evidence through resources, lesson plans, pre/post test, assessments, lesson delivery/activities, etc) is a big idea that

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will assist us in the transformation. D.I. will be monitored to ensure all students are engaged and are making connections with subject matters on their readiness level and make connections to real life experiences through technology, hands-on activities, field trips, college tours, supplemental resources and research based best practices and strategies. We will use formative and summative assessments along with M-Step, SAT, NWEA, and online platforms to determine what resources/technology, personnel and programs need to be adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from instructional coach, mentor, lead teachers and school leaders on the progress of formative assessments in the classroom and how the data speaks to the lesson delivery and content.

Category: Social Studies

Research Cited: The Impact of Formative Assessment and Learning Intentions on Student Achievement

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

Tier: Tier 1

| Activity - Staff Training on Formative Assessment   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year. | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$1288            | Title II Part A   | School leader, instructional coach and general and special education teachers |

| Activity - Hands-on Learning  | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                             |
|---|--------------------|------|-------|------------|------------|-------------------|-------------------|---|
| <p>Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Time will be embedded on some professional development days and in the daily schedule to allow for collaboration during the school year. Lesson plans will be based on Michigan standards and Common Core State Literacy Standards using the MAISA units in Atlas Rubicon. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> | Direct Instruction |      |       | 09/05/2016 | 06/30/2017 | \$0               | Other             | Instructional Coach, Teachers & Support Staff |

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| Activity - Integrating Technology   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible                                       |
|---|---------------|--------|-----------|------------|------------|-------------------|---|---|
| <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology    | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$8574            | Title I Schoolwide , Title I Schoolwide | Instructional staff, instructional coach, school leader |

### Strategy 3:

**Data Driven Decision Making** - In order to facilitate the achievement of all students, the Academy for Business and Technology is committed to data driven instruction . The staff will implement a systematic ongoing process of continuous improvement by interpreting data, identifying the causality of learning difficulties, and determining how to best use the data to identify the instructional strategies to obtain the goal of 80% proficiency. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance. The data team will do the following:

- Make data discussion a function of the departments to analyze data by grade level, content area, and school-wide
- Design Data Walls
- Communicate Standardized Testing results to staff in a timely manner to drive instruction and students & parents to inform families of individual growth.
- Consistent use of formative and summative assessments

Category: Social Studies

Research Cited: Bambrick-Santoyo, P. (2010). *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons Inc. The Learning and Learning Center. (2010). *Data Teams Training Manual*, 3rd Edition, Englewood, CO. Lead + Learn Press.

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Tier: Tier 1

| Activity - Data Analysis   | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|---------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> | Monitor       | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$0               | No Funding Required | School Leader, Instructional Coach, Teachers & Support Staff |
| Activity - Data Analysis Professional Development  | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |

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|   |                       |        |               |            |            |       |                 |   |
|---|-----------------------|--------|---------------|------------|------------|-------|-----------------|---|
| The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139) | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$570 | Title II Part A | Instructional staff, instructional coach, school leader |
|---|-----------------------|--------|---------------|------------|------------|-------|-----------------|---|

| Activity - Teaching the Common Core State Standards   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|---|--------------------|--------|-----------|------------|------------|-------------------|--|---|
| <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$13652           | Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Common Core Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|  |                       |        |           |            |            |       |                                     |   |
|--|-----------------------|--------|-----------|------------|------------|-------|-------------------------------------|---|
| The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The social studies staff will select a professional text, covering best practice instruction in social studies. This text will serve as a professional learning community for the social studies community (\$66). | Professional Learning | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$226 | Title II Part A, Title I Schoolwide | Instructional staff, instructional coach, school leader |
|--|-----------------------|--------|-----------|------------|------------|-------|-------------------------------------|---|

| Activity - Content Area Reading  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|--|--------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200) | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$500             | Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Administration Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|   |                       |        |  |            |            |        |                    |                |
|---|-----------------------|--------|--|------------|------------|--------|--------------------|----------------|
| The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes. | Professional Learning | Tier 1 |  | 08/21/2017 | 06/30/2018 | \$1500 | Title I Schoolwide | Administration |
|---|-----------------------|--------|--|------------|------------|--------|--------------------|----------------|

### Strategy 4:

Revise the Full Inclusion Special Education Program - The special education team will work collaboratively with the general education teachers to increase the academic success of all special education students.

Category: Learning Support Systems

Research Cited: Issues Facing the Field of Learning Disabilities. Learning Disability Quarterly. February 1, 2000: 37-50.

Tier:

| Activity - Special Education and General Education Collaboration  | Activity Type      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and Rtl programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments. | Policy and Process | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$0               | No Funding Required | School leader, instructional coach, teachers and support staff |

| Activity - Use of Special Education Support Staff   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| The paraprofessionals will have an increase in classroom support built into their schedule (\$30,000) | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$30000           | Special Education | School leader, instructional coach, general education and special education staff |



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| Activity - Professional Development on Inclusion in Middle and High School                                  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding              | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------------------|---|
| All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$500             | No Funding Required, Title III | School leader, instructional coach, general and special education staff |

| Activity - Academic Lab  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, reteaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program | Tier 3 | Implement | 09/05/2017 | 06/30/2018 | \$600             | Special Education | School leader, special education teaching staff |

**Strategy 5:**

Alignment of curriculum, instruction, and assessment - It will drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all Tier levels.

Category: Social Studies

Research Cited: Research Cited: <http://www.naiku.net/category/we-are-naiku/>

Tier: Tier 1

| Activity - Curriculum Instruction and Assessment   | Activity Type                      | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|--|------------------------------------|--------|---------------|------------|------------|-------------------|--------------------|---|
| Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards). | Curriculum Development, Technology | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$750             | Title I Schoolwide | School Leader, Instructional Coach, Instructional Staff |

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### Strategy 6:

Assisting in the planning, implementing, monitoring, and evaluating of school-wide improvement strategies - The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.

Category: Social Studies

Tier: Tier 1

| Activity - School Improvement Coach   | Activity Type   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                   |
|---|---|--------|---------------|------------|------------|-------------------|--------------------|---|
| The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development. | Curriculum Development, Policy and Process, Monitor, Implementation | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$19500           | Title I Schoolwide | School Leader, Instructional Coach, Leadership Team |

### Strategy 7:

Reaching All Students - To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring.

Category: Learning Support Systems

Research Cited: McKinney-Vento

Tier: Tier 1

| Activity - Monitoring   | Activity Type  | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|--|--------|---------------|------------|------------|-------------------|--------------------|---|
| The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Communication, Academic Support Program, Recruitment and Retention | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$15000           | Title I Schoolwide | School Leader, Dropout Prevention Coordinator, and Homeless Liaison |

### Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2017-18 state assessment in Social Studies by 06/30/2018 as measured by M-Step, SAT/MME, Other State Assessment, and other formative and summative assessments....

### Strategy 1:

Clear learning objectives - Setting clear learning objectives for all students, including special education students.

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Category: Social Studies

Research Cited: Marzano’s high yield strategies

Tier: Tier 1

| Activity - Collaboration with general education teacher and special education teacher   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|---|-----------------------|--------|---------------|------------|------------|-------------------|--------------------|---|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$0               | Title I Schoolwide | School Leader, Instructional Coach, Instructional Staff |

### **Goal 3: All students at Academy for Business and Technology Middle & High School will become proficient in science.**

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency 80% or higher in Science by 06/30/2018 as measured by M-Step, SAT, and other formative and summative assessments..

**Strategy 1:**

Formative Assessment - Formative Assessment - Formative assessments (evidence through resources, lesson plans, pre/post test, assessments, lesson delivery/activities, etc) is a big idea that will assist us in the transformation. D.I. will be monitored to ensure all students are engaged and are making connections with subject matters on their readiness level and make connections to real life experiences through technology, hands-on activities, field trips, college tours, supplemental resources and research based best practices and strategies. We will use formative and summative assessments along with M-Step, SAT, NWEA, and online platforms to determine what resources/technology, personnel and programs need to be adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from instructional coach, mentor, lead teachers and school leaders on the progress of formative assessments in the classroom and how the data speaks to the lesson delivery and content.

Category: Science

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Research Cited: The Impact of Formative Assessment and Learning Intentions on Student Achievement

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

Tier: Tier 1

| Activity - Real World Learning and Discovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |                            |               |                  |                   |                   |               |   |  |
|---|----------------------------|---------------|------------------|-------------------|-------------------|---------------|---|--|
| <p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$4781</p> | <p>Title I<br/>Schoolwide<br/>, Title I<br/>Schoolwide<br/>, Title I<br/>Schoolwide</p> | <p>Science<br/>department<br/>staff,<br/>academic<br/>coach,<br/>school<br/>leader,<br/>support<br/>staff.</p> |
|---|----------------------------|---------------|------------------|-------------------|-------------------|---------------|---|--|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| <p>report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

| Activity - Staff Training on Formative Assessment   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year. | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$1288            | Title II Part A   | School leader, instructional coach, support staff and general education teachers |

| Activity - Integrating Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|------------|--------|-----------|------------|------------|---------|---|---|
| <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$18574 | Other, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |
|--|------------|--------|-----------|------------|------------|---------|---|---|

| Activity - Inquiry-based Science Instruction   | Activity Type      | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
|--|--------------------|--------|-------|------------|------------|-------------------|--------------------|---|
| <p>Using data from science benchmarks, the school leader along with the staff will select and purchase scientific related resources to address the areas of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science class offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards or NGSS.</p> | Direct Instruction | Tier 1 |       | 09/05/2017 | 06/30/2018 | \$8500            | Title I Schoolwide | School leader, instructional coach, science staff |

### Strategy 2:

Data Driven Decision Making - In order to facilitate the achievement of all students, the Academy for Business and Technology is committed to data driven instruction. The staff will implement a systematic ongoing process of continuous improvement by interpreting data, identifying the causality of learning difficulties, and determining how to best use the data to identify the instructional strategies to obtain the goal of 80% proficiency. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance. The data team will do the following:

- Make data discussion a function of the departments to analyze data by grade level, content area, and school-wide
- Design Data Walls

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Academy for Business and Technology High School

- Communicate Standardized Testing results to staff in a timely manner to drive instruction and students & parents to inform families of individual growth.
- Consistent use of formative and summative assessments

Category: Science

Research Cited: Marzano based research on applying pre and post-assessments, New Generation Science Standards.

Tier: Tier 1

| Activity - Data Analysis   | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|---------------|--------|---------------|------------|------------|-------------------|---------------------|---|
| <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> | Evaluation    | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$0               | No Funding Required | Science instructional staff, instructional coach, school leader, support staff. |



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| Activity - Data Analysis Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$570             | Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Teaching the Common Core State Standards   | Activity Type      | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|---|--------------------|------|-------|------------|------------|-------------------|--|---|
| <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | Direct Instruction |      |       | 08/21/2017 | 06/30/2018 | \$15928           | Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Common Core Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|--|-----------------------|--------|-----------|------------|------------|-------|-------------------------------------|---|
| The staff will receive training on how to best implement the common core state standards/NGSS in their classrooms. These materials and professional developments will focus on Inquiry-based learning and instruction/assessment aligned with NGSS. This is essential for the M-Step conversion to NGSS by 2018. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards/NGSS. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The staff will study the content area text to study in a professional learning community (\$66). | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$226 | Title I Schoolwide, Title II Part A | Instructional staff, instructional coach, school leader |
|--|-----------------------|--------|-----------|------------|------------|-------|-------------------------------------|---|

| Activity - Content Area Reading   | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|---|--------------------|--------|---------|------------|------------|-------------------|--|---|
| All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT/MME & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. The science/health department will purchase and use various forms of literature for example magazines, books, journals and ect to help build literacy skills and content understanding of students. These resources could be in print and/or digital forms. Subscriptions need to be purchased for all-content areas to help implement this activity. M-step/SAT/MME preparation will occur throughout the year in content classes as well as Test Prep. Teacher will utilize various online programs, other software applications, or various printed test prep materials to prepare students. | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$6200            | Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Administration Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes. | Professional Learning | Tier 1 | Getting Ready | 09/05/2016 | 06/30/2017 | \$4500 | Title I Schoolwide, Title I Schoolwide, Title I Schoolwide | Administration |
|---|-----------------------|--------|---------------|------------|------------|--------|--|----------------|

### Strategy 3:

Multi-Tiered Systems of Support - In order to identify and remediate student learning gaps/behaviors, the staff will implement the components and strategies of the Response to Intervention and positive behavior intervention support models. Students in tier I receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists

Category: Science

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 3

| Activity - Effective Tier I Instruction   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------|--------|-----------|------------|------------|-------------------|--|--|
| As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.<br><br>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$3538            | Title I Schoolwide, Title I Schoolwide, Title I Schoolwide | School leader, coach, general education and special education teachers |

| Activity - Staff Training on the RtI Model   | Activity Type         | Tier | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible                     |
|--|-----------------------|------|---------------|------------|------------|-------------------|----------------------------------|---------------------------------------|
| The staff will be provided with professional development (\$180) on the RtI model. In addition, teachers will receive RtI training off-site (\$758). | Professional Learning |      | Getting Ready | 08/21/2017 | 06/30/2018 | \$938             | Title II Part A, Title II Part A | School leader and instructional coach |

| Activity - After School and Summer School Tutoring/ Credit Recovery | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|   |               |      |       |            |          |                   |                   |                   |

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|---|--------------------------|-------------|---------------|-------------------|-----------------|--------------------------|---------------------------|---|
| The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. | Academic Support Program | Tier 1      | Monitor       | 09/05/2017        | 06/30/2018      | \$42000                  | Title I Schoolwide, Other | School leader, instructional coach and instructional staff              |
| <b>Activity - Effective Tier II and III Instruction</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>  |
| The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.  | Academic Support Program | Tier 2      | Monitor       | 09/05/2017        | 06/30/2018      | \$6500                   | Title I Schoolwide        | Instructional staff, literacy coach, instructional coach, school leader |
| <b>Activity - Tier 1 Professional Development</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>  |
| Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.  | Professional Learning    | Tier 1      | Getting Ready | 08/21/2017        | 06/30/2018      | \$550                    | Title I Schoolwide        | School Leader, Instructional Coach, Instructional Staff.                |
| <b>Activity - Monitoring Student Behavior and Support of Expectations</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>  | <b>Staff Responsible</b>  |

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|  |                            |        |           |            |            |         |                                 |   |
|--|----------------------------|--------|-----------|------------|------------|---------|---------------------------------|---|
| Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806). | Behavioral Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$38018 | Section 31a, Title I Schoolwide | School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator |
|--|----------------------------|--------|-----------|------------|------------|---------|---------------------------------|---|

| Activity - Preparing Students for College and Career Readiness   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| A guidance counselor will assist students with college preparation and provide them with information regarding career readiness. | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$7170            | Section 31a       | School Leader, Dropout Prevention Coordinator, Guidance Counselor |

| Activity - Professional Development for Motivating Middle and High School Students   | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|----------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset. | Behavioral Support Program | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0               | Title I Schoolwide | School Leader, Instructional Coach, Instructional Staff, PBIS coach |

| Activity - Teacher training on Culturally Responsive Instruction   | Activity Type              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|----------------------------|--------|---------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will receive professional development that will help them acquire the tools and strategies which support learning for our diverse student population. | Behavioral Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$400             | Title II Part A   | Instructional Staff |

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### Strategy 4:

Revise the Full Inclusion Special Education Program - The special education team will work collaboratively with the general education teachers to increase the academic success of all special education students.

Category: Science

Research Cited: Issues Facing the Field of Learning Disabilities. Learning Disability Quarterly. February 1, 2000: 37-50.

Tier:

| Activity - Special Education and General Education Collaboration  | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|---|
| The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and RtI programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments. | Curriculum Development, Policy and Process | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$0               | Other             | School leader, instructional coach, teachers and support staff                    |
| Activity - Use of Special Education Support Staff   | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
| The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.   | Academic Support Program                   | Tier 1 | Monitor       | 09/05/2017 | 06/30/2018 | \$30000           | Special Education | School leader, instructional coach, general education and special education staff |
| Activity - Professional Development on Inclusion in Middle and High School  | Activity Type                              | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |

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|   |                       |        |         |            |            |     |                     |   |
|---|-----------------------|--------|---------|------------|------------|-----|---------------------|---|
| All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Monitor | 08/21/2017 | 06/30/2018 | \$0 | No Funding Required | School leader, instructional coach, general education and special education staff |
|---|-----------------------|--------|---------|------------|------------|-----|---------------------|---|

| Activity - Academic Lab  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|--|--------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, reteaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program | Tier 3 | Monitor | 09/05/2017 | 06/30/2018 | \$600             | Special Education | School leader, special education teaching staff |

### Strategy 5:

Alignment of curriculum, instruction, and assessment - It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for all Tier levels.

Category: Science

Research Cited: <http://www.naiku.net/category/we-are-naiku/>

Tier: Tier 1

| Activity - Curriculum Instruction and Assessment  | Activity Type | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|---|---------------|--------|---------------|------------|------------|-------------------|--|---|
| Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards/NGSS). | Evaluation    | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$1500            | Title I Schoolwide, Title I Schoolwide | School leader, instructional coach, instructional staff |

### Strategy 6:

Planning, Implementing, Monitoring, and Evaluating of School-wide Improvement Strategies - Assisting in the planning, implementing, monitoring, and evaluating of

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school-wide improvement strategies.

Category: Science

Tier: Tier 1

| Activity - School Improvement Coach   | Activity Type          | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible       |
|---|------------------------|--------|---------------|------------|------------|-------------------|--|-------------------------|
| The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development. | Curriculum Development | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$15000           | Title I Schoolwide, Title I Schoolwide | School improvement team |

### Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2017-2018 state assessment in Science by 06/30/2018 as measured by M-Step, SAT/MME, other state assessments, and other formative and summative assessments..

### Strategy 1:

Clear learning objectives for all students - Setting clear learning objectives for all students, including special education students

Category: Science

Research Cited: Marzano's high yield strategies

Tier:

| Activity - Collaboration between Special Education Teachers and General Education Staff   | Activity Type  | Tier | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                |
|---|--|------|---------------|------------|------------|-------------------|--------------------|--|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time. | Curriculum Development, Direct Instruction, Implementation, Academic Support Program |      | Getting Ready | 09/05/2017 | 06/30/2018 | \$0               | Title I Schoolwide | Special education staff, general education staff |



## Goal 4: All Students at Academy for Business and Technology Middle & High School will become proficient in math.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of 80% or higher in Mathematics by 06/30/2018 as measured by M-Step, SAT/MME, Other State Assessment, NWEA, and other formative and summative assessments..

### Strategy 1:

Data Driven Decision Making - In order to facilitate the achievement of all students, the Academy for Business and Technology is committed to data driven instruction . The staff will implement a systematic ongoing process of continuous improvement by interpreting data, identifying the causality of learning difficulties, and determining how to best use the data to identify the instructional strategies to obtain the goal of 80% proficiency. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance. The data team will do the following:

- Make data discussion a function of the departments to analyze data by grade level, content area, and school-wide
- Design Data Walls
- Communicate Standardized Testing results to staff in a timely manner to drive instruction and students & parents to inform families of individual growth.
- Consistent use of formative and summative assessments

### Category:

Research Cited: Bambrick-Santoyo, P. (2010). Driven By Data: A Practical Guide to Improve Instruction. San Francisco, CA: John Wiley & Sons Inc.The Learning and Learning Center. (2010). Data Teams Training Manual, 3rd Edition, Englewood, CO. Lead + Learn Press.

### Tier:

| Activity - Data Analysis | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|                          |               |      |       |            |          |                   |                   |                   |

## 2017-2018 School Improvement Plan

Academy for Business and Technology High School

|  |            |        |           |            |            |     |                     |  |
|--|------------|--------|-----------|------------|------------|-----|---------------------|--|
| <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> | Evaluation | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0 | No Funding Required | Math department, instructional coach, school leader, support staff |
|--|------------|--------|-----------|------------|------------|-----|---------------------|--|

| Activity - Data Analysis Professional Development  | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|--|-----------------------|--------|-------|------------|------------|-------------------|-------------------|---|
| <p>The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)</p> | Professional Learning | Tier 1 |       | 08/21/2017 | 06/30/2018 | \$570             | Title II Part A   | Instructional staff, instructional coach, school leader |

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| Activity - Teaching the Common Core State Standards  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible                                       |
|--|-----------------------|------|-------|------------|------------|-------------------|---|---|
| <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).<br/>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | Direct Instruction    |      |       | 08/21/2017 | 06/30/2018 | \$15928           | Title I Schoolwide , Title I Schoolwide | Instructional staff, instructional coach, school leader |
| Activity - Common Core Professional Development  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding                       | Staff Responsible                                       |
| <p>The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The mathematics staff will study a book chosen by the department to help better themselves and their instructional delivery in a the book professional learning community (\$66).</p>   | Professional Learning |      |       | 08/21/2017 | 06/30/2018 | \$226             | Title I Schoolwide , Title II Part A    | Instructional staff, instructional coach, school leader |

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| Activity - Content Area Reading   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|---|--|--------|-----------|------------|------------|-------------------|--|---|
| All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Magazine subscriptions will be purchased for all-content areas to help implement this activity. A high school test prep class is in place to prepare sophomores and juniors for the state assessment in April. | Direct Instruction   | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$6200            | Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |
| Activity - Math Coach   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
| A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.<br><br>Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.  | Curriculum Development, Professional Learning, Walkthrough | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$15914           | Title I Schoolwide                     | School Leader, Instructional Coach                      |
| Activity - Administration Professional Development  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
| The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.   | Professional Learning                                      | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$4500            | Title I Schoolwide, Title I Schoolwide | School leader, Instructional Coach                      |

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### Strategy 2:

Formative Assessment - Formative assessments (evidence through resources, lesson plans, pre/post test, assessments, lesson delivery/activities, etc) is a big idea that will assist us in the transformation. D.I. will be monitored to ensure all students are engaged and are making connections with subject matters on their readiness level and make connections to real life experiences through technology, hands-on activities, field trips, college tours, supplemental resources and research based best practices and strategies. We will use formative and summative assessments along with M-Step, SAT, NWEA, and online platforms to determine what resources/technology, personnel and programs need to be adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from instructional coach, mentor, lead teachers and school leaders on the progress of formative assessments in the classroom and how the data speaks to the lesson delivery and content.

Category: Mathematics

Research Cited: The Impact of Formative Assessment and Learning Intentions on Student Achievement

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

Tier: Tier 1

| Activity - Discovery Learning and Real World Application   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|--|--------------------|--------|-----------|------------|------------|-------------------|--|---|
| <p>Time will be devoted in every math classroom for student discovery of math concepts and real-world applications. Every math unit will incorporate time for student discovery. Teachers will need manipulatives, measuring tools, and technology to give students opportunities to experiment with, and make conclusions about, math facts and concepts (\$4865). Math teachers will incorporate real-world applications into every math unit. The math department and instructional coach will meet every month to determine the effectiveness of the use of discovery and real-life applications in their math classes. Effectiveness will be determined by results of daily problem, discussions with support staff and summative chapter assessments. Results will be shared with the school leader.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$5520            | Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |

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| Activity - Staff Training on Formative Assessment   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                       |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year. | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$1288            | Title II Part A   | Instructional staff, instructional coach, school leader |

| Activity - Integrating Technology  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                             | Staff Responsible                                       |
|--|---------------|--------|-----------|------------|------------|-------------------|---|---|
| The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports. | Technology    | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$7241            | Title I Schoolwide, Title I Schoolwide, Other | Instructional staff, instructional coach, school leader |

### Strategy 3:

Multi-Tiered System of Support - In order to identify and remediate student learning gaps/behaviors, the staff will implement the components and strategies of the Response to Intervention and positive behavior intervention support models. Students in tier I receive best practice instruction from the classroom teacher. Students in tiers II and III will receive additional assistance from intervention specialists.

PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that interfere with instruction. All staff will be trained on PBIS. A PBIS committee has been developed and meets monthly throughout the school year to ensure the program's effectiveness. A designated committee member will track data using the Log Entry and Discipline System and give monthly reports to the school improvement team (SIT).

Category: Learning Support Systems

Research Cited: RTI Network, Wayne RESA, MDE

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Tier: Tier 1

| Activity - Effective Tier I Instruction   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible                                       |
|---|--------------------|--------|-----------|------------|------------|-------------------|--|---|
| <p>As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon and Engaged NY for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Using summative assessments, formative assessments, benchmark data, and online assessment programs the mathematics department will create a list of skills that each student has a deficit in and in conjunction with the Common Core State Standards focus on these.</p> | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1941            | Title I Schoolwide, Title I Schoolwide | Instructional staff, instructional coach, school leader |

| Activity - Staff Training on the Rtl Model   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
|--|-----------------------|--------|-----------|------------|------------|-------------------|----------------------------------|--|
| The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book, | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$938             | Title II Part A, Title II Part A | Instructional staff, interventionist, instructional coach, school leader |

| Activity - After School and Summer School Tutoring/Credit Recovery  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school/credit recovery programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1955            | Title I Schoolwide | Instructional staff, interventionist, instructional coach, school leader |

| Activity - Effective Tier II and Tier III Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**2017-2018 School Improvement Plan**

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|   |                          |  |  |            |            |         |  |   |
|---|--------------------------|--|--|------------|------------|---------|--|---|
| <p>The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).</p> <p>A basic math course is in place for tier II and tier III students. Students will be chosen from the newly enrolled ABT high school students who score in the lowest 25% of their respective class on the NWEA, a nationally-normed test. By using the data from the NWEA results, staff will be able to identify students who need more instruction, presented in different ways, to acquire needed computational and problem-solving skills to be successful in higher level math classes. All the new students will take a placement test before the first day of the school year so they will be placed in the math class that best matches their computational and problem-solving skills. Two Title I teachers (\$39,535) will be needed to staff the basic math classes.</p> | Academic Support Program |  |  | 09/05/2017 | 06/30/2018 | \$41200 | Title I Schoolwide , Title I Schoolwide , Title I Schoolwide | Instructional staff, instructional coach, school leader |
|---|--------------------------|--|--|------------|------------|---------|--|---|

| Activity - Monitoring Student Behavior and Support of Expectations  | Activity Type              | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|----------------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| <p>Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).</p> | Behavioral Support Program | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$89128           | Section 31a       | School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists |

| Activity - Preparing Students for College and Career Readiness through Counseling   | Activity Type                   | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                 |
|---|---------------------------------|--------|---------|------------|------------|-------------------|--------------------|-----------------------------------|
| <p>A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.</p> | Career Preparation /Orientation | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$30372           | Title I Schoolwide | School Leader, Guidance Counselor |

| Activity - Professional Development for Motivating Middle and High School Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|  |               |      |       |            |          |                   |                   |                   |



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|   |                            |             |               |                   |                 |                          |  |  |
|---|----------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--|--|
| The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Professional Learning      | Tier 1      |               | 08/21/2017        | 06/30/2018      | \$1100                   | Title I Schoolwide, Title I Schoolwide | School Leader, Instructional Coach, Instructional Staff        |
| <b>Activity - Tier 1 Professional Development</b>   | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>               | <b>Staff Responsible</b>                                       |
| Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.  | Professional Learning      | Tier 1      | Getting Ready | 08/21/2017        | 06/30/2018      | \$550                    | Title I Schoolwide                     | School Leader, Instructional Coach, Instructional Staff        |
| <b>Activity - Planning with and use of Title I Paraprofessional</b>   | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>               | <b>Staff Responsible</b>                                       |
| An interventionist will use the data gathered by the Rtl team to target and assist with individual student needs. Grouping will be flexible. The interventionist will assist students will additional materials needed to address learning gaps. The students' progress will be monitored and reported back to the classroom teachers and the Rtl team. | Academic Support Program   | Tier 2      | Implement     | 09/05/2017        | 06/30/2018      | \$15914                  | Title II Part A                        | School Leader, Instructional Coach, Rtl Coordinator            |
| <b>Activity - Teacher Training on Culturally Responsive Instruction</b>   | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>               | <b>Staff Responsible</b>                                       |
| The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Behavioral Support Program | Tier 1      | Getting Ready | 08/21/2017        | 06/30/2018      | \$400                    | Title I Schoolwide                     | Instructional staff, Instructional coach, School Leader        |
| <b>Activity - Progress Monitoring</b>   | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>               | <b>Staff Responsible</b>                                       |
| AIMSweb will be administered by the interventionist and the assessment team as progress monitoring for interventions for Rtl. Data from the tests will be analyzed to determine growth.   | Behavioral Support Program | Tier 1      | Implement     | 09/05/2016        | 06/30/2017      | \$0                      | Title I Schoolwide                     | Interventionists, Rtl Team, Instructional Coach, School Leader |

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### Strategy 4:

Revise the Full Inclusion Special Education Program - The special education team will work collaboratively with the general education teachers to increase the academic success of all special education students.

Category:

Research Cited: Issues Facing the Field of Learning Disabilities. Learning Disability Quarterly. February 1, 2000: 37-50.

Tier:

| Activity - Special Education and General Education Collaboration   | Activity Type            | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|------|-----------|------------|------------|-------------------|-------------------|--|
| The special education teachers will collaborate weekly with the general education teachers with whom they work. The special education teachers will also collaborate weekly with the one-on-one aides with whom they work. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and individualized programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments. General education teachers will make lesson plans and materials available on a weekly basis | Policy and Process       |      |           | 08/21/2017 | 06/30/2018 | \$0               | Other             | School leader, instructional coach, general education and special education teachers/staff |
| Activity - Use of Special Education Support Staff  | Activity Type            | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
| The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.  | Academic Support Program |      | Implement | 09/05/2017 | 06/30/2018 | \$30000           | Special Education | School leader, instructional coach, general education and special education staff          |
| Activity - Professional Development on Inclusion in Middle and High School   | Activity Type            | Tier | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |

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|   |                       |        |           |            |            |     |                     |   |
|---|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|
| All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0 | No Funding Required | School leader, instructional coach, general education and special education staff |
|---|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Academic Lab   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, re-teaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program | Tier 3 | Implement | 09/05/2017 | 06/30/2018 | \$600             | Special Education | School leader, special education teaching staff |

### Strategy 5:

Alignment of curriculum, instruction, and assessment - It will drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.

Category: Mathematics

Research Cited: <http://www.naiku.net/category/we-are-naiku/>

Tier: Tier 1

| Activity - Curriculum, instruction and assessment  | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|--|--------------------------|--------|---------------|------------|------------|-------------------|--------------------|---|
| Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). | Academic Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$750             | Title I Schoolwide | School leader, Instructional Coach, Instructional Staff |

### Strategy 6:

Assisting in the planning, implementing, monitoring, and evaluating of school-wide improvement strategies - The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.

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Category: Mathematics

Tier: Tier 1

| Activity - School Improvement Coach  | Activity Type   | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                   |
|--|---|--------|-------|------------|------------|-------------------|--------------------|---|
| The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. | Curriculum Development, Policy and Process, Monitor, Implementation | Tier 1 |       | 08/21/2017 | 06/30/2018 | \$15000           | Title I Schoolwide | School Leader, Instructional Coach, Leadership Team |

### Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2017-18 state assessment in Mathematics by 06/30/2018 as measured by M-Step, SAT/MME, Other State Assessment, Scantron, and other formative and summative assessments...

### Strategy 1:

Clear learning objectives - Setting clear learning objectives for all students, including special education students.

Category: Mathematics

Research Cited: Marzano's high yield strategies

Tier: Tier 3

| Activity - Collaboration with general education teacher and special education teacher   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                       |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time. | Teacher Collaboration | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0               | Title I Schoolwide | School Leader, Instructional Coach, Instructional Staff |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

| Activity Name   | Activity Description  | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|---|--|--------|-----------|------------|------------|-------------------|--|
| After School and Summer School Tutoring/Credit Recovery | The after-school tutoring program will take place 2 days a week throughout the school year. A Department-wide tutoring volunteer program will take place during the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.  | Academic Support Program   | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$0               | Instructional staff, instructional coach, support staff, school leader |
| ELA Coach   | An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.<br><br>The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning | Curriculum Development, Implementation, Professional Learning, Walkthrough | Tier 1 | Monitor   | 08/21/2017 | 06/30/2018 | \$0               | Instructional staff, ELA Coach   |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|  |   |                           |  |  |                   |                   |            |   |
|--|---|---------------------------|--|--|-------------------|-------------------|------------|---|
| <p>Special Education and General Education Collaboration</p> | <p>The special education teachers will collaborate weekly with the general education teachers with whom they work. The special education teachers will also collaborate weekly with the one-on-one aides with whom they work. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and individualized programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments. General education teachers will make lesson plans and materials available on a weekly basis</p>   | <p>Policy and Process</p> |  |  | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School leader, instructional coach, general education and special education teachers/staff</p> |
| <p>Hands-on Learning</p>                                     | <p>Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Time will be embedded on some professional development days and in the daily schedule to allow for collaboration during the school year. Lesson plans will be based on Michigan standards and Common Core State Literacy Standards using the MAISA units in Atlas Rubicon. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> | <p>Direct Instruction</p> |  |  | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$0</p> | <p>Instructional Coach, Teachers &amp; Support Staff</p>  |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |  |   |               |                      |                   |                   |            |   |
|---|--|---|---------------|----------------------|-------------------|-------------------|------------|---|
| <p>After School and Summer School Tutoring/ Credit Recovery</p> | <p>The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.</p>   | <p>Academic Support Program</p>                   | <p>Tier 1</p> | <p>Monitor</p>       | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School leader, instructional coach and instructional staff</p>     |
| <p>Special Education and General Education Collaboration</p>    | <p>The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and RtI programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.</p> | <p>Curriculum Development, Policy and Process</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School leader, instructional coach, teachers and support staff</p> |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                        |  |            |        |           |            |            |     |   |
|------------------------|--|------------|--------|-----------|------------|------------|-----|---|
| Integrating Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$0 | Instructional staff, instructional coach, school leader |
|------------------------|--|------------|--------|-----------|------------|------------|-----|---|



**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                        |  |            |        |           |            |            |     |   |
|------------------------|--|------------|--------|-----------|------------|------------|-----|---|
| Integrating Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$0 | Instructional staff, instructional coach, school leader |
|------------------------|--|------------|--------|-----------|------------|------------|-----|---|

**Special Education**

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

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|  |   |                          |        |           |            |            |         |   |
|--|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Academic Lab                           | To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, reteaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies.  | Academic Support Program | Tier 3 | Implement | 09/05/2017 | 06/30/2018 | \$600   | School leader, special education teaching staff                                   |
| Academic Lab                           | To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, re-teaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program |        | Monitor   | 09/05/2017 | 06/30/2018 | \$600   | School leader, special education teaching staff                                   |
| Use of Special Education Support Staff | The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.   | Academic Support Program | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$30000 | School leader, instructional coach, general education and special education staff |

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Academy for Business and Technology High School

|  |   |                          |        |           |            |            |         |   |
|--|---|--------------------------|--------|-----------|------------|------------|---------|---|
| Use of Special Education Support Staff | The paraprofessionals will have an increase in classroom support built into their schedule (\$30,000)   | Academic Support Program | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$30000 | School leader, instructional coach, general education and special education staff |
| Use of Special Education Support Staff | The paraprofessionals will have an increase in classroom support built into their schedule (\$30,000)   | Academic Support Program |        | Monitor   | 09/05/2017 | 06/30/2018 | \$30000 | School leader, instructional coach, general education and special education staff |
| Academic Lab                           | To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, re-teaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program | Tier 3 | Implement | 09/05/2017 | 06/30/2018 | \$600   | School leader, special education teaching staff                                   |
| Use of Special Education Support Staff | The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.   | Academic Support Program |        | Implement | 09/05/2017 | 06/30/2018 | \$30000 | School leader, instructional coach, general education and special education staff |

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Academy for Business and Technology High School

|              |  |                          |        |         |            |            |       |   |
|--------------|--|--------------------------|--------|---------|------------|------------|-------|---|
| Academic Lab | To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, reteaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies. | Academic Support Program | Tier 3 | Monitor | 09/05/2017 | 06/30/2018 | \$600 | School leader, special education teaching staff |
|--------------|--|--------------------------|--------|---------|------------|------------|-------|---|

### Title III

| Activity Name   | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Professional Development on Inclusion in Middle and High School | All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$500             | School leader, instructional coach, general and special education staff |

### Title II Part A

| Activity Name                   | Activity Description   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                     |
|---------------------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|---------------------------------------|
| Staff Training on the Rtl Model | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). | Professional Learning | Tier 1 | Implement | 08/01/2017 | 06/30/2018 | \$758             | School leader and instructional coach |

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Academy for Business and Technology High School

|   |   |                            |        |               |            |            |        |  |
|---|---|----------------------------|--------|---------------|------------|------------|--------|--|
| Teacher training on Culturally Responsive Instruction | Teachers will receive professional development that will help them acquire the tools and strategies which support learning for our diverse student population.  | Behavioral Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$400  | Instructional Staff  |
| Administration Professional Development               | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.   | Professional Learning      | Tier 1 | Getting Ready | 08/01/2017 | 06/30/2018 | \$4500 | Administration   |
| Staff Training on Formative Assessment                | The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.   | Professional Learning      | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$1288 | School leader, instructional coach and general and special education teachers    |
| Staff Training on the Rtl Model                       | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).  | Professional Learning      |        | Getting Ready | 08/21/2017 | 06/30/2018 | \$758  | School leader and instructional coach  |
| Common Core Professional Development                  | The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The mathematics staff will study a book chosen by the department to help better themselves and their instructional delivery in a the book professional learning community (\$66). | Professional Learning      |        |               | 08/21/2017 | 06/30/2018 | \$160  | Instructional staff, instructional coach, school leader                          |
| Staff Training on Formative Assessment                | The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.   | Professional Learning      | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$1288 | School leader, instructional coach, support staff and general education teachers |

## 2017-2018 School Improvement Plan

Academy for Business and Technology High School

|   |   |                          |        |               |            |            |         |  |
|---|---|--------------------------|--------|---------------|------------|------------|---------|--|
| Data Analysis Professional Development            | The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)   | Professional Learning    | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$250   | Instructional staff, instructional coach, school leader                  |
| Staff Training on the RtI Model                   | The staff will be provided with professional development (\$180) on the RtI model. In addition, teachers will receive RtI training off-site (\$758). The staff will continue to utilize the study of the book,  | Professional Learning    | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$180   | Instructional staff, interventionist, instructional coach, school leader |
| Data Analysis Professional Development            | The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)   | Professional Learning    | Tier 1 |               | 08/21/2017 | 06/30/2018 | \$570   | Instructional staff, instructional coach, school leader                  |
| Planning with and use of Title I Paraprofessional | An interventionist will use the data gathered by the RtI team to target and assist with individual student needs. Grouping will be flexible. The interventionist will assist students will additional materials needed to address learning gaps. The students' progress will be monitored and reported back to the classroom teachers and the RtI team.   | Academic Support Program | Tier 2 | Implement     | 09/05/2017 | 06/30/2018 | \$15914 | School Leader, Instructional Coach, RtI Coordinator                      |
| Common Core Professional Development              | The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66). | Professional Learning    | Tier 1 | Monitor       | 08/21/2017 | 06/30/2018 | \$160   | Instructional coach, instructional staff, school leader                  |

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Academy for Business and Technology High School

|  |  |                       |        |           |            |            |        |   |
|--|--|-----------------------|--------|-----------|------------|------------|--------|---|
| Common Core Professional Development   | The staff will receive training on how to best implement the common core state standards/NGSS in their classrooms. These materials and professional developments will focus on Inquiry-based learning and instruction/assessment aligned with NGSS. This is essential for the M-Step conversion to NGSS by 2018. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards/NGSS. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The staff will study the content area text to study in a professional learning community (\$66). | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$160  | Instructional staff, instructional coach, school leader                       |
| Staff Training on the Rtl Model        | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).   | Professional Learning | Tier 1 | Implement | 08/01/2017 | 06/30/2018 | \$180  | School leader and instructional coach   |
| Staff Training on the MTSS Model       | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive MTSS training off-site (\$758).  | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$180  | School leader, instructional coach and general and special education teachers |
| Staff Training on the MTSS Model       | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive MTSS training off-site (\$758).  | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$758  | School leader, instructional coach and general and special education teachers |
| Staff Training on Formative Assessment | The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.  | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$1288 | Instructional staff, instructional coach, school leader                       |

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|   |   |                       |        |               |            |            |       |  |
|---|---|-----------------------|--------|---------------|------------|------------|-------|--|
| Data Analysis Professional Development  | The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)   | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$570 | Instructional staff, instructional coach, school leader                  |
| Staff Training on the Rtl Model         | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).  | Professional Learning |        | Getting Ready | 08/21/2017 | 06/30/2018 | \$180 | School leader and instructional coach                                    |
| Common Core Professional Development    | The staff will receive training on how to implement the common core state standards (\$160) and on how vertically align the curriculum (\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66). | Professional Learning | Tier 1 | Monitor       | 08/21/2017 | 06/30/2018 | \$575 | Instructional coach, instructional staff, school leader                  |
| Staff Training on the Rtl Model         | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book,  | Professional Learning | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$758 | Instructional staff, interventionist, instructional coach, school leader |
| Administration Professional Development | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.   | Professional Learning | Tier 1 | Getting Ready | 08/01/2017 | 06/30/2018 | \$0   | Administration   |



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|  |   |                       |        |               |            |            |        |  |
|--|---|-----------------------|--------|---------------|------------|------------|--------|--|
| Staff Training on Formative Assessment | The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.   | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$1288 | School leader, instructional coach, support staff and general education teachers |
| Common Core Professional Development   | The staff will receive training on how to implement of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The social studies staff will select a professional text, covering best practice instruction in social studies. This text will serve as a professional learning community for the social studies community (\$66). | Professional Learning | Tier 1 | Implement     | 09/05/2017 | 06/30/2018 | \$160  | Instructional staff, instructional coach, school leader                          |

**Title I Part A**

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

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Academy for Business and Technology High School

|                                      |  |                       |        |           |            |            |        |   |
|--------------------------------------|--|-----------------------|--------|-----------|------------|------------|--------|---|
| Content Area Reading                 | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200) | Direct Instruction    | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$1200 | Instructional staff, instructional coach, school leader |
| Common Core Professional Development | The staff will receive training on how to implement the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66).  | Professional Learning | Tier 1 | Monitor   | 08/21/2017 | 06/30/2018 | \$1099 | Instructional coach, instructional staff, school leader |

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|  |  |                       |        |               |            |            |       |   |
|--|--|-----------------------|--------|---------------|------------|------------|-------|---|
| Data Analysis Professional Development | The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/Advaned school improvement conferences. (\$139)  | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$320 | Instructional staff, instructional coach, school leader |
| Staff Training on the Rtl Model        | The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).   | Professional Learning | Tier 1 | Implement     | 08/01/2017 | 06/30/2018 | \$265 | School leader and instructional coach                   |
| Content Area Reading                   | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200) | Direct Instruction    | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$400 | Instructional staff, instructional coach, school leader |
| Tier I Professional Development        | Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.   | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$550 | School Leader, Instructional Coach, Instructional Staff |

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**No Funding Required**

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

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|                      |  |                   |               |                  |                   |                   |            |   |
|----------------------|--|-------------------|---------------|------------------|-------------------|-------------------|------------|---|
| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, summative assessments, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> | <p>Evaluation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>Math department, instructional coach, school leader, support staff</p> |
|----------------------|--|-------------------|---------------|------------------|-------------------|-------------------|------------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |   |                       |        |           |            |            |     |   |
|---|---|-----------------------|--------|-----------|------------|------------|-----|---|
| Professional Development on Inclusion in Middle and High School | All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0 | School leader, instructional coach, general and special education staff |
|---|---|-----------------------|--------|-----------|------------|------------|-----|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                      |  |                |               |                      |                   |                   |            |   |
|----------------------|--|----------------|---------------|----------------------|-------------------|-------------------|------------|---|
| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the</p> | <p>Monitor</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School Leader, Instructional Coach, Teachers &amp; Support Staff</p> |
|----------------------|--|----------------|---------------|----------------------|-------------------|-------------------|------------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|  |  |                              |               |                  |                   |                   |            |  |
|--|--|------------------------------|---------------|------------------|-------------------|-------------------|------------|--|
|  | <p>assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> |                              |               |                  |                   |                   |            |  |
| <p>Professional Development on Inclusion in Middle and High School</p> | <p>All staff will receive inclusion professional development throughout the school year (on-site or off-site.)</p>   | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School leader, instructional coach, general education and special education staff</p> |



**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                      |  |                   |               |                      |                   |                   |            |  |
|----------------------|--|-------------------|---------------|----------------------|-------------------|-------------------|------------|--|
| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance. Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding. The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the</p> | <p>Evaluation</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>Science instructional staff, instructional coach, school leader, support staff.</p> |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|--|--|---------------------------|---------------|----------------------|-------------------|-------------------|------------|---|
|  | <p>assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>   |                           |               |                      |                   |                   |            |   |
| <p>Special Education and General Education Collaboration</p> | <p>The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and RtI programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.</p> | <p>Policy and Process</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School leader, instructional coach, teachers and support staff</p> |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|  |  |   |  |  |                   |                   |            |   |
|--|--|---|--|--|-------------------|-------------------|------------|---|
| <p>Special Education and General Education Collaboration</p> | <p>The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and RtI programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.</p> | <p>Policy and Process, Academic Support Program</p> |  |  | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School leader, instructional coach, teachers and support staff</p> |
|--|--|---|--|--|-------------------|-------------------|------------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                      |  |   |               |                |                   |                   |            |   |
|----------------------|--|---|---------------|----------------|-------------------|-------------------|------------|---|
| <p>Data Analysis</p> | <p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p> | <p>Teacher Collaboration, Monitor, Evaluation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School Leader, Instructional Coach, Test Administrator, Teacher, &amp; Support Staff</p> |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |   |                       |        |           |            |            |     |   |
|---|---|-----------------------|--------|-----------|------------|------------|-----|---|
| Professional Development on Inclusion in Middle and High School | All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Monitor   | 08/21/2017 | 06/30/2018 | \$0 | School leader, instructional coach, general education and special education staff |
| Professional Development on Inclusion in Middle and High School | All staff will receive inclusion professional development throughout the school year (on-site or off-site.) | Professional Learning | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0 | School leader, instructional coach, general and special education staff           |

**Title I School Improvement (ISI)**

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

## 2017-2018 School Improvement Plan

Academy for Business and Technology High School

|   |  |   |        |           |            |            |        |  |
|---|--|---|--------|-----------|------------|------------|--------|--|
| Content Area Reading  | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200) | Direct Instruction                                | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$900  | Instructional staff, instructional coach, school leader                |
| After School and Summer School Tutoring/Credit Recovery                 | The after-school tutoring program will take place 2 days a week throughout the school year. A Department-wide tutoring volunteer program will take place during the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.   | Academic Support Program                          | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$3000 | Instructional staff, instructional coach, support staff, school leader |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.   | Behavioral Support Program, Professional Learning | Tier 1 |           | 08/21/2017 | 06/30/2018 | \$900  | School Leader, Instructional Coach, Instructional Staff                |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

**Section 31a**

| Activity Name   | Activity Description   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|--|--|--------|-----------|------------|------------|-------------------|---|
| Preparing Students for College and Career Readiness     | A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.   | Behavioral Support Program, Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$7170            | School Leader, Dropout Prevention Coordinator, Guidance Counselor                           |
| Monitoring Student Behavior and Support of Expectations | Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806). | Monitor, Behavioral Support Program                  | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$89128           | School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists |
| Monitoring Student Behavior and Support of Expectations | Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806). | Behavioral Support Program                           | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$89128           | School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |  |                            |        |           |            |            |         |   |
|---|--|----------------------------|--------|-----------|------------|------------|---------|---|
| Monitoring Student Behavior and Support of Expectations | Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806). | Behavioral Support Program | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$89128 | School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists   |
| Monitoring Student Behavior and Support of Expectations | Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806). | Behavioral Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$19009 | School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator |

**Title I Schoolwide**

| Activity Name                   | Activity Description   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---------------------------------|--|-----------------------|--------|---------------|------------|------------|-------------------|--|
| Tier 1 Professional Development | Instructional Staff will understand what best practices are strategies for effective tier 1 instruction. | Professional Learning | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$550             | School Leader, Instructional Coach, Instructional Staff. |



## 2017-2018 School Improvement Plan

Academy for Business and Technology High School

|  |  |                          |        |           |            |            |         |   |
|--|--|--------------------------|--------|-----------|------------|------------|---------|---|
| Tier 1 - Professional Development          | Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.   | Professional Learning    | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$550   | School leader, Instructional Coach, Instructional Staff |
| Curriculum Instruction and Assessment      | Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards).   | Technology, Evaluation   | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1500  | School leader, instructional coach, instructional staff |
| Effective Tier II and Tier III Instruction | The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).   | Academic Support Program | Tier 3 | Implement | 09/01/2017 | 06/30/2018 | \$11246 | Leader, coach and instructional staff                   |
| Common Core Professional Development       | The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The social studies staff will select a professional text, covering best practice instruction in social studies. This text will serve as a professional learning community for the social studies community (\$66). | Professional Learning    | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$66    | Instructional staff, instructional coach, school leader |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|  |  |                          |        |               |            |            |        |                                       |
|--|--|--------------------------|--------|---------------|------------|------------|--------|---------------------------------------|
| Administration Professional Development    | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.  | Professional Learning    | Tier 1 | Getting Ready | 09/05/2016 | 06/30/2017 | \$3000 | Administration                        |
| Effective Tier II and Tier III Instruction | The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$). | Academic Support Program | Tier 3 | Implement     | 09/01/2017 | 06/30/2018 | \$65   | Leader, coach and instructional staff |
| Administration Professional Development    | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.      | Professional Learning    | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$1500 | School leader, Instructional Coach    |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |  |   |  |                      |                   |                   |            |   |
|---|--|---|--|----------------------|-------------------|-------------------|------------|---|
| <p>Collaboration between Special Education Teachers and General Education Staff</p> | <p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p> | <p>Curriculum Development, Direct Instruction, Implementation, Academic Support Program</p> |  | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>Special education staff, general education staff</p> |
|---|--|---|--|----------------------|-------------------|-------------------|------------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |  |                    |        |           |            |            |       |   |
|---|--|--------------------|--------|-----------|------------|------------|-------|---|
| Discovery Learning and Real World Application | <p>Time will be devoted in every math classroom for student discovery of math concepts and real-world applications. Every math unit will incorporate time for student discovery. Teachers will need manipulatives, measuring tools, and technology to give students opportunities to experiment with, and make conclusions about, math facts and concepts (\$4865). Math teachers will incorporate real-world applications into every math unit. The math department and instructional coach will meet every month to determine the effectiveness of the use of discovery and real-life applications in their math classes. Effectiveness will be determined by results of daily problem, discussions with support staff and summative chapter assessments. Results will be shared with the school leader.</p> | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$655 | Instructional staff, instructional coach, school leader |
|   | <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p>  |                    |        |           |            |            |       |   |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                        |  |            |        |           |            |            |        |   |
|------------------------|--|------------|--------|-----------|------------|------------|--------|---|
| Integrating Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1212 | Instructional staff, instructional coach, school leader |
|------------------------|--|------------|--------|-----------|------------|------------|--------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|   |   |  |               |                |                   |                   |                |  |
|---|---|--|---------------|----------------|-------------------|-------------------|----------------|--|
| <p>Effective Tier II and Tier III Instruction</p>                             | <p>The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).</p> <p>A basic math course is in place for tier II and tier III students. Students will be chosen from the newly enrolled ABT high school students who score in the lowest 25% of their respective class on the NWEA, a nationally-normed test. By using the data from the NWEA results, staff will be able to identify students who need more instruction, presented in different ways, to acquire needed computational and problem-solving skills to be successful in higher level math classes. All the new students will take a placement test before the first day of the school year so they will be placed in the math class that best matches their computational and problem-solving skills. Two Title I teachers (\$39,535) will be needed to staff the basic math classes.</p> | <p>Academic Support Program</p>        |               |                | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$39535</p> | <p>Instructional staff, instructional coach, school leader</p> |
| <p>Preparing Students for College and Career Readiness through Counseling</p> | <p>A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.</p>   | <p>Career Preparation /Orientation</p> | <p>Tier 1</p> | <p>Monitor</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$30372</p> | <p>School leader and guidance counselor</p>                    |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

|                          |   |                           |               |                      |                   |                   |                |   |
|--------------------------|---|---------------------------|---------------|----------------------|-------------------|-------------------|----------------|---|
| <p>Hands-On Learning</p> | <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> | <p>Direct Instruction</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$15700</p> | <p>School leader, instructional coach, Title I staff and 31a staff, general education and special education staff</p> |
|--------------------------|---|---------------------------|---------------|----------------------|-------------------|-------------------|----------------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| <p>Real World Learning and Discovery</p> | <p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational critical-</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$3471</p> | <p>Science department staff, academic coach, school leader, support staff.</p> |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|  | <p>proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> |  |  |  |  |  |  |  |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|------------------------|---|------------|--------|-----------|------------|------------|---------|---|
| Integrating Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 08/01/2017 | 06/30/2018 | \$17000 | Instructional staff, instructional coach, school leader |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| <p>Collaboration with general education teacher and special education teacher</p> | <p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p> | <p>Teacher Collaboration</p>  | <p>Tier 1</p> | <p>Implement</p>     | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School Leader, Instructional Coach, Instructional Staff</p> |
| <p>School Improvement Coach</p>   | <p>The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.</p>   | <p>Curriculum Development, Policy and Process, Supplemental Materials</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School improvement team</p>                                 |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| <p>Effective Tier II and Tier III Instruction</p> | <p>The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).</p> <p>A basic math course is in place for tier II and tier III students. Students will be chosen from the newly enrolled ABT high school students who score in the lowest 25% of their respective class on the NWEA, a nationally-normed test. By using the data from the NWEA results, staff will be able to identify students who need more instruction, presented in different ways, to acquire needed computational and problem-solving skills to be successful in higher level math classes. All the new students will take a placement test before the first day of the school year so they will be placed in the math class that best matches their computational and problem-solving skills. Two Title I teachers (\$39,535) will be needed to staff the basic math classes.</p> | <p>Academic Support Program</p> |               |                      | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$1500</p> | <p>Instructional staff, instructional coach, school leader</p> |
| <p>Tier 1 Professional Development</p>            | <p>Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.</p>   | <p>Professional Learning</p>    | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$550</p>  | <p>School Leader, Instructional Coach, Instructional Staff</p> |

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Academy for Business and Technology High School

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| Common Core Professional Development | The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The mathematics staff will study a book chosen by the department to help better themselves and their instructional delivery in a the book professional learning community (\$66). | Professional Learning |  |  | 08/21/2017 | 06/30/2018 | \$66 | Instructional staff, instructional coach, school leader |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|------------------------|--|------------|--------|-----------|------------|------------|--------|---|
| Integrating Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$6029 | Instructional staff, instructional coach, school leader |
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## 2017-2018 School Improvement Plan

Academy for Business and Technology High School

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| Effective Tier I Instruction                            | As a school, station-based learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259).  | Direct Instruction       | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1259 | School leader, coach, general education and special education teachers   |
| After School and Summer School Tutoring/Credit Recovery | The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school/credit recovery programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.  | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1955 | Instructional staff, interventionist, instructional coach, school leader |
| Effective Tier II and III Instruction                   | The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.   | Academic Support Program | Tier 2 | Monitor   | 09/05/2017 | 06/30/2018 | \$6500 | Instructional staff, literacy coach, instructional coach, school leader  |
| Effective Tier II and Tier III Instruction              | The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$). | Academic Support Program | Tier 3 | Implement | 09/01/2017 | 06/30/2018 | \$6390 | Leader, coach and instructional staff                                    |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| Administration Professional Development | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.   | Professional Learning  | Tier 1 |               | 08/21/2017 | 06/30/2018 | \$1500 | Administration                     |
| Administration Professional Development | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes. | Professional Learning  | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$3000 | School leader, Instructional Coach |
| School Improvement Coach                | The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.   | Curriculum Development | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$0    | School improvement team            |



**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| <p>Integrating Technology</p> | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | <p>Technology</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$10000</p> | <p>Instructional staff, instructional coach, school leader</p> |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|--|--|---------------------------------|--------|-----------|------------|------------|---------|---|
| Integrating Technology   | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology                      | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$1212  | Instructional staff, instructional coach, school leader |
| Preparing Students for College and Career Readiness through Counseling | <p>A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.</p>  | Career Preparation /Orientation | Tier 1 | Monitor   | 09/05/2017 | 06/30/2018 | \$30372 | School Leader, Guidance Counselor                       |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| Content Area Reading | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Magazine subscriptions will be purchased for all-content areas to help implement this activity. A high school test prep class is in place to prepare sophomores and juniors for the state assessment in April. | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$5700 | Instructional staff, instructional coach, school leader |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| Content Area Reading                                     | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT/MME & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. The science/health department will purchase and use various forms of literature for example magazines, books, journals and ect to help build literacy skills and content understanding of students. These resources could be in print and/or digital forms. Subscriptions need to be purchased for all-content areas to help implement this activity. M-step/SAT/MME preparation will occur throughout the year in content classes as well as Test Prep. Teacher will utilize various online programs, other software applications, or various printed test prep materials to prepare students. | Direct Instruction   | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$500   | Instructional staff, instructional coach, school leader    |
| After School and Summer School Tutoring/ Credit Recovery | The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.   | Academic Support Program   | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$42000 | School leader, instructional coach and instructional staff |
| ELA Coach  | An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.<br><br>The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning   | Curriculum Development, Implementation, Professional Learning, Walkthrough | Tier 1 | Monitor | 08/21/2017 | 06/30/2018 | \$15914 | Instructional staff, ELA Coach                             |

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p> | Direct Instruction |  |  | 08/21/2017 | 06/30/2018 | \$2376 | Instructional staff, instructional coach, school leader |
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Academy for Business and Technology High School

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|  | <p>instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).<br/>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> |  |  |  |  |  |  |  |
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Academy for Business and Technology High School

|                      |   |                    |        |           |            |            |       |   |
|----------------------|---|--------------------|--------|-----------|------------|------------|-------|---|
| Content Area Reading | <p>All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT &amp; M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step &amp; SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200)</p> | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$500 | Instructional staff, instructional coach, school leader |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| <p>Real World Learning and Discovery</p> | <p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational critical-</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$655</p> | <p>Science department staff, academic coach, school leader, support staff.</p> |
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|  | <p>proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> |  |  |  |  |  |  |  |
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Academy for Business and Technology High School

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| Integrating Technology | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$7362 | Instructional staff, instructional coach, school leader |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p> | Direct Instruction |  |  | 08/21/2017 | 06/30/2018 | \$13552 | Instructional staff, instructional coach, school leader |
|--|---|--------------------|--|--|------------|------------|---------|---|

**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|---|--|---|--------|---------------|------------|------------|--------|---|
|   | instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.  |   |        |               |            |            |        |   |
| Common Core Professional Development                                    | The staff will receive training on how to best implement the common core state standards/NGSS in their classrooms. These materials and professional developments will focus on Inquiry-based learning and instruction/assessment aligned with NGSS. This is essential for the M-Step conversion to NGSS by 2018. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards/NGSS. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The staff will study the content area text to study in a professional learning community (\$66). | Professional Learning                             | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$66   | Instructional staff, instructional coach, school leader |
| Administration Professional Development                                 | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.  | Professional Learning                             | Tier 1 | Getting Ready | 09/05/2016 | 06/30/2017 | \$1500 | Administration  |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.   | Behavioral Support Program, Professional Learning | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$0    | School leader, instructional coach, instructional staff |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.   | Professional Learning                             | Tier 1 |               | 08/21/2017 | 06/30/2018 | \$700  | School Leader, Instructional Coach, Instructional Staff |

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Academy for Business and Technology High School

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|---|---|---|--------|---------------|------------|------------|-------|---|
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Professional Learning                             | Tier 1 |               | 08/21/2017 | 06/30/2018 | \$400 | School Leader, Instructional Coach, Instructional Staff |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Behavioral Support Program, Professional Learning | Tier 1 |               | 08/21/2017 | 06/30/2018 | \$0   | School Leader, Instructional Coach, Instructional Staff |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Behavioral Support Program, Professional Learning | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$250 | School leader, instructional coach, instructional staff |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Behavioral Support Program, Professional Learning | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$850 | School leader, instructional coach, instructional staff |
| Data Analysis Professional Development                                  | The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139) | Professional Learning                             | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$570 | Instructional staff, instructional coach, school leader |

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Academy for Business and Technology High School

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|-------------------------------------|---|---|---------------|----------------------|-------------------|-------------------|--------------|---|
| <p>Effective Tier I Instruction</p> | <p>As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon and Engaged NY for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Using summative assessments, formative assessments, benchmark data, and online assessment programs the mathematics department will create a list of skills that each student has a deficit in and in conjunction with the Common Core State Standards focus on these.</p> | <p>Direct Instruction</p>   | <p>Tier 1</p> | <p>Implement</p>     | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$682</p> | <p>Instructional staff, instructional coach, school leader</p>              |
| <p>Monitoring</p>                   | <p>The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.</p>  | <p>Communication, Academic Support Program, Recruitment and Retention</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$0</p>   | <p>School Leader, Dropout Prevention Coordinator, and Homeless Liaison.</p> |

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|---|---|---------------------------------|---------------|------------------|-------------------|-------------------|---------------|--|
| <p>Teaching the Common Core State Standards</p>   | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | <p>Direct Instruction</p>       | <p>Tier 1</p> | <p>Monitor</p>   | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$2276</p> | <p>Instructional coach, instructional staff, school leader</p> |
| <p>Effective Tier II and Tier III Instruction</p> | <p>The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.</p>   | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$1706</p> | <p>Instructional staff, instructional coach, school leader</p> |

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|   |  |                    |        |           |            |            |        |   |
|---|--|--------------------|--------|-----------|------------|------------|--------|---|
| Discovery Learning and Real World Application | <p>Time will be devoted in every math classroom for student discovery of math concepts and real-world applications. Every math unit will incorporate time for student discovery. Teachers will need manipulatives, measuring tools, and technology to give students opportunities to experiment with, and make conclusions about, math facts and concepts (\$4865). Math teachers will incorporate real-world applications into every math unit. The math department and instructional coach will meet every month to determine the effectiveness of the use of discovery and real-life applications in their math classes. Effectiveness will be determined by results of daily problem, discussions with support staff and summative chapter assessments. Results will be shared with the school leader.</p> | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$4865 | Instructional staff, instructional coach, school leader |
|   | <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p>  |                    |        |           |            |            |        |   |



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Academy for Business and Technology High School

|                                     |   |                               |               |                      |                   |                   |                |   |
|-------------------------------------|---|-------------------------------|---------------|----------------------|-------------------|-------------------|----------------|---|
| <p>Effective Tier I Instruction</p> | <p>As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon and Engaged NY for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Using summative assessments, formative assessments, benchmark data, and online assessment programs the mathematics department will create a list of skills that each student has a deficit in and in conjunction with the Common Core State Standards focus on these.</p> | <p>Direct Instruction</p>     | <p>Tier 1</p> | <p>Implement</p>     | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$1259</p>  | <p>Instructional staff, instructional coach, school leader</p>                |
| <p>Effective Tier I Instruction</p> | <p>As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.</p> <p>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials</p>  | <p>Direct Instruction</p>     | <p>Tier 1</p> | <p>Implement</p>     | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$1597</p>  | <p>School leader, coach, general education and special education teachers</p> |
| <p>School Improvement Coach</p>     | <p>The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.</p>  | <p>Curriculum Development</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$15000</p> | <p>School improvement team</p>  |

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|   |   |                          |        |           |            |            |       |   |
|---|---|--------------------------|--------|-----------|------------|------------|-------|---|
| Professional Development on Inclusion in Middle and High School | All staff will receive inclusion professional development throughout the school year (on-site or off-site.)   | Professional Learning    | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$500 | School leader, instructional coach, general and special education staff |
| Effective Tier II and Tier III Instruction                      | <p>The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).</p> <p>A basic math course is in place for tier II and tier III students. Students will be chosen from the newly enrolled ABT high school students who score in the lowest 25% of their respective class on the NWEA, a nationally-normed test. By using the data from the NWEA results, staff will be able to identify students who need more instruction, presented in different ways, to acquire needed computational and problem-solving skills to be successful in higher level math classes. All the new students will take a placement test before the first day of the school year so they will be placed in the math class that best matches their computational and problem-solving skills. Two Title I teachers (\$39,535) will be needed to staff the basic math classes.</p> | Academic Support Program |        |           | 09/05/2017 | 06/30/2018 | \$165 | Instructional staff, instructional coach, school leader                 |

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| Monitoring   | The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.  | Communication, Academic Support Program, Recruitment and Retention | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$15000 | School Leader, Dropout Prevention Coordinator, and Homeless Liaison    |
| Effective Tier I Instruction   | As a school, student-centered teaching for learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.<br><br>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials | Direct Instruction   | Tier 1 | Implement     | 09/05/2017 | 06/30/2018 | \$1259  | School leader, coach, general education and special education teachers |
| School Improvement Coach   | The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.  | Curriculum Development, Policy and Process, Supplemental Materials | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$15000 | School improvement team  |
| Preparing Students for College and Career Readiness through Counseling | A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.   | Career Preparation /Orientation                                    | Tier 1 | Monitor       | 09/05/2017 | 06/30/2018 | \$30372 | School Leader, Guidance Counselor                                      |
| Administration Professional Development                                | The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.  | Professional Learning  | Tier 1 | Getting Ready | 09/05/2016 | 06/30/2017 | \$0     | Administration   |

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|--|---|--------------------|--|--|------------|------------|--------|---|
| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p> | Direct Instruction |  |  | 08/21/2017 | 06/30/2018 | \$2376 | Instructional staff, instructional coach, school leader |
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|---------------------------------------|--|------------------------------------|--------|---------------|------------|------------|--------|---|
|                                       | instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).<br>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year. |                                    |        |               |            |            |        |   |
| Curriculum Instruction and Assessment | Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards).   | Curriculum Development, Technology | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$750  | School Leader, Instructional Coach, Instructional Staff |
| Curriculum Instruction and Assessment | Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards/NGSS).  | Evaluation                         | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$1500 | School leader, instructional coach, instructional staff |

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|   |   |                                   |               |                  |                   |                   |              |   |
|---|---|-----------------------------------|---------------|------------------|-------------------|-------------------|--------------|---|
| <p>Teaching the Common Core State Standards</p> | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | <p>Direct Instruction</p>         | <p>Tier 1</p> | <p>Monitor</p>   | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$100</p> | <p>Instructional coach, instructional staff, school leader</p>        |
| <p>Progress Monitoring</p>                      | <p>AIMSweb will be administered by the interventionist and the assessment team as progress monitoring for interventions for RtI. Data from the tests will be analyzed to determine growth.</p>  | <p>Behavioral Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2016</p> | <p>06/30/2017</p> | <p>\$0</p>   | <p>Interventionists, RtI Team, Instructional Coach, School Leader</p> |

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|---|--|------------------------------|---------------|----------------------|-------------------|-------------------|------------|--|
| <p>Collaboration with general education teacher and special education teacher</p> | <p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p> | <p>Teacher Collaboration</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>School Leader, Instructional Coach, Instructional Staff</p> |
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|--|--|--------------------|--------|-----------|------------|------------|---------|---|
| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The</p> | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$13552 | Instructional staff, instructional coach, school leader |
|--|--|--------------------|--------|-----------|------------|------------|---------|---|



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|--|---|--|--------|---------------|------------|------------|---------|---|
|  | <p>them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>  |  |        |               |            |            |         |   |
| Effective Tier II and Tier III Instruction | <p>The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).</p> | Academic Support Program                                   | Tier 3 | Implement     | 09/01/2017 | 06/30/2018 | \$1500  | Leader, coach and instructional staff                   |
| Curriculum, instruction and assessment     | <p>Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards).</p>   | Academic Support Program                                   | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$750   | School leader, Instructional Coach, Instructional Staff |
| Math Coach                                 | <p>A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.</p> <p>Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.</p>   | Curriculum Development, Professional Learning, Walkthrough | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$15914 | School Leader, Instructional Coach                      |

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|   |  |                            |        |               |            |            |        |  |
|---|--|----------------------------|--------|---------------|------------|------------|--------|--|
| Teacher Training on Culturally Responsive Instruction | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.   | Behavioral Support Program | Tier 1 | Getting Ready | 08/21/2017 | 06/30/2018 | \$400  | Instructional staff, Instructional coach, School Leader                              |
| Effective Tier I Instruction                          | As a school, station-based learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259).  | Direct Instruction         | Tier 1 | Implement     | 09/05/2017 | 06/30/2018 | \$1259 | School leader, instructional coach, general education and special education teachers |
| Content Area Reading                                  | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Magazine subscriptions will be purchased for all-content areas to help implement this activity. A high school test prep class is in place to prepare sophomores and juniors for the state assessment in April. | Direct Instruction         | Tier 1 | Implement     | 08/21/2017 | 06/30/2018 | \$500  | Instructional staff, instructional coach, school leader                              |

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Academy for Business and Technology High School

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| <p>Real World Learning and Discovery</p> | <p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational critical-</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$655</p> | <p>Science department staff, academic coach, school leader, support staff.</p> |
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Academy for Business and Technology High School

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|  | <p>proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> |  |  |  |  |  |  |  |
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**2017-2018 School Improvement Plan**

Academy for Business and Technology High School

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|--|---|--------------------|--------|---------|------------|------------|---------|---|
| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> | Direct Instruction | Tier 1 | Monitor | 08/21/2017 | 06/30/2018 | \$13552 | Instructional coach, instructional staff, school leader |
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| Common Core Professional Development                                    | The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66). | Professional Learning      | Tier 1 | Monitor   | 08/21/2017 | 06/30/2018 | \$66  | Instructional coach, instructional staff, school leader             |
| Effective Tier II and Tier III Instruction                              | The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.  | Academic Support Program   | Tier 2 | Implement | 09/05/2017 | 06/30/2018 | \$100 | Instructional staff, instructional coach, school leader             |
| Professional Development for Motivating Middle and High School Students | The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.  | Behavioral Support Program | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$0   | School Leader, Instructional Coach, Instructional Staff, PBIS coach |

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Academy for Business and Technology High School

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|----------------------|---|--------------------|--------|-----------|------------|------------|-------|---|
| Content Area Reading | <p>All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT &amp; M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step &amp; SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200)</p> | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$300 | Instructional staff, instructional coach, school leader |
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|--|---|--------------------|--|--|------------|------------|---------|---|
| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p> | Direct Instruction |  |  | 08/21/2017 | 06/30/2018 | \$13552 | Instructional staff, instructional coach, school leader |
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Academy for Business and Technology High School

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|                                   | <p>instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).<br/>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>   |   |        |               |            |            |         |   |
| School Improvement Coach          | <p>The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.</p> | Curriculum Development, Policy and Process, Monitor, Implementation | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$19500 | School Leader, Instructional Coach, Leadership Team |
| Inquiry-based Science Instruction | <p>Using data from science benchmarks, the school leader along with the staff will select and purchase scientific related resources to address the areas of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science class offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards or NGSS.</p>   | Direct Instruction  | Tier 1 |               | 09/05/2017 | 06/30/2018 | \$8500  | School leader, instructional coach, science staff   |

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| Content Area Reading                                    | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT/MME & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. The science/health department will purchase and use various forms of literature for example magazines, books, journals and ect to help build literacy skills and content understanding of students. These resources could be in print and/or digital forms. Subscriptions need to be purchased for all-content areas to help implement this activity. M-step/SAT/MME preparation will occur throughout the year in content classes as well as Test Prep. Teacher will utilize various online programs, other software applications, or various printed test prep materials to prepare students. | Direct Instruction       | Tier 1 | Monitor | 09/05/2017 | 06/30/2018 | \$5700  | Instructional staff, instructional coach, school leader    |
| After School and Summer School Tutoring/Credit Recovery | The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.   | Academic Support Program | Tier 2 | Monitor | 09/05/2017 | 06/30/2018 | \$42000 | School leader, instructional coach and instructional staff |

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|---------------------------------------|--|------------------------|--------|-----------|------------|------------|-------|---|
| Content Area Reading                  | All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200) | Direct Instruction     | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$200 | Instructional staff, instructional coach, school leader |
| Curriculum Instruction and Assessment | Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards).   | Technology, Evaluation | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$0   | School leader, instructional coach, instructional staff |

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| Content Area Reading         | <p>All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT &amp; M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step &amp; SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200)</p> | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$3200 | Instructional staff, instructional coach, school leader                |
| Effective Tier I Instruction | <p>As a school, student-centered teaching for learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.</p> <p>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials</p>   | Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$682  | School leader, coach, general education and special education teachers |

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| <p>Integrating Technology</p> | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | <p>Technology</p>   | <p>Tier 1</p> | <p>Implement</p>     | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$1212</p>  | <p>Instructional staff, instructional coach, school leader</p>              |
| <p>Monitoring</p>             | <p>The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.</p>   | <p>Communication, Academic Support Program, Recruitment and Retention</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$15000</p> | <p>School Leader, Dropout Prevention Coordinator, and Homeless Liaison.</p> |

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| Teaching the Common Core State Standards | <p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> <li>- Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills.</li> <li>- Develop common assessments that will provide evidence of student learning.</li> <li>- Develop/adjust year at a glance maps and pacing guides.</li> <li>- Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected.</li> </ul> <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The</p> | Direct Instruction | Tier 1 | Implement | 08/21/2017 | 06/30/2018 | \$100 | Instructional staff, instructional coach, school leader |
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|  | <p>them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p> |  |  |  |  |  |  |  |
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|---|--|---|--------|-----------|------------|------------|--------|---|
| Integrating Technology  | <p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p> | Technology  | Tier 1 | Implement | 09/05/2017 | 06/30/2018 | \$7362 | Instructional staff, instructional coach, school leader |
| Professional Development for Motivating Middle and High School Students | <p>The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.</p>  | Behavioral Support Program, Professional Learning | Tier 1 |           | 08/21/2017 | 06/30/2018 | \$200  | School Leader, Instructional Coach, Instructional Staff |



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| Planning with and use of Title I Paraprofessional | Progress monitoring of the assessment data will be used to move students within the tiers of the RtI model. The Title I paraprofessional will provide targeted instruction.  | Academic Support Program  | Tier 2 | Implement     | 08/01/2017 | 06/30/2018 | \$26762 | School leader, instructional coach, Title one support staff |
| Effective Tier II and Tier III Instruction        | The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$). | Academic Support Program  | Tier 3 | Implement     | 09/01/2017 | 06/30/2018 | \$100   | Leader, coach and instructional staff                       |
| School Improvement Coach                          | The school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs.   | Curriculum Development, Policy and Process, Monitor, Implementation | Tier 1 |               | 08/21/2017 | 06/30/2018 | \$15000 | School Leader, Instructional Coach, Leadership Team         |
| Curriculum Instruction and Assessment             | Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards/NGSS).  | Evaluation  | Tier 1 | Getting Ready | 09/05/2017 | 06/30/2018 | \$0     | School leader, instructional coach, instructional staff     |

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| <p>Collaboration between Special Education Teachers and General Education Staff</p> | <p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p> | <p>Curriculum Development, Academic Support Program</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/21/2017</p> | <p>06/30/2018</p> | <p>\$0</p>     | <p>Special education staff, general education staff</p>  |
| <p>Monitoring Student Behavior and Support of Expectations</p>                      | <p>Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).</p>  | <p>Behavioral Support Program</p>                       | <p>Tier 1</p> | <p>Implement</p>     | <p>09/05/2017</p> | <p>06/30/2018</p> | <p>\$19009</p> | <p>School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator</p> |