



School Improvement Plan

**Academy for Business and Technology High
School**

Academy for Business and Technology

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Introduction

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

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Improvement Plan Assurance

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Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

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Title I Schoolwide Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by the school improvement team (SIT). The school improvement team includes all instructional staff. In addition, other stakeholder groups have been invited to attend SIT meetings, including support staff, administration, parents, and students.

For the comprehensive needs assessment, data was presented to the school improvement team. The team then broke up into departments and each department analyzed the data, specific to the subject taught. The full school improvement team then reconvened, and each department presented their data, so the greatest areas of need and strength could be determined holistically. The team entered the improvement process, discussing where the Academy was, where it needed to be, and how to get there.

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

Surveys were conducted for staff, students, and parents. For the staff, the highest indicators focused on high expectations from school leadership and data analysis, while the lowest indicators involved a lack of cohesive, research-based instructional and assessment practices of teachers throughout the building. Student results had the highest indicators in the area of relationships with staff and challenging curriculum and the lowest indicators involved having a variety of interesting activities to participate in after school. We did not receive any parent survey results. However, anecdotal evidence suggests parents are most satisfied with the family-oriented school environment and are least satisfied with communication and resources.

We did not complete the school systems review this school year, as it was not required. However, staff were most satisfied with processes for acquiring resources and data analysis and were least satisfied with communication and discipline matters. This information was derived from professional reflection conversations.

The data from this testing cycle will be used as baseline data, this is the data on which the proficiency targets will be based. Upon reviewing the most recent data (2016-2017), our areas of strength include improvement in science and social studies, ELA proficiency, and performance of Hispanic students. Our areas of improvement include all subject areas and the performance of students with disabilities. These results indicate that there is a great need to improve training for general and special education teachers in the areas of supporting students with disabilities and using effective, research-based tier one strategies.

The student enrollment for the current school year is 258 students. This represents an decrease from the previous two school years where enrollment was 290 (SY17-18) and 308 (SY 16-17). The student enrollment numbers determine how many teachers we have employed as well as the amount of resources the academy has available. This decline in enrollment may have occurred because of student mobility, transportation issues, and staff turnover. Although our daily attendance rate and attendance rate for chronically absent students has increased, we would still like to improve these numbers. Our teacher and school leaders demographic data suggest that our leadership team has a wealth of experience whereas most of our teachers have between 0 and 3 years of experience. The experience at the leadership level can be used to support teachers with limited experience when necessary.

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

The school's goals are connected to the priority needs and the needs assessment by identifying which content areas and student groups are the greatest areas of concern. When looking at the state objectives, the Academy for Business and Technology High School did not meet the objectives for students with disabilities and also needs to improve the achievement of all students in all subject areas. The school improvement plan contains goals for improving the proficiency in each of the subject areas through our school wide strategies of MTSS, data driven decision-making, and formative assessment to drive research-based instruction. Each subject area also addresses meeting the needs of students with disabilities.

According to the perception data, the issue of student disrespect continues to be a problem. Log entry data supports this with the highest amount of referrals being written for defiance/disrespect. Therefore, we have included PBIS professional development for our staff within our school improvement plan.

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

We have a goal to increase the proficiency of students in each subject area. These goals will be accomplished by utilizing the strategies outlined in our school improvement plan. The three overarching strategies we have chosen are data driven decision-making, multi-tiered system of support (MTSS), and formative assessments. Data driven decision making is a key strategy in this plan. Data forms the basis for instructional learning cycles (ILC). These ILC's are designed to use data to meet the needs of all students. During the ILC process, a key skill is identified by looking at benchmark data. The students are pre-tested on that skill and the data from the pre-test is analyzed. The instructional staff is then able to identify students who are already proficient in the skill and which students will need extra help. Using this information, teachers are able to differentiate instruction. To further meet the needs of those students who have deficits due to being disadvantaged, we have also made the MTSS model an important strategy in our plan. Using MTSS, the staff will apply appropriate interventions to increase deficit skills and ensure instruction is meeting the needs of all students. In addition to in class interventions and MTSS classes, there is also a daily 30 minute class in which students are tiered by their NWEA score and instructed in the areas of need or provided enrichment activities. Lastly, formative assessments will allow teachers to better plan instruction and meet the needs of their students through continuously monitoring their progress. Teachers will be trained on various strategies of formative assessment and monitored through lesson plans and observations.

Component 2: Schoolwide Reform Strategies

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

The strategies in the schoolwide plan that focus on helping students reach the state's standards are: multi-tiered system of support (MTSS), formative assessment, and data-driven decision making. These strategies will be used across the curriculum.

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

The implementation of MTSS, formative assessment, and data-driven decision making will increase both the quality and quantity of instruction. The academy has two instructional coaches whom monitor the instruction being delivered, ensuring that the necessary time is being spent on the core content areas. These strategies will increase the quality and quantity of instruction by providing additional support and enrichment to those students for whom it is necessary and assisting teachers in monitoring the progress of their students regularly and making adjustments to instruction to prevent students from falling too far behind or becoming complacent.

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

The Academy has a need to provide and coordinate learning support services to meet the unique learning needs of students. This is addressed in the plan as professional development in MTSS, data analysis, and instructional strategies. The achievement gaps, highlighted by the comprehensive needs assessment, show a greater need for an effective tier I instruction in all subject areas. Two instructional coaches monitor the staff to ensure the strategies are occurring with fidelity and additional support for staff is provided as necessary. The collaborative education team and aides also work with students and teachers to close gaps in knowledge and provide academic support.

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

Formative assessment, MTSS, and data driven decision-making will reach those students who require the most instructional support. Formative assessment and data driven decision-making will assist teachers at the tier I level in planning instruction to meet the needs of all students, including those who need additional support. The MTSS will target those students needing additional support by providing them additional instructional time in a small group setting. The instruction will be provided at their level and work toward closing academic gaps. In addition, the Academy employs online educational programs as an aid to those students who need to work on individual skills.

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

The Academy utilizes instructional learning cycles as part of the data driven decision making process. A specific learning objective is chosen, one that is linked to the Common Core State Standards. A pretest is given, and the results are analyzed to determine students who are already proficient in that skill, those who are close to proficiency, and those who are not proficient. The instructional staff then develops a plan to differentiate instruction to target all three groups. At the end of the cycle, a post test is given in order to measure the attainment of the skill. Progress monitoring also occurs as part of the MTSS program to determine whether interventions are working or more intensive strategies must be put in place. We also utilize NWEA to benchmark students and determine their academic growth. Based on data analysis from several metrics, teachers adjust their instruction to meet the needs of all students.

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Component 3: Instruction by Highly Qualified Staff

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

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

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Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's teacher turnover rate for this school year was 60%.

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

The Academy for Business & Technology has two instructional coaches who acts as a supervisor of teachers. Each of the coaches has at least ten years of experience in the field of education. Both math and ELA have at least one teacher in the department with greater than 4 years of experience; science and social studies departments have at least one teacher with three years of experience The level of experience with a teaching staff of 12 is as follows:

67% 0-3 years of experience

8% 4-8 years of experience

8% 9-15 years of experience

17% >16 years of experience

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

All teachers with less than 3 years experience are required to be mentored by an experienced teacher (more than 3 years). Professional development is ongoing throughout the school year to ensure continuous teacher development on the school campus and off site at various conferences. A comprehensive benefits package is offered that includes health coverage, 401K match, and other attractive benefits. Yearly bonuses are awarded to staff based on performance. We have started providing \$1000 per employee per year for tuition reimbursement. We are also working to increase salaries to compete with other districts.

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

All teachers with less than 3 years experience are required to be mentored by an experienced teacher (more than 3 years). Professional development is ongoing throughout the school year to ensure continuous teacher development on the school campus and off site at various conferences. Yearly bonuses are awarded to staff based on performance. Various insurance benefits are offered to teachers to ensure their health concerns are address and meet their individual or family needs. We have also increased our presence at job fairs, our online outreach, and our partnerships with universities and alternative certification programs.

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

To lower turnover rate of highly qualified staff, the administration team works hard to support staff through professional development, frequent feedback and coaching, and keeping lines of communication open. Expectations are also clearly defined for all staff at the beginning of the school year. Everyone is accountable for continuous school improvement and doing their part to assist the school in functioning smoothly. The school has a shared leadership model which allows for a lot of collaboration. We also strive to create a family environment that is welcoming and supportive for all. Lastly, teacher pay was increased to retain highly-qualified staff.

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Component 5: High Quality and Ongoing Professional Development

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

The main focus of professional development that the staff will receive is based around research-based instructional strategies, data driven decision-making, and MTSS to meet the needs of all student, including those with disabilities. Specific topics will include, but not be limited to, backwards planning, instructional learning cycles, effective tier I instruction, supporting students with disabilities, formative assessment strategies and processes, and student engagement.

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

Our instructional coach visits classrooms regularly to observe the implementation of strategies learned from professional development. Professional development is planned on the school calendar and integrated throughout the school year. The academy uses cooperative learning teams where strategies learned in professional development are discussed and reviewed. Departments also have a common planning time and one day of the week is utilized for professional learning and data discussions.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		PD Plan 19-20

Component 6: Strategies to Increase Parental Involvement

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

Parents are able to provide input on school programs through the school improvement plan (SIP) team meetings, as well as monthly parent meetings. Parents that are not a part of either the SIP team or do not attend the parent meetings can still provide input and evaluation via the school's open door policy and school board meetings. Parent surveys are also used to gauge program effectiveness.

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

Parents are invited to be members of the school improvement team and are an integral part of any programs implemented at ABT. All programs are evaluated for desired student outcome and expected effectiveness by the SIP team prior to implementation. We also discuss our initiatives at our annual Title I parent meeting, so they are aware of the strategies and can ask questions or provide valuable feedback.

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

Parents are able to provide input on school programs through the SIP team as well as the monthly parent meetings. Parents that are not a part of either the SIP team or do not attend the parent meetings can still provide input and evaluation via the school's open door policy and school board meetings. Parent surveys all also used to gauge program effectiveness.

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

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

1. Parents receive reports on assessment data, written in language that is easy for them to understand. Title I programming is explained at an orientation at the beginning of the school year. Content standards are outlined and explained to parents at an open house event, which occurs early in the school year. Progress reports go home quarterly. Parent-teacher conferences occur each quarter.

2. Informal training and materials are given to parents as dictated by the needs of the student.

3. The school leader emphasizes the importance of parent contact and the maintenance of a parent contact log at staff meetings.

4. Assessment reports, newsletters, the website, and the parent portal are written in a language parents can understand.

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1118(f) Flexible meeting times, school newsletters written in a language parents can understand, phone conferences, collaboration with community agencies, transportation assistance.*

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

The parent involvement component will be evaluated by parent/teacher conference sign-in sheets, family events, parent meetings, and parent surveys.

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

The school improvement team compiled the parent feedback to find the greatest areas of satisfaction and concern among parents. The team discussed the data and make the necessary adjustments to the program.

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

The school-parent compact is contained in the school handbook which is updated at the end of every school year, and approved by the school board. At the beginning of the next school year parents are issued the updated handbook and sign the responsibility and compact page, which is saved in the school office.

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

n/a

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

The parent compact is discussed at the annual Title 1 meeting, and periodically through the monthly parent meetings, monthly newsletters, and at parent-teacher conferences.

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

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

Parents receive the MDE M-STEP parent report along with progress reports and report cards. Additionally, parents are given school testing results through the monthly school newsletter, at parent/teacher conferences, parent meetings and honors assemblies. Also the school website is a ready source for student testing results. Parent Portal is an online system, so parents can see their child's grades.

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Component 7: Preschool Transition Strategies

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

n/a

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

n/a

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Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide their input by attending staff, common prep/department, MTSS, committee, and school improvement team meetings. They also have the autonomy to create their own instructional learning cycle assessments using a peer-reviewed, online resource and have opportunity to participate in the development of common quarterly benchmark assessments.

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

After the first benchmark testing cycle, staff participate in reviewing data as a department to analyze what remediation or enrichment needs to be provided. Students are then tiered using data and the MTSS process. Staff member are responsible for performing data analysis to determine the needs of their students and must progress monitor them to assure growth or change programming. The MTSS team meets at least monthly and go over assessment data for each student in each grade to determine the root cause of problem areas or successes. Successes are shared with other teacher teams and problems are analyzed and solutions are determined.

Subject area departments also review and analyze state achievement data to find positive and negative trends and analyze vertical and horizontal alignment of the curriculum. Any areas of improvement that are necessary are embedded into instructional learning cycles, test prep, and think and do cycles.

All teachers also participate in Instructional Learning Cycles at least three times yearly. This provides staff the opportunity to review classroom level assessment results and plan for remediation of identified areas. Students are assessed on the topic again to determine the growth in proficiency.

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

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

The NWEA MAP is used as a benchmark assessment three times per year. Students who score in the below average category on the fall assessment in either reading or math are provided with additional academic support through academic lab classes and a small assisted math and reading class with similar performing peers. The MTSS team discusses student achievement and behavior monthly to determine student growth and if any programmatic changes are necessary. The student's best path to mastery is determined and a recommendation to administration is made for a supplemental program.

At the classroom level, teachers engage in instructional learning cycles. This involves taking data from previously instructed standards and reteaching those standards to close academic achievement gaps. Students are pretested and the data is analyzed to determine who has attained mastery, who needs a small amount of additional assistance, and who needs intensive intervention. After choosing appropriate strategies and utilizing them in the classroom for a given time period, students are reassessed to determine their growth.

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

All students are administered the NWEA MAP assessment in September to determine who is in need of additional assistance. Immediately after testing is concluded, students are tiered to determine the level of intervention necessary and what services would be most appropriate. Progress monitoring occurs over a six week interval for tier II students and occurs more frequently for tier III. Students receive tier I interventions as needed in their classrooms. Students in tiers II and III receive interventions at least 2 times per week. After-school tutoring, differentiated instruction, and summer enrichment are also provided to students experiencing difficulty in mastering the achievement standards.

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

As documented in lesson plans, the teachers are expected to provide differentiated instruction (DI) through various measures. The instructional coach and school leader conduct walk-throughs and monitor the use of DI strategies. The teachers will use the interim assessment data to guide their instruction on a weekly basis. Our staff will implement the use of instructional learning cycles and have an open dialogue about differentiated strategies to use across grade and content levels.

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

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

The Academy for Business and Technology is able to offer free and reduced lunch to all students through the National School Lunch Program (NSLP). This program provides a daily nutritious and well-balanced meal to ensure that every child is healthy and ready to learn.

The Positive Behavior Intervention Support (PBIS) program has been implemented for the past six years at ABT. It is a program that highlights positive behavior by offering incentives and preventing negative behavior by using early interventions. It serves to improve the climate of the school, which permits an environment conducive to learning.

The McKinney-Vento Homeless Education Assistance Act allows ABT to support the families of the academy that are homeless by providing transportation, uniforms, graduation preparations and other necessary assistance. Collectively, these programs are designed to provide a wide spectrum of support services to promote the success of each student.

Title I provides funding for additional resources to assist at-risk populations. This will be used to purchase additional resources and fund support staff positions in order to improve academic achievement.

Title II A provides funding for professional development. This will be utilized to build staff capacity in utilizing best practice strategies to improve academic achievement.

Title III and Section 41 provide funding for English Learners (EL). These funds are used to support students and teachers by providing personnel, training, and resources that support EL students.

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

1. Comprehensive Needs Assessment:

General Funds

- Data Team (analyze data and create learning cycle assessments)
- Formative assessment

Title I

- MTSS Team (support for students not on target)
- Differentiated Instruction (meeting the learning needs of all students)

2. School Wide Reform Strategies:

Title I

- MTSS
- Instructional Coach
- Title I teachers and paraprofessionals

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3. Highly Qualified Staff

-General Funds

- All staff meet this criteria

Section 41

- EL Staff

4. Attract and retain highly qualified staff

- Benefits package

- Opportunity for teacher leadership

- Positive school climate & culture

- Shared decision-making

Title I

- Behavior Interventionist

- Social Worker

- Counselor

- Instructional coach to support classroom teachers

5. Professional Development

Title IIA

- Professional development on school wide programs: MTSS, formative assessment, data driven decision-making, implementing the Common Core State Standards

Section 41

-EL supports training

6. Parent Involvement

Title I

- Fall Title I meeting

- Open House

- Curriculum workshops

- Parent/Teacher conferences

- Parent-Teacher Organization meetings

General Funds

- Bright Arrow

Section 41

- EL parent resources

7. Preschool Transition: N/A

8. Assessment Decisions

Title I

- The MTSS Team, data teams, Positive Behavior Intervention Support team, and the school improvement team conduct on-going evaluations of assessments.

- Naiku

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General Funds

NWEA, online learning platform

Section 41

-WIDA assessment administration and preparation

9. Timely & Additional Assistance

Title I

- Para-educators

- Title I teachers

- After school tutoring

- Summer school program

- Literacy coach

Section 41

- After-school tutoring

-Summer School

-Resources to support EL students

10. Coordination & Integration of federal, state, and local resources:

General funds:

- Free lunch and breakfast program

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

The Academy for Business and Technology is able to offer free and reduced lunch to all students through the National School Lunch Program (NSLP). This program provides a daily nutritious and well-balanced meal to ensure that every child is healthy and ready to learn.

The Positive Behavior Intervention Support (PBIS) program has been implemented for the past six years at ABT. It is a program that highlights positive behavior by offering incentives and preventing negative behavior by using early interventions. It serves to improve the climate of the school, which permits an environment conducive to learning.

The McKinney-Vento Homeless Education Assistance Act allows ABT to support the families of the academy that are homeless by providing transportation, uniforms, graduation preparations and other necessary assistance. Collectively, these programs are designed to provide a wide spectrum of support services to promote the success of each student.*

Evaluation:

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

Evaluation of the program is an ongoing process that takes place at monthly department meetings and leadership team meetings. Successes and challenges are discussed and any necessary adjustments are made. Surveys data is also collected annually to analyze perception data from multiple stakeholder groups.

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

The results of the assessments are evaluated by the departments to determine if there is overall growth and/or growth in subgroups. Single-year data as well as three year trends are reviewed. Any programmatic or strategy adjustments that need to be made are researched and planned. This information is brought back to the leadership team for input as well.

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

Data, particularly NWEA MAP, M-STEP and SAT are used to assess student achievement and progress and whether the SIP has been effective. Particular attention is paid to the growth portion of the NWEA data as well as subgroups data (i.e. bottom 30%).

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

The SIP Team meets monthly to asses/revise the plan. Subject area departments also meet multiple times per year to review strategies and track their effectiveness. These departments are asked for their suggested changes closer to the time when the plan will be revised. The leadership team, which has representatives from each department, then discusses the proposed changes and comes to a final decision.

ABTH School Improvement Plan 19-20

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Overview

Plan Name

ABTH School Improvement Plan 19-20

Plan Description

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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: 1 Strategies: 7 Activities: 31	Academic	\$374022
2	All Students at Academy for Business and Technology Middle & High School will become proficient in social studies.	Objectives: 1 Strategies: 7 Activities: 29	Academic	\$195163
3	All students at Academy for Business and Technology Middle & High School will become proficient in science.	Objectives: 1 Strategies: 7 Activities: 28	Academic	\$160976
4	All Students at Academy for Business and Technology Middle & High School will become proficient in math.	Objectives: 1 Strategies: 7 Activities: 31	Academic	\$263222

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 06/26/2020 as measured by NWEA, SAT, PSAT, M-STEP and other formative and summative assessments.

Strategy 1:

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 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
Teachers will utilize best practice strategies to engage and reach all learners. 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. These include: activities, games, and manipulative materials (\$1259).	Direct Instruction	Tier 1	Implement	08/19/2019	06/26/2020	\$1259	Title I Schoolwide	School leader, coach, general education and special education teachers
Activity - Effective Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Academy for Business and Technology High School

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	08/19/2019	06/26/2020	\$19301	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Leader, coach and instructional staff
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. Provisions will be made to include supports for EL students..	Academic Support Program	Tier 2	Monitor	08/19/2019	06/26/2020	\$44000	Section 41, 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. The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning	Curriculum Development, Professional Learning, Walkthrough, Implementation	Tier 1	Monitor	08/19/2019	06/26/2020	\$15914	Other, Title I Schoolwide	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 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	08/19/2019	06/26/2020	\$89128	Section 31a	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

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Activity - Professional Development on Best-Practice Instructional Strategies for All Tiers	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	08/19/2019	06/26/2020	\$550	Title I Part A	School Leader, Instructional Coach, Instructional Staff
Activity - Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title II Part A	PBIS team, social worker, Dean of School Culture, School Culture Facilitator, school leader, instructional coach
Activity - Staff to Improve the School Climate and Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$80000	Title I Schoolwide, Section 31a	Dean of School Culture, School Culture Facilitator, school leader, PBIS coach

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:

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- 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

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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>Monitor, Teacher Collaboration, Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Leader, Instructional Coach, Test Administrator, Teacher, & Support Staff</p>
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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>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$570</p>	<p>Title I Part A, Title II Part A</p>	<p>Instructional staff, instructional coach, school leader</p>

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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 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	08/20/2018	06/28/2019	\$6200	Title I School Improvement (ISI), Title I Part A, Title I Schoolwide, 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
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	08/19/2019	06/26/2020	\$4500	Title II Part A, Title II Part A	Administration
Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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.	Professional Learning, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$8000	Title I Schoolwide	de school leader, school improvement coach, instructional coach
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Activity - Monitoring Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$20000	Section 31a	Attendance Agent, school leader, instructional coach, social worker, instructional staff, office manager

Activity - Ninth Grade Restructuring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title I Schoolwide	school leader, instructional coach, instructional staff

Strategy 3:

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
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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.	Academic Support Program, Policy and Process		Implement	08/19/2019	06/26/2020	\$0	No Funding Required	School leader, instructional coach, teachers and support staff
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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	08/19/2019	06/26/2020	\$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
All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$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

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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	08/19/2019	06/26/2020	\$600	Special Education	School leader, special education teaching staff
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Strategy 4:

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
FocalPointK12, 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).	Evaluation, Technology	Tier 1	Implement	08/19/2019	06/26/2020	\$1500	Title I Schoolwide, Title I Schoolwide	School leader, instructional coach, instructional staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on an assessment platform containing an Inspect Item Bank. This professional development will assist the staff on how to use the data to drive their instruction and have a better student growth.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$2000	Title II Part A	instructional coach, ELA coach, school leader

Strategy 5:

Provide Opportunities for college and Career Readiness - Students will be provided opportunities to explore careers and college level academics. This will include both during and after school activities. All high school students will complete a dual enrollment course in college and career exploration.

Category: Career and College Ready

Research Cited: Wyatt, J., Smith, K., and Proestler, N. (2014). The Benefits of Early Engagement in the College Preparation Process: Implications for Practitioners. The College Board. Retrieved on May 28, 2019 from <https://files.eric.ed.gov/fulltext/ED556463.pdf>

Why College and Career Readiness is an Integral Component of K-12 Education ((2014) Hanover Research. <https://www.hanoverresearch.com/insights->

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blog/whycollege-and-career-readiness-is-an-integral-component-of-k-12-education/

Tier: Tier 1

Activity - AP Courses and Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	school leader, instructional coach, guidance counselor
Activity - Career Cruising	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	instructional coach, school leader, instructional staff
Activity - Technology-Based Electives and After-School Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Materials, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	instructional staff, instructional coach, school leader
Activity - Integration of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness.	Curriculum Development, Technology	Tier 1	Implement	08/19/2019	06/26/2020	\$5000	Title IV Part A	instructional staff, school leader, instructional coach

School Improvement Plan

Academy for Business and Technology High School

Strategy 6:

Hire and Retain Highly Qualified Teachers - Programs and policies to hire and retain highly qualified staff will be implemented to ensure the highest quality of education for our students. This will also assist in creating a consistent and positive culture at the Academy.

Category: School Culture

Research Cited: Berry, B. (2004). Recruiting and Retaining "Highly Qualified Teachers" for Hard-to-Staff Schools. Retrieved on May 18, 2019 from <https://doi.org/10.1177/019263650408863802>

Tier: Tier 1

Activity - Performance-Pay Incentive for Instructional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$10000	Title II Part A	school leader, instructional coach, instructional staff

Activity - Recruitment Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title II Part A	school leader, instructional coach

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	Title I Schoolwide	instructional coach, school leader, instructional staff

Strategy 7:

Arts Integration and Curriculum Offerings - Students will have the opportunity both during and after-school to experience arts related programming. In addition to stand alone electives and extracurricular activities, the arts will be integrated into the core curriculum.

Category: Elective Courses

Research Cited: Gullatt, D. E. (2008). Enhancing student learning through arts integration: Implications for the profession. The High School Journal, 91(4) pp. 12-25. University of North Carolina Press. Retrieved on May 28, 2019 from <https://www.jstor.org/stable/40364094>

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Tier: Tier 1

Activity - Fine Arts Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary.	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	summer camp staff, school leader, instructional coach
Activity - Dance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	school leader, instructional coach, dance coach/instructor
Activity - Music and Art Therapy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	social worker, guidance counselor, school leader, PBIS team

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 06/26/2020 as measured by M-Step, SAT/MME, Other State Assessment, and other formative and summative assessments..

School Improvement Plan

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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

Activity - Effective Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize best practice strategies to engage and reach all learners. 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	08/19/2019	06/26/2020	\$1259	Title I Schoolwide	School leader, instructional coach, general education 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. Programming that includes strategies for EL students will also be included.	Academic Support Program	Tier 1	Implement	08/19/2019	06/26/2020	\$5000	Other, Title I School Improvement (ISI), Section 41	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

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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	08/19/2019	06/26/2020	\$1806	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
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, Monitor	Tier 1	Monitor	08/19/2019	06/26/2020	\$89128	Section 31a	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Activity - Staff Training on Best-Practice Instructional Strategies for All Tiers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be provided with professional development on best practice instructional strategies. In addition, teachers will receive ongoing support from coaches.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$550	Title I Schoolwide	School leader, Instructional Coach, Instructional Staff
Activity - Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title II Part A	PBIS team, social worker, Dean of School Culture, School Culture Facilitator, school leader, instructional coach,

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Activity - Staff to Improve the School Climate and Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$20000	Title I Schoolwide	Dean of School Culture, School Culture Facilitator, school leader, PBIS coach

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
- 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.

Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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, 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	08/19/2019	06/26/2020	\$0	No Funding Required	School Leader, Instructional Coach, Teachers & 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
<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	Getting Ready	08/19/2019	06/26/2020	\$570	Title II Part A	Instructional staff, instructional coach, school leader

School Improvement Plan

Academy for Business and Technology High School

Activity - Content Area Reading and Writing	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 & 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	08/19/2019	06/26/2020	\$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
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		08/19/2019	06/26/2020	\$1500	Title I Schoolwide	Administration
Activity - Monitoring Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Academy for Business and Technology High School

Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Section 31a	Attendance Agent, school leader, instructional coach, social worker, instructional staff, office manager
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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.	Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$2000	Title I Schoolwide	school leader, school improvement coach, instructional coach

Activity - Ninth Grade Restructuring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students.	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title I Schoolwide	school leader, instructional coach, instructional staff

Strategy 3:

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
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Academy for Business and Technology High School

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.	Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$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	08/19/2019	06/26/2020	\$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
All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$500	Title III, 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

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Academy for Business and Technology High School

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	08/19/2019	06/26/2020	\$600	Special Education	School leader, special education teaching staff
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Strategy 4:

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
FocalPointK12, 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	08/19/2019	06/26/2020	\$750	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff

Strategy 5:

Provide Opportunities for College and Career Readiness - Students will be provided opportunities to explore careers and college level academics. This will include both during and after school activities. All high school students will complete a dual enrollment course in college and career exploration.

Category: Career and College Ready

Research Cited: Wyatt, J., Smith, K., and Proestler, N. (2014). The Benefits of Early Engagement in the College Preparation Process: Implications for Practitioners.

The

College Board. Retrieved on May 28, 2019 from <https://files.eric.ed.gov/fulltext/ED556463.pdf>

Why College and Career Readiness is an Integral Component of K-12 Education ((2014) Hanover Research.

<https://www.hanoverresearch.com/insightsblog/whycollege-and-career-readiness-is-an-integral-component-of-k-12-education/>

Tier: Tier 1

School Improvement Plan

Academy for Business and Technology High School

Activity - AP Courses and Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	school leader, instructional coach, guidance counselor
Activity - Career Cruising	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	instructional staff, school leader, instructional coach
Activity - Technology-Based Electives and After-School Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Materials, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	instructional staff, instructional coach, school leader
Activity - Integration of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness	Curriculum Development, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title IV Part A	instructional staff, instructional coach, school leader

Strategy 6:

Hire and Retain Highly Qualified Teachers - Programs and policies to hire and retain highly qualified staff will be implemented to ensure the highest quality of education for our students. This will also assist in creating a consistent and positive culture at the Academy.

Category: School Culture

School Improvement Plan

Academy for Business and Technology High School

Research Cited: Berry, B. (2004). Recruiting and Retaining "Highly Qualified Teachers" for Hard-to-Staff Schools. Retrieved on May 18, 2019 from <https://doi.org/10.1177/019263650408863802>

Tier: Tier 1

Activity - Performance-Pay Incentive for Instructional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title II Part A	school leader, instructional coach, instructional staff
Activity - Recruitment Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title II Part A	school leader, instructional coach, instructional staff
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	Title I Schoolwide	instructional coach, school leader, instructional staff

Strategy 7:

Arts Integration and Curriculum Offerings - Students will have the opportunity both during and after-school to experience arts related programming. In addition to stand alone electives and extracurricular activities, the arts will be integrated into the core curriculum

Category: Elective Courses

Research Cited: Gullatt, D. E. (2008). Enhancing student learning through arts integration: Implications for the profession. *The High School Journal*, 91(4) pp. 12-25. University of North Carolina Press. Retrieved on May 28, 2019 from <https://www.jstor.org/stable/40364094>

Tier: Tier 1

School Improvement Plan

Academy for Business and Technology High School

Activity - Fine Arts Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	summer camp staff, school leader, instructional coach
Activity - Dance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	school leader, instructional coach, dance instructor/coach
Activity - Music and Art Therapy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	social worker, guidance counselor, school leader, PBIS team

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 06/26/2020 as measured by M-Step, SAT, 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

School Improvement Plan

Academy for Business and Technology High School

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: 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
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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, 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	Implement	08/19/2019	06/26/2020	\$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
<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	Implement	08/19/2019	06/26/2020	\$570	Title I Schoolwide	Instructional staff, instructional coach, school leader

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Academy for Business and Technology High School

Activity - Content Area Reading and Writing	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	08/19/2019	06/26/2020	\$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
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	Implement	08/19/2019	06/26/2020	\$4500	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Administration
Activity - Monitoring Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Academy for Business and Technology High School

Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$10000	Section 31a	attendance agent, school leader, instructional coach, social worker, instructional staff, office manager
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.	Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$8000	Title I Schoolwide	school leader, school improvement coach, instructional coach
Activity - Ninth Grade Restructuring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title I Schoolwide	school leader, instructional coach, instructional staff

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

Category: Science

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 3

School Improvement Plan

Academy for Business and Technology High School

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. 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	08/19/2019	06/26/2020	\$3538	Title I Schoolwide , Title I Schoolwide , Title I Schoolwide	School leader, coach, general education and special education teachers
Activity - Effective Tier II and 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	Monitor	08/19/2019	06/26/2020	\$6500	Title I Schoolwide	Instructional staff, literacy coach, instructional coach, school leader
Activity - Professional Development on Best-Practice Instructional Strategies for All Tiers	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	08/19/2019	06/26/2020	\$550	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff.
Activity - Monitoring Student Behavior and Support of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/19/2019	06/26/2020	\$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
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Activity - Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title II Part A	PBIS team, social worker, dean of school culture, school culture facilitator, school leader, instructional coach

Activity - Staff to Improve the School Climate and Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$6000	Title I Schoolwide, Section 31a	dean of school culture, culture facilitator, school leader, PBIS coach

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Strategy 3:

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: Tier 2

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.	Curriculum Development, Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$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	08/19/2019	06/26/2020	\$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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School Improvement Plan

Academy for Business and Technology High School

All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Monitor	08/19/2019	06/26/2020	\$0	No Funding Required	School leader, instructional coach, general education and special education staff
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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	08/19/2019	06/26/2020	\$600	Special Education	School leader, special education teaching staff

Strategy 4:

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	08/19/2019	06/26/2020	\$1500	Title I Schoolwide, Title I Schoolwide	School leader, instructional coach, instructional staff

Strategy 5:

Fine Arts Summer Camp - Students will have the opportunity both during and after-school to experience arts related programming. In addition to stand

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Academy for Business and Technology High School

alone electives and extracurricular activities, the arts will be integrated into the core curriculum.

Category: Elective Courses

Research Cited: Gullatt, D. E. (2008). Enhancing student learning through arts integration: Implications for the profession. The High School Journal, 91(4) pp. 12-25. University of North Carolina Press. Retrieved on May 28, 2019 from <https://www.jstor.org/stable/40364094>

Tier: Tier 1

Activity - Fine Arts Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary.	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	Summer camp staff, school leader, instructional coach
Activity - Dance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	school leader, instructional coach, dance instructor/coach
Activity - Music and Art Therapy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	social worker, guidance counselor, school leader, PBIS team

Strategy 6:

Hire and Retain Highly Qualified Teachers - Programs and policies to hire and retain highly qualified staff will be implemented to ensure the highest quality of education for our students. This will also assist in creating a consistent and positive culture at the Academy.

Category: School Culture

Research Cited: : Berry, B. (2004). Recruiting and Retaining "Highly Qualified Teachers" for Hard-to-Staff Schools. Retrieved on May 18, 2019 from <https://doi.org/10.1177/019263650408863802>

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Tier: Tier 1

Activity - Performance-Pay Incentive for Instructional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title II Part A	school leader, instructional coach, instructional staff
Activity - Recruitment Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title II Part A	school leader, instructional coach
Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	Title I Schoolwide	instructional coach, school leader, instructional staff

Strategy 7:

Provide Opportunities for College and Career Readiness - Students will be provided opportunities to explore careers and college level academics. This will include both during and after school activities. All high school students will complete a dual enrollment course in college and career exploration.

Category: Career and College Ready

Research Cited: Wyatt, J., Smith, K., and Proestler, N. (2014). The Benefits of Early Engagement in the College Preparation Process: Implications for Practitioners. The College Board. Retrieved on May 28, 2019 from <https://files.eric.ed.gov/fulltext/ED556463.pdf>

Why College and Career Readiness is an Integral Component of K-12 Education ((2014) Hanover Research. <https://www.hanoverresearch.com/insights-blog/whycollege-and-career-readiness-is-an-integral-component-of-k-12-education/>

Tier: Tier 1

Activity - AP Courses and Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	school leader, instructional coach, instructional staff
Activity - Career Cruising	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	instructional coach, school leader, instructional staff
Activity - Technology-Based Electives and After-School Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	instructional staff, instructional coach, school leader
Activity - Integration of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness.	Curriculum Development, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title IV Part A	instructional staff, instructional coach, school leader

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

Measurable Objective 1:

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A 10% increase of All Students will demonstrate a proficiency of 80% or higher in Mathematics by 06/26/2020 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
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<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	08/19/2019	06/26/2020	\$0	No Funding Required	instructional coach, school leader, support and instructional 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
<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	Implement	08/19/2019	06/26/2020	\$570	Title II Part A	Instructional staff, instructional coach, school leader

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Activity - Content Area Reading and Writing	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	08/19/2019	06/26/2020	\$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. 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	08/19/2019	06/26/2020	\$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	08/19/2019	06/26/2020	\$4500	Title I Schoolwide, Title I Schoolwide	School leader, Instructional Coach

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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.	Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$1000	Title I Schoolwide	school leader, instructional coach, school improvement coach
Activity - Ninth Grade Restructuring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students.	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$1000	Title I Schoolwide	school leader, instructional coach, guidance counselor, instructional staff
Activity - Monitoring Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Section 31a	attendance agent, school leader, instructional coach, social worker, instructional staff, office manager

Strategy 2:

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

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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
<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. 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	08/19/2019	06/26/2020	\$1941	Title I Schoolwide, Title I Schoolwide	Instructional staff, 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
<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/credit recovery programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. Programming for EL students will be included.</p>	Academic Support Program	Tier 1	Implement	08/19/2019	06/26/2020	\$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

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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	Tier 2	Implement	08/19/2019	06/26/2020	\$41200	Title I Schoolwide , 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
<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	08/19/2019	06/26/2020	\$89128	Section 31a	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

Activity - Professional Development on Best-Practice Instructional Strategies for All Tiers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.</p>	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$550	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff

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Activity - Planning with and use of Title I Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 with 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	09/04/2018	06/28/2019	\$15914	Title II Part A	School Leader, Instructional Coach, Rtl Coordinator
Activity - Restorative Practices Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$1000	Title II Part A	PBIS team, social worker, dean of school culture, school culture facilitator, school leader, instructional coach
Activity - Staff to Improve the School Climate and Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$10000	Title I Schoolwide, Section 31a	dean of school culture, school culture facilitator, school leader, PBIS coach

Strategy 3:

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: Mathematics

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

Tier: Tier 3

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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	Tier 3		08/01/2019	06/26/2020	\$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	08/19/2019	06/26/2020	\$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
All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$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

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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	08/19/2019	06/26/2020	\$600	Special Education	School leader, special education teaching staff
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Strategy 4:

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	08/19/2019	06/26/2020	\$750	Title I Schoolwide	School leader, Instructional Coach, Instructional Staff

Strategy 5:

Provide Opportunities for College and Career Readiness - Students will be provided opportunities to explore careers and college level academics. This will include both during and after school activities. All high school students will complete a dual enrollment course in college and career exploration.

Category: Career and College Ready

Research Cited: Wyatt, J., Smith, K., and Proestler, N. (2014). The Benefits of Early Engagement in the College Preparation Process: Implications for Practitioners. The College Board. Retrieved on May 28, 2019 from <https://files.eric.ed.gov/fulltext/ED556463.pdf>

Why College and Career Readiness is an Integral Component of K-12 Education ((2014) Hanover Research.

<https://www.hanoverresearch.com/insightsblog/whycollege-and-career-readiness-is-an-integral-component-of-k-12-education/>

Tier: Tier 1

Activity - AP Courses and Dual Enrollment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	school leader, instructional coach, guidance counselor
Activity - Career Cruising	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	instructional coach, school leader, instructional staff
Activity - Technology-Based Electives and After-School Programming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	instructional staff, instructional coach, school leader
Activity - Integration of Technology Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness.	Curriculum Development, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title IV Part A	instructional staff, school leader, instructional coach

Strategy 6:

Hire and Retain Highly Qualified Teachers - Programs and policies to hire and retain highly qualified staff will be implemented to ensure the highest quality of education for our students. This will also assist in creating a consistent and positive culture at the Academy.

Category: School Culture

Research Cited: Berry, B. (2004). Recruiting and Retaining "Highly Qualified Teachers" for Hard-to-Staff Schools. Retrieved on May 18, 2019 from <https://doi.org/10.1177/019263650408863802>

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Tier: Tier 1

Activity - Performance-Pay Incentive for Instructional Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title II Part A	school leader, instructional coach, instructional staff

Activity - Recruitment Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	Title II Part A	school leader, instructional coach

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	Title I Schoolwide	instructional coach, school leader, instructional staff

Strategy 7:

Arts Integration and Curriculum Offerings - Students will have the opportunity both during and after-school to experience arts related programming. In addition to stand alone electives and extracurricular activities, the arts will be integrated into the core curriculum.

Category: Elective Courses

Research Cited: Gullatt, D. E. (2008). Enhancing student learning through arts integration: Implications for the profession. The High School Journal, 91(4) pp. 12-25. University of North Carolina Press. Retrieved on May 28, 2019 from <https://www.jstor.org/stable/40364094>

Tier: Tier 1

Activity - Fine Arts Summer Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Academy for Business and Technology High School

A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary.	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	summer camp staff, school leader, instructional coach
Activity - Dance	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	Title IV Part A	school leader, instructional coach, dance instructor/coach
Activity - Music and Art Therapy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Title IV Part A	social worker, guidance counselor, school leader, PBIS team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/19/2019	06/26/2020	\$1500	School leader, Instructional Coach
Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$9000	dean of school culture, school culture facilitator, school leader, PBIS coach

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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>08/19/2019</p>	<p>06/26/2020</p>	<p>\$682</p>	<p>Instructional staff, instructional coach, school leader</p>
<p>Staff Training on Best-Practice Instructional Strategies for All Tiers</p>	<p>The staff will be provided with professional development on best practice instructional strategies. In addition, teachers will receive ongoing support from coaches.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$550</p>	<p>School leader, Instructional Coach, Instructional Staff</p>

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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	Tier 2	Implement	08/19/2019	06/26/2020	\$39535	Instructional staff, instructional coach, school leader
Curriculum Instruction and Assessment	FocalPointK12, 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).	Evaluation, Technology	Tier 1	Implement	08/19/2019	06/26/2020	\$1500	School leader, instructional coach, instructional staff
Professional Development on Best-Practice Instructional Strategies for All Tiers	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$550	School Leader, Instructional Coach, Instructional Staff.

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Academy for Business and Technology High School

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	08/19/2019	06/26/2020	\$100	Leader, coach and instructional staff
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	08/19/2019	06/26/2020	\$19009	School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator
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	08/19/2019	06/26/2020	\$6500	Instructional staff, literacy coach, instructional coach, school leader

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Effective Tier I Instruction	<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>	Direct Instruction	Tier 1	Implement	08/19/2019	06/26/2020	\$1259	School leader, coach, general education and special education teachers
Data Analysis Professional Development	<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	Implement	08/19/2019	06/26/2020	\$570	Instructional staff, instructional coach, school leader
Effective Tier I Instruction	<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>	Direct Instruction	Tier 1	Implement	08/19/2019	06/26/2020	\$682	School leader, coach, general education and special education teachers

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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.	Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$1000	school leader, instructional coach, school improvement coach
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	08/19/2019	06/26/2020	\$1706	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, Michigan Science Standards, and Social Studies Standards).	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$750	School leader, Instructional Coach, Instructional Staff
Math Coach	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. 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	08/19/2019	06/26/2020	\$15914	School Leader, Instructional Coach
Ninth Grade Restructuring	To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students.	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, instructional staff

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Instructional Coaching	Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	instructional coach, school leader, instructional staff
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	08/19/2019	06/26/2020	\$1597	School leader, coach, general education and special education teachers

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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>Tier 2</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$1500</p>	<p>Instructional staff, instructional coach, school leader</p>
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School Improvement Plan

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 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)</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$3200	Instructional staff, instructional coach, school leader
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 an online intervention program to provide individualized instruction (\$).</p>	Academic Support Program	Tier 3	Implement	08/19/2019	06/26/2020	\$6390	Leader, coach and instructional staff

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<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/credit recovery programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students. Programming for EL students will be included.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$1955</p>	<p>Instructional staff, interventionist, instructional coach, school leader</p>
<p>Effective Tier I Instruction</p>	<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. 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>08/19/2019</p>	<p>06/26/2020</p>	<p>\$1259</p>	<p>Instructional staff, instructional coach, school leader</p>

School Improvement Plan

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 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)</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$200	Instructional staff, instructional coach, school leader
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 an online intervention program to provide individualized instruction (\$).</p>	Academic Support Program	Tier 3	Implement	08/19/2019	06/26/2020	\$65	Leader, coach and instructional staff

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Content Area Reading and Writing	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	08/19/2019	06/26/2020	\$5700	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/NGSS).	Evaluation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$0	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	08/19/2019	06/26/2020	\$1500	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 & 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)</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$300	Instructional staff, instructional coach, school leader
Effective Tier I Instruction	<p>Teachers will utilize best practice strategies to engage and reach all learners. 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. These include: activities, games, and manipulative materials (\$1259).</p>	Direct Instruction	Tier 1	Implement	08/19/2019	06/26/2020	\$1259	School leader, coach, general education and special education teachers

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Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$60000	Dean of School Culture, School Culture Facilitator, school leader, PBIS coach
Curriculum Instruction and Assessment	FocalPointK12, 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	08/19/2019	06/26/2020	\$750	School Leader, Instructional Coach, Instructional Staff
Content Area Reading and Writing	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	08/19/2019	06/26/2020	\$500	Instructional staff, instructional coach, school leader

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Ninth Grade Restructuring	To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, 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. 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.	Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$8000	school leader, school improvement coach, instructional coach
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	Implement	08/19/2019	06/26/2020	\$0	Administration

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Content Area Reading and Writing	<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 & 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)</p>	Direct Instruction	Tier 1	Implement	08/19/2019	06/26/2020	\$500	Instructional staff, instructional coach, school leader
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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	Implement	08/19/2019	06/26/2020	\$3000	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 in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$1500	Administration
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. The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning	Curriculum Development, Professional Learning, Walkthrough, Implementation	Tier 1	Monitor	08/19/2019	06/26/2020	\$15914	Instructional staff, ELA Coach
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. Provisions will be made to include supports for EL students..	Academic Support Program	Tier 2	Monitor	08/19/2019	06/26/2020	\$42000	School leader, instructional coach and instructional staff

School Improvement Plan

Academy for Business and Technology High School

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	08/19/2019	06/26/2020	\$11246	Leader, coach and instructional 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	Tier 2	Implement	08/19/2019	06/26/2020	\$165	Instructional staff, instructional coach, school leader

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 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	08/19/2019	06/26/2020	\$3000	School leader, Instructional Coach
Instructional Coaching	Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	instructional coach, school leader, instructional staff
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	08/19/2019	06/26/2020	\$100	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		08/19/2019	06/26/2020	\$1500	Administration

School Improvement Plan

Academy for Business and Technology High School

Ninth Grade Restructuring	To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students.	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$1000	school leader, instructional coach, guidance counselor, instructional staff
Content Area Reading and Writing	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	08/19/2019	06/26/2020	\$500	Instructional staff, instructional coach, school leader
Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	dean of school culture, culture facilitator, school leader, PBIS coach
Ninth Grade Restructuring	To ensure a successful transition from middle to high school, the Academy will restructure our ninth grade programming. This will entail a ninth grade team being identified and helping the team support our freshman students	Teacher Collaboration, Direct Instruction, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, instructional staff

School Improvement Plan

Academy for Business and Technology High School

Curriculum Instruction and Assessment	FocalPointK12, 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).	Evaluation, Technology	Tier 1	Implement	08/19/2019	06/26/2020	\$0	School leader, instructional coach, instructional staff
Professional Development on Best-Practice Instructional Strategies for All Tiers	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$550	School Leader, Instructional Coach, Instructional Staff
Instructional Coaching	Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	instructional coach, school leader, 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. 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.	Policy and Process	Tier 1	Implement	08/19/2019	06/26/2020	\$2000	school leader, school improvement coach, instructional coach

School Improvement Plan

Academy for Business and Technology High School

Content Area Reading and Writing	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	08/19/2019	06/26/2020	\$5700	Instructional staff, instructional coach, school leader
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.	Professional Learning, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$8000	de school leader, school improvement coach, instructional coach
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	08/19/2019	06/26/2020	\$1500	Leader, coach and instructional staff

School Improvement Plan

Academy for Business and Technology High School

Effective Tier I Instruction	Teachers will utilize best practice strategies to engage and reach all learners. 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	08/19/2019	06/26/2020	\$1259	School leader, instructional coach, general education and special education teachers
Instructional Coaching	Teachers are provided with regular coaching opportunities and chances for professional development. The instructional coach supports teachers with instructional practices, classroom management, formative assessment, integration of technology and much more.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$10000	instructional coach, school leader, instructional staff
Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$20000	Dean of School Culture, School Culture Facilitator, school leader, PBIS coach
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	08/19/2019	06/26/2020	\$500	School leader, instructional coach, general and special education staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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	08/19/2019	06/26/2020	\$500	School leader, instructional coach, general and special education staff
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Section 41

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. Programming that includes strategies for EL students will also be included.	Academic Support Program	Tier 1	Implement	08/19/2019	06/26/2020	\$2000	Instructional staff, instructional coach, support staff, 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. Provisions will be made to include supports for EL students..	Academic Support Program	Tier 2	Monitor	08/19/2019	06/26/2020	\$2000	School leader, instructional coach and instructional staff

Title I Part A

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

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 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)</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$400	Instructional staff, instructional coach, school leader
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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	08/20/2018	06/28/2019	\$1200	Instructional staff, 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 be limited to attendance at the MDE/AdvEd school improvement conferences. (\$139)	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$320	Instructional staff, instructional coach, school leader
Professional Development on Best-Practice Instructional Strategies for All Tiers	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$550	School Leader, Instructional Coach, Instructional Staff

Title IV Part A

School Improvement Plan

Academy for Business and Technology High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Music and Art Therapy	Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	social worker, guidance counselor, school leader, PBIS team
Music and Art Therapy	Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	social worker, guidance counselor, school leader, PBIS team
AP Courses and Dual Enrollment	Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	school leader, instructional coach, instructional staff
Music and Art Therapy	Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	social worker, guidance counselor, school leader, PBIS team
Integration of Technology Across the Curriculum	Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness	Curriculum Development, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	instructional staff, instructional coach, school leader
AP Courses and Dual Enrollment	Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	school leader, instructional coach, guidance counselor

School Improvement Plan

Academy for Business and Technology High School

Fine Arts Summer Camp	A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary.	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	summer camp staff, school leader, instructional coach
Career Cruising	Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	instructional coach, school leader, instructional staff
Music and Art Therapy	Provide students the opportunity to utilize music and various other forms of art for therapeutic purposes.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	social worker, guidance counselor, school leader, PBIS team
Career Cruising	Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	instructional staff, school leader, instructional coach
Fine Arts Summer Camp	A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary.	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Summer camp staff, school leader, instructional coach
Dance	Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, dance instructor/coach

School Improvement Plan

Academy for Business and Technology High School

Dance	Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, dance instructor/coach
AP Courses and Dual Enrollment	Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	school leader, instructional coach, guidance counselor
Fine Arts Summer Camp	A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary.	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	summer camp staff, school leader, instructional coach
Technology-Based Electives and After-School Programming	The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	instructional staff, instructional coach, school leader
Career Cruising	Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	instructional coach, school leader, instructional staff
Technology-Based Electives and After-School Programming	The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Materials, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	instructional staff, instructional coach, school leader

School Improvement Plan

Academy for Business and Technology High School

Integration of Technology Across the Curriculum	Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness.	Curriculum Development, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	instructional staff, school leader, instructional coach
Integration of Technology Across the Curriculum	Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness.	Curriculum Development, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	instructional staff, instructional coach, school leader
Technology-Based Electives and After-School Programming	The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	instructional staff, instructional coach, school leader
Career Cruising	Middle and high school students will have access to Career Cruising to explore their interest and assist them in making informed decisions regarding their future employment. The software will also be able to create Educational Development Plans for students.	Supplemental Materials, Career Preparation /Orientation	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	instructional coach, school leader, instructional staff
AP Courses and Dual Enrollment	Students who demonstrate the ability to handle college level material will be offered the opportunity to participate in AP and Dual Enrollment courses.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	school leader, instructional coach, guidance counselor

School Improvement Plan

Academy for Business and Technology High School

Technology-Based Electives and After-School Programming	The Academy will offer students the opportunity to participate in technology-based curriculum and after-school programming. By teaching these 21st century skills, students will be prepared for success beyond high school. These activities include but are not limited to coding, computer science, and robotics.	Curriculum Development, Extra Curricular, Career Preparation /Orientation, Materials, Technology	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	instructional staff, instructional coach, school leader
Dance	Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, dance instructor/coach
Dance	Dance will be offered as an elective course during the school day. There will also be an after-school component for students to participate in for leisure. This will provide students a learning opportunity as well as an outlet for their talents.	Curriculum Development, Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	school leader, instructional coach, dance coach/instructor
Integration of Technology Across the Curriculum	Teachers will have technology available for use in their classrooms and throughout the building. They will integrate technology into their planning to engage students and teach them 21st century skills. This will help ensure college and career readiness.	Curriculum Development, Technology	Tier 1	Implement	08/19/2019	06/26/2020	\$5000	instructional staff, school leader, instructional coach
Fine Arts Summer Camp	A summer camp for fine arts will be offered to both middle and high school students. Topics will include music, art, and dance; other topics will be included as necessary	Extra Curricular	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	summer camp staff, school leader, instructional coach

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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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>Tier 3</p>		<p>08/01/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>School leader, instructional coach, general education and special education teachers/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 Rtl 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>Implement</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>School leader, instructional coach, teachers and support staff</p>

School Improvement Plan

Academy for Business and Technology High School

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. The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning	Curriculum Development, Professional Learning, Walkthrough, Implementation	Tier 1	Monitor	08/19/2019	06/26/2020	\$0	Instructional staff, ELA Coach
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. Programming that includes strategies for EL students will also be included.	Academic Support Program	Tier 1	Implement	08/19/2019	06/26/2020	\$0	Instructional staff, instructional coach, support staff, school leader

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/19/2019	06/26/2020	\$30000	School leader, instructional coach, general education and special education staff

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	Monitor	08/19/2019	06/26/2020	\$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, 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	08/19/2019	06/26/2020	\$600	School leader, special education teaching 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	Tier 1	Monitor	08/19/2019	06/26/2020	\$30000	School leader, instructional coach, general education and special education staff

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	08/19/2019	06/26/2020	\$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	08/19/2019	06/26/2020	\$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, 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		Monitor	08/19/2019	06/26/2020	\$600	School leader, special education teaching staff

School Improvement Plan

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		Monitor	08/19/2019	06/26/2020	\$30000	School leader, instructional coach, general education and special education staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education and General Education Collaboration	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	08/19/2019	06/26/2020	\$0	School leader, instructional coach, teachers and support staff

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>Implement</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>Science instructional staff, instructional coach, school leader, support staff.</p>
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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>							
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	08/19/2019	06/26/2020	\$0	School leader, instructional coach, general 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	08/19/2019	06/26/2020	\$0	School leader, instructional coach, general education and special education staff

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, 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>08/19/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>instructional coach, school leader, support and instructional staff</p>
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School Improvement Plan

Academy for Business and Technology High School

Special Education and General Education Collaboration	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.	Academic Support Program, Policy and Process		Implement	08/19/2019	06/26/2020	\$0	School leader, instructional coach, teachers and support 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	08/19/2019	06/26/2020	\$0	School leader, instructional coach, general 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	Monitor	08/19/2019	06/26/2020	\$0	School leader, instructional coach, general education and special education staff

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>Monitor, Teacher Collaboration, Evaluation</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/19/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>School Leader, Instructional Coach, Test Administrator, Teacher, & Support Staff</p>
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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>08/19/2019</p>	<p>06/26/2020</p>	<p>\$0</p>	<p>School Leader, Instructional Coach, Teachers & Support Staff</p>
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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>							
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$1000	dean of school culture, culture facilitator, school leader, PBIS coach
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	08/19/2019	06/26/2020	\$89128	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

School Improvement Plan

Academy for Business and Technology High School

Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$1000	dean of school culture, school culture facilitator, school leader, PBIS coach
Monitoring Attendance	Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	attendance agent, school leader, instructional coach, social worker, instructional staff, office manager
Monitoring Attendance	Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$20000	Attendance Agent, school leader, instructional coach, social worker, instructional staff, office manager
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, Monitor	Tier 1	Monitor	08/19/2019	06/26/2020	\$89128	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

School Improvement Plan

Academy for Business and Technology High School

Monitoring Attendance	Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$10000	attendance agent, school leader, instructional coach, social worker, instructional staff, office manager
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	08/19/2019	06/26/2020	\$19009	School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator
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	08/19/2019	06/26/2020	\$89128	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

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Academy for Business and Technology High School

Monitoring Attendance	Attendance of students will be closely monitored by an Attendance Agent. The Attendance Agent will work to engage students and their families in problem-solving efforts to ensure students are attending school on a regular basis.	Behavioral Support Program, Teacher Collaboration, Policy and Process, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	Attendance Agent, school leader, instructional coach, social worker, instructional staff, office manager
Staff to Improve the School Climate and Culture	The Academy will hire staff to implement and monitor the PBIS process and the climate and culture of the school. These positions include, but are not limited to, Dean of School Culture and School Culture Facilitator.	Recruitment and Retention, Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$20000	Dean of School Culture, School Culture Facilitator, school leader, PBIS coach

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices Training	Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$1000	PBIS team, social worker, dean of school culture, school culture facilitator, school leader, instructional coach
Professional Development	The staff will receive training on an assessment platform containing an Inspect Item Bank. This professional development will assist the staff on how to use the data to drive their instruction and have a better student growth.	Professional Learning	Tier 1	Implement	08/19/2019	06/26/2020	\$2000	instructional coach, ELA coach, school leader

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Academy for Business and Technology High School

Performance-Pay Incentive for Instructional Staff	All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	school leader, instructional coach, 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	08/19/2019	06/26/2020	\$0	Administration
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	08/19/2019	06/26/2020	\$570	Instructional staff, instructional coach, school leader
Recruitment Incentive	Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	school leader, instructional coach, instructional staff
Recruitment Incentive	Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	school leader, instructional coach

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Academy for Business and Technology High School

Recruitment Incentive	Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	school leader, instructional coach
Restorative Practices Training	Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	PBIS team, social worker, Dean of School Culture, School Culture Facilitator, school leader, instructional coach
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	09/04/2018	06/28/2019	\$15914	School Leader, Instructional Coach, RtI Coordinator
Performance-Pay Incentive for Instructional Staff	All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	school leader, instructional coach, instructional staff
Recruitment Incentive	Staff will have the opportunity to receive additional benefits, other than salary, to promote recruitment and retention of staff. This includes, but is not limited to, retention bonuses, tuition assistance, and other activities that promote a positive school climate and culture.	Recruitment and Retention, Policy and Process	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$5000	school leader, instructional coach

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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	08/19/2019	06/26/2020	\$250	Instructional staff, 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	Implement	08/19/2019	06/26/2020	\$570	Instructional staff, instructional coach, school leader
Performance-Pay Incentive for Instructional Staff	All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$10000	school leader, instructional coach, 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	08/19/2019	06/26/2020	\$4500	Administration
Restorative Practices Training	Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	PBIS team, social worker, Dean of School Culture, School Culture Facilitator, school leader, instructional coach,

School Improvement Plan

Academy for Business and Technology High School

Restorative Practices Training	Staff will be trained on the process and implementation of restorative practices.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$3000	PBIS team, social worker, dean of school culture, school culture facilitator, school leader, instructional coach
Performance-Pay Incentive for Instructional Staff	All instructional staff will receive pay increases that are linked to their performance. Performance will be based on data from multiple sources and pertain to their particular job duties.	Recruitment and Retention	Tier 1	Getting Ready	08/19/2019	06/26/2020	\$2000	school leader, instructional coach, instructional staff

Title I School Improvement (ISI)

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. Programming that includes strategies for EL students will also be included.	Academic Support Program	Tier 1	Implement	08/19/2019	06/26/2020	\$3000	Instructional staff, instructional coach, support staff, school leader

School Improvement Plan

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 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)</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$900	Instructional staff, instructional coach, school leader
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