



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.

Improvement Plan Assurance

Introduction

During the 2016-2017 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.

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	

Title I Schoolwide Diagnostic

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).

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 290 students. This represents an decrease from the previous two school years where enrollment was 308 (SY 16-17) and 355 (SY 15-16). 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 the number of staffing changes that occurred during this school year. 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 formative assessments. 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.

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.	

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 45%.

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. Yearly bonuses are awarded to staff based on performance. We have started providing \$1000 per employee per year for tuition reimbursement.

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.

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 formative assessment, 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, NWEA, instructional learning cycles, effective tier I instruction, supporting students with disabilities, formative assessment strategies and processes, and differentiated instruction.

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 18-19

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.

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

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

- Rtl
- Interventionists
- 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.

2018-19 School Improvement Plan

Overview

Plan Name

2018-19 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Academy for Business and Technology Middle & High School will become proficient in English Language Arts.	Objectives: 2 Strategies: 8 Activities: 27	Academic	\$353275
2	All Students at Academy for Business and Technology Middle & High School will become proficient in social studies.	Objectives: 2 Strategies: 8 Activities: 25	Academic	\$220813
3	All students at Academy for Business and Technology Middle & High School will become proficient in science.	Objectives: 2 Strategies: 7 Activities: 26	Academic	\$206781
4	All students at Academy for Business and Technology Middle & High School will become proficient in writing	Objectives: 1 Strategies: 4 Activities: 14	Academic	\$57952
5	All Students at Academy for Business and Technology Middle & High School will become proficient in math.	Objectives: 2 Strategies: 7 Activities: 27	Academic	\$287235
6	Increase Parent Involvement and Community Engagement	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
7	Implement PBIS school-wide to improve student academic and behavioral performance, competency, and achievement.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$119500

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 06/28/2019 as measured by NWEA, SAT, M-Step and other formative and summative assessments.

Strategy 1:

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

Category: English/Language Arts

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

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

Tier: Tier 1

Activity - Hands-On Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>	Direct Instruction	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15700	Title I Schoolwide	School leader, instructional coach, Title I staff and 31a staff, general education and special education staff

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Activity - Staff Training on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$1288	Title II Part A	School leader, instructional coach, support staff and general education teachers

Activity - Integrating Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	08/20/2018	06/28/2019	\$17000	Title I Schoolwide	Instructional staff, instructional coach, school leader

Strategy 2:

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

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

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

Category: Learning Support Systems

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 1

Activity - Effective Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school, station-based learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259).	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1259	Title I Schoolwide	School leader, coach, general education and special education teachers

Activity - Planning with and use of Title I Paraprofessional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring of the assessment data will be used to move students within the tiers of the RtI model. The Title I paraprofessional will provide targeted instruction.	Academic Support Program	Tier 2	Implement	08/20/2018	06/28/2019	\$26762	Title I Schoolwide	School leader, instructional coach, Title one support staff

Activity - Effective Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use an online intervention program to provide individualized instruction (\$).	Academic Support Program	Tier 3	Implement	09/05/2018	06/28/2019	\$19301	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Leader, coach and instructional staff

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Activity - Staff Training on the Rtl Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$1203	Title II Part A, Title II Part A, Title I Part A	School leader and instructional coach
Activity - After School and Summer School Tutoring/Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 2	Monitor	09/05/2018	06/28/2019	\$42000	Title I Schoolwide	School leader, instructional coach and instructional staff
Activity - ELA Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An ELA coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA instruction. This will be done through the use of instructional learning cycles. The ELA coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning	Professional Learning, Curriculum Development, Walkthrough, Implementation	Tier 1	Monitor	08/20/2018	06/28/2019	\$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 Rtl/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$89128	Section 31a	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Activity - Preparing Students for College and Career Readiness through Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Career Preparation /Orientation	Tier 1	Monitor	09/04/2018	06/28/2019	\$30372	Title I Schoolwide	School leader and guidance counselor
Activity - Professional Development for Motivating Middle and High School Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/05/2018	06/28/2019	\$1100	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	School leader, instructional coach, instructional staff
Activity - Tier I Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2018	\$550	Title I Part A	School Leader, Instructional Coach, Instructional Staff

Strategy 3:

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

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

Category: English/Language Arts

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

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

Tier: Tier 1

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Evaluation, Teacher Collaboration, Monitor	Tier 1	Monitor	09/04/2018	06/28/2019	\$0	No Funding Required	School Leader, Instructional Coach, Test Administrator, Teacher, & Support Staff

Activity - Data Analysis Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$570	Title I Part A, Title II Part A	Instructional staff, instructional coach, school leader
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Activity - Teaching the Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Monitor	08/20/2018	06/28/2019	\$15928	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Instructional coach, instructional staff, school leader

Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66).	Professional Learning	Tier 1	Monitor	08/20/2018	06/28/2019	\$1900	Title I Part A, Title II Part A, Title II Part A, Title I Schoolwide	Instructional coach, instructional staff, school leader
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Activity - Content Area Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted the throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200)	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$6200	Title I Part A, Title I Schoolwide, Title I School Improvement (ISI), Title I Schoolwide, Title I Part A, Title I Schoolwide	Instructional staff, instructional coach, school leader

Activity - Administration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$4500	Title II Part A, Title II Part A	Administration
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Strategy 4:

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

Category: Learning Support Systems

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

Tier:

Activity - Special Education and General Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and Rtl programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.	Academic Support Program, Policy and Process			08/20/2018	06/28/2019	\$0	No Funding Required	School leader, instructional coach, teachers and support staff

Activity - Use of Special Education Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The paraprofessionals will have an increase in classroom support built into their schedule (\$30,000)	Academic Support Program		Monitor	09/04/2018	06/28/2019	\$30000	Special Education	School leader, instructional coach, general education and special education staff

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Activity - Professional Development on Inclusion in Middle and High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$500	No Funding Required, Title I Schoolwide	School leader, instructional coach, general and special education staff

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

Strategy 5:

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

Category: English/Language Arts

Tier: Tier 1

Activity - Curriculum Instruction and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards).	Evaluation, Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$1500	Title I Schoolwide, Title I Schoolwide	School leader, instructional coach, instructional staff

Strategy 6:

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

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Category: English/Language Arts

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Policy and Process, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$15000	Title I Schoolwide, Title I Schoolwide	School improvement team

Strategy 7:

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

Category: Learning Support Systems

Research Cited: McKinney-Vento

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Academic Support Program, Communication, Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15000	Title I Schoolwide, Title I Schoolwide	School Leader, Dropout Prevention Coordinator, and Homeless Liaison.

Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2017-2018 state assessment in English Language Arts by 06/28/2019 as measured by M-Step, SAT/MME, other state assessments, NWEA, and other formative and summative assessments..

Strategy 1:

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

Category: Learning Support Systems

Research Cited: Marzano's high yield strategies

Tier:

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Activity - Collaboration between Special Education Teachers and General Education Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.	Academic Support Program, Curriculum Development	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$0	Title I Schoolwide	Special education staff, general education staff

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

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency 80% or higher in Social Studies by 06/28/2019 as measured by M-Step, SAT/MME, Other State Assessment, and other formative and summative assessments..

Strategy 1:

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

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

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

Category: Social Studies

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 1

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Activity - Effective Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school, station-based learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259).	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1259	Title I Schoolwide	School leader, instructional coach, general education and special education teachers
Activity - Staff Training on the MTSS Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive MTSS training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$938	Title II Part A, Title II Part A	School leader, instructional coach and general and special education teachers
Activity - After School and Summer School Tutoring/Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after-school tutoring program will take place 2 days a week throughout the school year. A Department-wide tutoring volunteer program will take place during the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/28/2019	\$3000	Title I School Improvement (ISI), Other	Instructional staff, instructional coach, support staff, school leader
Activity - Effective Tier II and Tier III Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.	Academic Support Program	Tier 2	Implement	09/04/2018	06/28/2019	\$1806	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

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Activity - Monitoring Student Behavior and Support of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program, Monitor	Tier 1	Monitor	09/04/2018	06/28/2019	\$89128	Section 31a	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Activity - Preparing Students for College and Career Readiness through Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Career Preparation /Orientation	Tier 1	Monitor	09/04/2018	06/28/2019	\$30372	Title I Schoolwide	School Leader, Guidance Counselor
Activity - Professional Development for Motivating Middle and High School Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1		08/20/2018	06/28/2019	\$1100	Title I Schoolwide, Title I Schoolwide, Title I School Improvement (ISI)	School Leader, Instructional Coach, Instructional Staff
Activity - Tier 1 - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$550	Title I Schoolwide	School leader, Instructional Coach, Instructional Staff

Strategy 2:

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

School Improvement Plan

Academy for Business and Technology High School

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

Category: Social Studies

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

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

Tier: Tier 1

Activity - Staff Training on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$1288	Title II Part A	School leader, instructional coach and general and special education teachers

Activity - Hands-on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Time will be embedded on some professional development days and in the daily schedule to allow for collaboration during the school year. Lesson plans will be based on Michigan standards and Common Core State Literacy Standards using the MAISA units in Atlas Rubicon. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>	Direct Instruction	Tier 2	Getting Ready	09/04/2018	06/28/2019	\$0	Other	Instructional Coach, Teachers & Support Staff

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Activity - Integrating Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$8574	Title I Schoolwide , Title I Schoolwide	Instructional staff, instructional coach, school leader

Strategy 3:

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

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

Category: Social Studies

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

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Tier: Tier 1

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Monitor	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$0	No Funding Required	School Leader, Instructional Coach, Teachers & Support Staff
Activity - Data Analysis Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$570	Title II Part A	Instructional staff, instructional coach, school leader
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Activity - Teaching the Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$13652	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The social studies staff will select a professional text, covering best practice instruction in social studies. This text will serve as a professional learning community for the social studies community (\$66).	Professional Learning	Tier 1	Implement	09/04/2018	06/28/2019	\$226	Title I Schoolwide, Title II Part A	Instructional staff, instructional coach, school leader
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Activity - Content Area Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200)	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$500	Title I Schoolwide	Instructional staff, instructional coach, school leader

Activity - Administration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1		08/20/2018	06/28/2019	\$1500	Title I Schoolwide	Administration
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Strategy 4:

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

Category: Learning Support Systems

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

Tier:

Activity - Special Education and General Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special education teachers will collaborate weekly with the general education teachers they work with. The special education teachers will also collaborate weekly with the one-on-one paraprofessionals they work with. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and Rtl programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.	Policy and Process	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$0	No Funding Required	School leader, instructional coach, teachers and support staff

Activity - Use of Special Education Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The paraprofessionals will have an increase in classroom support built into their schedule (\$30,000)	Academic Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$30000	Special Education	School leader, instructional coach, general education and special education staff

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Activity - Professional Development on Inclusion in Middle and High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$500	No Funding Required, Title III	School leader, instructional coach, general and special education staff

Activity - Academic Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, reteaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies.	Academic Support Program	Tier 3	Implement	09/04/2018	06/28/2019	\$600	Special Education	School leader, special education teaching staff

Strategy 5:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Curriculum Instruction and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards).	Technology, Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$750	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff

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Strategy 6:

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

Category: Social Studies

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Policy and Process, Curriculum Development, Monitor, Implementation	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$19500	Title I Schoolwide	School Leader, Instructional Coach, Leadership Team

Strategy 7:

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

Category: Learning Support Systems

Research Cited: McKinney-Vento

Tier: Tier 1

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Academic Support Program, Communication, Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15000	Title I Schoolwide	School Leader, Dropout Prevention Coordinator, and Homeless Liaison

Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2018-2019 state assessment in Social Studies by 06/28/2019 as measured by M-Step, SAT/MME, Other State Assessment, and other formative and summative assessments....

Strategy 1:

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

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Category: Social Studies

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Collaboration with general education teacher and special education teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.	Teacher Collaboration	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$0	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff

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

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency 80% or higher in Science by 06/28/2019 as measured by M-Step, SAT, and other formative and summative assessments..

Strategy 1:

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

Category: Science

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

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

Tier: Tier 1

Activity - Real World Learning and Discovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$4781</p>	<p>Title I Schoolwide , Title I Schoolwide , Title I Schoolwide</p>	<p>Science department staff, academic coach, school leader, support staff.</p>
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<p>report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>								
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Activity - Staff Training on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$1288	Title II Part A	School leader, instructional coach, support staff and general education teachers

Activity - Integrating Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$18574	Title I Schoolwide, Other, Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

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Activity - Inquiry-based Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from science benchmarks, the school leader along with the staff will select and purchase scientific related resources to address the areas of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science class offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards or NGSS.	Direct Instruction	Tier 1		09/04/2018	06/28/2019	\$8500	Title I Schoolwide	School leader, instructional coach, science staff

Strategy 2:

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

- Make data discussion a function of the departments to analyze data by grade level, content area, and school-wide
- Design Data Walls
- 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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<p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, formative assessments, perception data, and benchmark tests. These will be used to make informed decisions concerning both advanced students and students who need remediation. Teachers will give a pre and post-test and use a student achievement data tracker to progress monitor student performance. The data discussion will help to facilitate and monitor the progress of student performance.</p> <p>Teachers will administer formative and summative assessments, which will allow the staff to make data-driven decisions regarding the learning needs of their students. This will be accomplished through collaboratively generated assessments both formative and summative. The formative assessments will provide teachers with immediate feedback on overall student understanding.</p> <p>The staff will receive training on the development of summative assessments, focusing on aligning the assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach.</p> <p>As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>	Evaluation	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$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	08/20/2018	06/28/2019	\$570	Title I Schoolwide	Instructional staff, instructional coach, school leader

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Activity - Teaching the Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$15928	Title I Schoolwide , Title I Schoolwide	Instructional staff, instructional coach, school leader
Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Academy for Business and Technology High School

The staff will receive training on how to best implement the common core state standards/NGSS in their classrooms. These materials and professional developments will focus on Inquiry-based learning and instruction/assessment aligned with NGSS. This is essential for the M-Step conversion to NGSS by 2018. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards/NGSS. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The staff will study the content area text to study in a professional learning community (\$66).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$226	Title I Schoolwide, Title II Part A	Instructional staff, instructional coach, school leader
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Activity - Content Area Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT/MME & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. The science/health department will purchase and use various forms of literature for example magazines, books, journals and ect to help build literacy skills and content understanding of students. These resources could be in print and/or digital forms. Subscriptions need to be purchased for all-content areas to help implement this activity. M-step/SAT/MME preparation will occur throughout the year in content classes as well as Test Prep. Teacher will utilize various online programs, other software applications, or various printed test prep materials to prepare students.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/28/2019	\$6200	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

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

Academy for Business and Technology High School

The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$4500	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Administration
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Strategy 3:

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

Category: Science

Research Cited: RTI Network, Wayne RESA, MDE

Tier: Tier 3

Activity - Effective Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science. The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$3538	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	School leader, coach, general education and special education teachers

Activity - Staff Training on the RtI Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be provided with professional development (\$180) on the RtI model. In addition, teachers will receive RtI training off-site (\$758).	Professional Learning		Getting Ready	08/20/2018	06/28/2019	\$938	Title II Part A, Title II Part A	School leader and instructional coach

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

School Improvement Plan

Academy for Business and Technology High School

The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$42000	Other, Title I Schoolwide	School leader, instructional coach and instructional staff
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	09/04/2018	06/28/2019	\$6500	Title I Schoolwide	Instructional staff, literacy coach, instructional coach, school leader
Activity - Tier 1 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$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

School Improvement Plan

Academy for Business and Technology High School

Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/30/2018	\$38018	Section 31a, Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator
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Activity - Preparing Students for College and Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2018	\$7170	Section 31a	School Leader, Dropout Prevention Coordinator, Guidance Counselor

Activity - Professional Development for Motivating Middle and High School Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/28/2019	\$0	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff, PBIS coach

Activity - Teacher training on Culturally Responsive Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development that will help them acquire the tools and strategies which support learning for our diverse student population.	Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$400	Title II Part A	Instructional Staff

School Improvement Plan

Academy for Business and Technology High School

Strategy 4:

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

Category: Science

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

Tier: 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 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, Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$0	Other	School leader, instructional coach, teachers and support staff
Activity - Use of Special Education Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$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

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	08/21/2017	06/30/2018	\$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	09/04/2018	06/28/2019	\$600	Special Education	School leader, special education teaching staff

Strategy 5:

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

Category: Science

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

Tier: Tier 1

Activity - Curriculum Instruction and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards/NGSS).	Evaluation	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	Title I Schoolwide, Title I Schoolwide	School leader, instructional coach, instructional staff

Strategy 6:

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

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School Improvement Plan

Academy for Business and Technology High School

school-wide improvement strategies.

Category: Science

Tier: Tier 1

Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15000	Title I Schoolwide, Title I Schoolwide	School improvement team

Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2018-2019 state assessment in Science by 06/28/2019 as measured by M-Step, SAT/MME, other state assessments, and other formative and summative assessments..

Strategy 1:

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

Category: Science

Research Cited: Marzano's high yield strategies

Tier: Tier 1

Activity - Collaboration between Special Education Teachers and General Education Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.	Academic Support Program, Direct Instruction, Curriculum Development, Implementation		Getting Ready	09/04/2018	06/28/2019	\$0	Title I Schoolwide	Special education staff, general education staff

Goal 4: All students at Academy for Business and Technology Middle & High School will become proficient in writing

Measurable Objective 1:

32% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 80% or higher in English Language Arts by 06/28/2019 as measured by MSTEP, SAT, ACT Work keys, and other formative and summative assessment.

Strategy 1:

Writing Across the Curriculum - Students need instruction on writing effectively in all subject areas. This will allow the students to: Solidify learning as they communicate information through writing, clarify their thinking as they go through the writing process, and learn new concepts as they take notes and research topics.

Category:

Research Cited: The WAC Clearinghouse

Tier:

Activity - Adopt/Adapt a Research and Evidence Based Writing Program for 6-12 grades	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the use of the research based writing program, My Access, to improve writing in all curricular areas	Implementation			09/01/2014	06/19/2015	\$10000	General Fund	School leader, coach and instructional staff

Activity - Integrating Technology	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

<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>Atlas Rubicon(\$) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. Atlas Rubicon provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth.</p> <p>To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, and tablets will be available for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$1212) to do research for papers and projects, take assessments, and produce reports.</p>	Technology			09/04/2018	06/28/2019	\$1212	Title I Schoolwide	Instructional staff, instructional coach, school leader
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Strategy 2:

Response to Intervention Model - In order to identify and remediate student learning gaps, the staff will implement the components and strategies of the Response to Intervention model. 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:

Research Cited: RTI Network

Tier:

Activity - Staff Training on the RtI Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be provided with professional development (\$180) on the RtI model. In addition, teachers will receive RtI training off-site (\$758). The staff will continue to utilize the study of the book, "RtI in Middle and High Schools" as a professional learning community.	Professional Learning			09/04/2018	06/28/2019	\$938	Title II Part A, Title II Part A	School leader, coach and instructional staff
Activity - Effective Tier I 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

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 KC4 (Curriculum Crafter) 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. The staff will use literature to teach writing. The staff will plan intentional writing prompts that are related to the themes and ideas of grade-level literature	Direct Instruction			09/04/2018	06/28/2019	\$1259	Title I Schoolwide	School leader, instructional coach, instructional staff
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Activity - After School and Summer School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program			09/04/2018	06/28/2019	\$0	Other	Instructional staff, 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
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.	Implementation			09/04/2018	06/28/2019	\$165	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

Strategy 3:

Data Driven Decision Making Process - 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 department teams 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

School Improvement Plan

Academy for Business and Technology High School

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
<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 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>	Other		Monitor	09/04/2018	06/28/2019	\$0	No Funding Required	Instructional staff, instructional coach, school leader

Activity - Data Analysis Professional Development	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

The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning		Monitor	09/04/2018	06/28/2019	\$0	Other	Instructional staff, instructional coach, school leader
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Activity - Teaching the Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), This will be accomplished by using the Learning Focused model. This model is being used to translate the standards into learning. By focusing on continuous improvement, the Learning Focused model will assist the staff in the employment of exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop student learning maps that provide a focus for teacher planning and clearly communicate the expected learning to students. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will create student learning maps. These maps will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the student learning maps will provide a consistent access to the standards and the curriculum throughout the school. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them.</p> <p>To provide an opportunity for the staff to collaborate as they vertically and horizontally align the curriculum to the common core state standards, the academy will hold collaborative sessions in the summer. This will require the payment of the stipends to the staff.</p>	Direct Instruction		Implement	09/04/2018	06/28/2019	\$13552	Title I Schoolwide	Instructional staff, instructional coach, school leader

School Improvement Plan

Academy for Business and Technology High School

Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.	Professional Learning		Implement	09/04/2018	06/28/2019	\$226	Title II Part A, Title I Schoolwide	Instructional staff, instructional coach, school leader

Strategy 4:

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

Category:

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

Tier:

Activity - Special Education and General Education Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special education teachers will collaborate bi-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 bi-weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.	Policy and Process		Implement	09/04/2018	06/28/2019	\$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
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School Improvement Plan

Academy for Business and Technology High School

The paraprofessionals will have an increase in classroom support built into their schedule.	Academic Support Program		Monitor	09/04/2018	06/28/2019	\$30000	Special Education	School leader, instructional coach, general education and special education staff
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Activity - Professional Development on Inclusion in Middle and High School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning		Implement	09/04/2018	06/28/2019	\$0	No Funding Required	School leader, instructional coach, general education and special education staff

Activity - Academic Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, re-teaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies.	Academic Support Program		Monitor	09/04/2018	06/28/2019	\$600	Special Education	School leader, special education teaching staff

Goal 5: All Students at Academy for Business and Technology Middle & High School will become proficient in math.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency of 80% or higher in Mathematics by 06/28/2019 as measured by M-Step, SAT/MME, Other State Assessment, NWEA, and other formative and summative assessments..

School Improvement Plan

Academy for Business and Technology High School

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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School Improvement Plan

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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	08/20/2018	06/28/2019	\$0	No Funding Required	Math department, 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	08/20/2018	06/28/2019	\$570	Title II Part A	Instructional staff, instructional coach, school leader

School Improvement Plan

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Activity - Teaching the Common Core State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$15928	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader
Activity - Common Core Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The mathematics staff will study a book chosen by the department to help better themselves and their instructional delivery in a the book professional learning community (\$66).</p>	Professional Learning			08/20/2018	06/28/2019	\$226	Title I Schoolwide, Title II Part A	Instructional staff, instructional coach, school leader

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Activity - Content Area Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Magazine subscriptions will be purchased for all-content areas to help implement this activity. A high school test prep class is in place to prepare sophomores and juniors for the state assessment in April.	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$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.	Professional Learning, Curriculum Development, Walkthrough	Tier 1	Implement	08/20/2018	06/28/2019	\$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	08/20/2018	06/28/2019	\$4500	Title I Schoolwide, Title I Schoolwide	School leader, Instructional Coach

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Strategy 2:

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

Category: Mathematics

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

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

Tier: Tier 1

Activity - Discovery Learning and Real World Application	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Time will be devoted in every math classroom for student discovery of math concepts and real-world applications. Every math unit will incorporate time for student discovery. Teachers will need manipulatives, measuring tools, and technology to give students opportunities to experiment with, and make conclusions about, math facts and concepts (\$4865). Math teachers will incorporate real-world applications into every math unit. The math department and instructional coach will meet every month to determine the effectiveness of the use of discovery and real-life applications in their math classes. Effectiveness will be determined by results of daily problem, discussions with support staff and summative chapter assessments. Results will be shared with the school leader.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$5520	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

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Activity - Staff Training on Formative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$1288	Title II Part A	Instructional staff, instructional coach, school leader

Activity - Integrating Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$7241	Title I Schoolwide, Title I Schoolwide, Other	Instructional staff, instructional coach, school leader

Strategy 3:

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

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

Category: Learning Support Systems

Research Cited: RTI Network, Wayne RESA, MDE

School Improvement Plan

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Tier: Tier 1

Activity - Effective Tier I Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As a school, student-centered teaching for learning will be become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon and Engaged NY for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Using summative assessments, formative assessments, benchmark data, and online assessment programs the mathematics department will create a list of skills that each student has a deficit in and in conjunction with the Common Core State Standards focus on these.</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1941	Title I Schoolwide, Title I Schoolwide	Instructional staff, instructional coach, school leader

Activity - Staff Training on the Rtl Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book,	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$938	Title II Part A, Title II Part A	Instructional staff, interventionist, instructional coach, school leader

Activity - After School and Summer School Tutoring/Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school/credit recovery programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/28/2019	\$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		Implement	09/04/2018	06/28/2019	\$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	09/04/2018	06/28/2019	\$89128	Section 31a	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

Activity - Preparing Students for College and Career Readiness through Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.</p>	Career Preparation /Orientation	Tier 1	Monitor	09/04/2018	06/28/2019	\$30372	Title I Schoolwide	School Leader, Guidance Counselor

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

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The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Professional Learning	Tier 1		08/20/2018	06/28/2019	\$1100	Title I Schoolwide, Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff
Activity - Tier 1 Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$550	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff
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 will additional materials needed to address learning gaps. The students' progress will be monitored and reported back to the classroom teachers and the Rtl team.	Academic Support Program	Tier 2	Implement	09/04/2018	06/28/2019	\$15914	Title II Part A	School Leader, Instructional Coach, Rtl Coordinator
Activity - Teacher Training on Culturally Responsive Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$400	Title I Schoolwide	Instructional staff, Instructional coach, School Leader

Strategy 4:

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

Category: 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			08/20/2018	06/28/2019	\$0	Other	School leader, instructional coach, general education and special education teachers/staff
Activity - Use of Special Education Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.	Academic Support Program		Implement	09/04/2018	06/28/2019	\$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	08/20/2018	06/28/2019	\$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	09/04/2018	06/28/2019	\$600	Special Education	School leader, special education teaching staff
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Strategy 5:

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

Category: Mathematics

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

Tier: Tier 1

Activity - Curriculum, instruction and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards).	Academic Support Program	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$750	Title I Schoolwide	School leader, Instructional Coach, Instructional Staff

Strategy 6:

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

Category: Mathematics

Tier: Tier 1

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

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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.	Policy and Process, Curriculum Development, Monitor, Implementation	Tier 1		08/20/2018	06/28/2019	\$15000	Title I Schoolwide	School Leader, Instructional Coach, Leadership Team
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Measurable Objective 2:

A 10% increase of Students with Disabilities students will demonstrate a proficiency on the 2018-2019 state assessment in Mathematics by 06/28/2019 as measured by M-Step, SAT/MME, Other State Assessment, Scantron, and other formative and summative assessments...

Strategy 1:

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

Category: Mathematics

Research Cited: Marzano's high yield strategies

Tier: Tier 3

Activity - Collaboration with general education teacher and special education teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.	Teacher Collaboration	Tier 1	Implement	08/20/2018	06/28/2019	\$0	Title I Schoolwide	School Leader, Instructional Coach, Instructional Staff

Goal 6: Increase Parent Involvement and Community Engagement

Measurable Objective 1:

collaborate to increase parent involvement and community engagement by 06/28/2019 as measured by Parent and community participation, meeting sign-in sheets, and ultimately increase achievement and student academic growth..

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Strategy 1:

Increase Parental and Community Engagement by 25% of the families - - Parent Meeting Stamp Cards - Parents receive stamps each time they participate in a school activity or are present in the building (volunteering, Parent/Teacher Conference). Parents receive raffle tickets equal to their amount of stamps. Parents are eligible to win a prize that has been donated by a community partner.

- Parent/Teacher Conferences (different days of the week, different times during the day)
- Parent Involvement Team
- Monthly Curriculum Parent Nights
- DoubleTree Dearborn - 8th grade promotion ceremony
- Monthly Newsletter
- Parent Portal (PowerSchool)
- Honors Program Presentation Night
- Continuously offer opportunities for parent engagement with staff & administration

Category: Learning Support Systems

Research Cited: "WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION,"

http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

Tier:

Activity - Monthly Curriculum Night for Parent/Families	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Involvement in Student Literacy - The school will create a series of parent involvement nights to support parents by giving them information and strategies that will direct them when assisting their children with core academic skills.	Parent Involvement		Getting Ready	09/04/2018	06/28/2019	\$0	Other	School leader, coach, instructional staff

Activity - Parent Portal on Power School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will have 24 hour online access to students' grades, assignments, attendance through Parent Portal.	Other		Monitor	09/04/2018	06/28/2019	\$0	Other	School Leader, Instructional Coach, Teachers, Office Manager

Activity - Parent Involvement Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parent Involvement Team will be created to increase parent involvement at ABTHS. Committee may include administrators, teachers, parents, board members, and community members.	Parent Involvement			09/04/2018	06/28/2019	\$0	Other	School leader, instructional coach, teachers, support staff
Activity - Rotating Parent/Teacher Conferences/Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parent/teacher conferences and parent meeting times and days will change to accommodate more parents.	Parent Involvement			09/04/2018	06/28/2019	\$0	No Funding Required	School Leader, Instructional Coach, teachers & support staff
Activity - Standardized Testing Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Allow opportunities for parents to take a standardized practice exams to see what their child will be experiencing. Create an understanding about how important preparation (sleep, health, eating habits, practice) is to succeed on the tests.	Parent Involvement		Getting Ready	09/04/2018	06/28/2019	\$0	No Funding Required	School Leader, Instructional Coach, Test Administrator, Teachers, Support Staff

Goal 7: Implement PBIS school-wide to improve student academic and behavioral performance, competency, and achievement.

Measurable Objective 1:

80% of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior to decrease the number of referrals and the amount of disruptions that interfere with instruction in Practical Living by 06/28/2019 as measured by the data entered into SWIS.

Strategy 1:

Enhancing the Positive Behavior Support System - PBIS will be implemented to improve the social and learning behaviors of students and decrease the disruptions that

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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 School Wide Information System (SWIS) and give monthly reports to the school improvement team (SIT). A district PBIS coach will verify data input by conducting periodic audits.

The PBIS program will be implemented school-wide with fidelity by all staff members. The focus will be on improving Tier I instruction of the behavior expectations, along with using alternatives to suspension. Staff will teach/reteach behavior expectations throughout the year, focusing on specific skills/values each month. The monthly character value lessons will support and encourage the school-wide expectations and help to create a safe and respectful climate. Staff will utilize a common flow chart for the referral process, which will assist in the management of behaviors in the classroom. The PBIS team will develop a common five-point scale for defusing behavior at different levels of severity. The program Advantage Press will be a tool for assisting with alternatives to suspension, providing students with lessons about specific problem behaviors. The PBIS team will work with the RtI team to focus on the Tier II students. Professional development on classroom management and differentiated instruction will be helpful in establishing and maintaining the expectations for the classroom.

Category:

Research Cited: Wayne RESA and MDE documents

Tier:

Activity - Monitoring Student Behavior and Support of Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use SWIS 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		Getting Ready	09/04/2018	06/28/2019	\$89128	Section 31a, Section 31a, Section 31a, Title I Schoolwide	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Activity - Preparing Students for College and Career Readiness through Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Academic Support Program		Implement	09/04/2018	06/28/2019	\$30372	Title I Schoolwide	School leader and guidance counselor
Activity - Professional Development for Motivating High School Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach.	Professional Learning		Implement	09/04/2018	06/28/2019	\$0	Other	School leader, instructional coach, instructional staff
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Student Behavior and Support of Expectations	Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$89128	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Preparing Students for College and Career Readiness	A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/05/2017	06/30/2018	\$7170	School Leader, Dropout Prevention Coordinator, Guidance Counselor
Monitoring Student Behavior and Support of Expectations	Use SWIS 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		Getting Ready	09/04/2018	06/28/2019	\$25616	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

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Monitoring Student Behavior and Support of Expectations	Use SWIS 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		Getting Ready	09/04/2018	06/28/2019	\$8806	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Monitoring Student Behavior and Support of Expectations	Use SWIS 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		Getting Ready	09/04/2018	06/28/2019	\$27353	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Monitoring Student Behavior and Support of Expectations	Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program, Monitor	Tier 1	Monitor	09/04/2018	06/28/2019	\$89128	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists
Monitoring Student Behavior and Support of Expectations	Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$89128	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

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Monitoring Student Behavior and Support of Expectations	Use LOG Entries to document referrals and use data to analyze student behaviors. A positive behavior support team member will work with students to promote positive behavior (\$27,353). Also, the RtI/PBIS team will be assisted in the implementation and monitoring of behavior plans (\$27,353). A social worker (\$25,616) will be on staff to support student behavior. A truancy liaison will be put into place to monitor attendance (\$8,806).	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/30/2018	\$19009	School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator
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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 will have an increase in classroom support built into their schedule (\$30,000)	Academic Support Program		Monitor	09/04/2018	06/28/2019	\$30000	School leader, instructional coach, general education and special education staff

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Academic Lab	To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, reteaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies.	Academic Support Program	Tier 3	Implement	09/04/2018	06/28/2019	\$600	School leader, special education teaching staff
Use of Special Education Support Staff	The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$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	Tier 3	Implement	09/04/2018	06/28/2019	\$600	School leader, special education teaching staff

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Academic Lab	To provide a higher level of student-centered learning, Special Education students who need additional assistance will be placed in an academic lab. This will serve as a systematic approach in addressing a combination of individual IEP needs/specific goals, organizing skills and support in meeting the general education curriculum through: extended time, re-teaching, one-on-one assistance and tutoring. The academic lab will take the place of an elective hour and will be on a pass/fail basis. The resources needed for the teacher to run class and to promote student success are the following; manipulatives, technology and supplies.	Academic Support Program		Monitor	09/04/2018	06/28/2019	\$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	09/04/2018	06/28/2019	\$30000	School leader, instructional coach, general education and special education staff
Use of Special Education Support Staff	The paraprofessionals will have an increase in classroom support built into their schedule.	Academic Support Program		Monitor	09/04/2018	06/28/2019	\$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	09/04/2018	06/28/2019	\$600	School leader, special education teaching staff
Use of Special Education Support Staff	The paraprofessionals (LRE aides and one-on-one aides) will be provided a schedule that maintains a high level of classroom and individual student support.	Academic Support Program		Implement	09/04/2018	06/28/2019	\$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	09/05/2017	06/30/2018	\$600	School leader, special education teaching staff

General Fund

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

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Adopt/Adapt a Research and Evidence Based Writing Program for 6-12 grades	Staff will implement the use of the research based writing program, My Access, to improve writing in all curricular areas	Implementation			09/01/2014	06/19/2015	\$10000	School leader, coach and instructional staff
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Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	\$900	Instructional staff, instructional coach, school leader

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Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1		08/20/2018	06/28/2019	\$900	School Leader, Instructional Coach, Instructional Staff
After School and Summer School Tutoring/Credit Recovery	The after-school tutoring program will take place 2 days a week throughout the school year. A Department-wide tutoring volunteer program will take place during the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/28/2019	\$3000	Instructional staff, instructional coach, support staff, school leader

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Inclusion in Middle and High School	All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$0	School leader, instructional coach, general and special education staff

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<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>Policy and Process</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/20/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School leader, instructional coach, teachers and support staff</p>
<p>Standardized Testing Sessions</p>	<p>Allow opportunities for parents to take a standardized practice exams to see what their child will be experiencing. Create an understanding about how important preparation (sleep, health, eating habits, practice) is to succeed on the tests.</p>	<p>Parent Involvement</p>		<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School Leader, Instructional Coach, Test Administrator, Teachers, Support Staff</p>

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Data Analysis	<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	08/20/2018	06/28/2019	\$0	Math department, instructional coach, school leader, support staff
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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>Evaluation</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/20/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Science instructional staff, instructional coach, school leader, support staff.</p>
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School Improvement Plan

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	<p>assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>							
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	08/20/2018	06/28/2019	\$0	School leader, instructional coach, general education and special education staff
Professional Development on Inclusion in Middle and High School	All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Monitor	08/21/2017	06/30/2018	\$0	School leader, instructional coach, general education and special education staff
Rotating Parent/Teacher Conferences/Meetings	The parent/teacher conferences and parent meeting times and days will change to accommodate more parents.	Parent Involvement			09/04/2018	06/28/2019	\$0	School Leader, Instructional Coach, teachers & support staff

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<p>Data Analysis</p>	<p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, 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>Evaluation, Teacher Collaboration, Monitor</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/04/2018</p>	<p>06/28/2019</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

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	08/20/2018	06/28/2019	\$0	School leader, instructional coach, general and special education staff
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			08/20/2018	06/28/2019	\$0	School leader, instructional coach, teachers and support staff

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<p>Data Analysis</p>	<p>The analysis of data through the instructional learning cycles will become a function of the department teams and will assist ABTHS to have a more systematic approach to data driven decisions. This will be an ongoing process of continuous improvement; interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of 80% proficiency. These data analysis discussions are also the mode for analyzing data from strategy and activity implementation, as well as formative student achievement data to evaluate success and make adjustments if needed. The data discussion will use a variety of sources such as: classroom data, 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>08/20/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School Leader, Instructional Coach, Teachers & Support Staff</p>
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School Improvement Plan

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	<p>assessments with the curriculum and common core state standards. After this training, the staff will develop summative assessments in each subject area. The assessments will then be reviewed by the instructional coach. As we improve our systematic approach to data driven instruction, we will implement data walls to celebrate student success. The goal of the data wall is to build shared ownership, accountability, and awareness of progress toward school-wide goals and to reinforce positive messaging to school community for overall increased student achievement.</p>							
<p>Professional Development on Inclusion in Middle and High School</p>	<p>All staff will receive inclusion professional development throughout the school year (on-site or off-site.)</p>	<p>Professional Learning</p>		<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School leader, instructional coach, general education and special education staff</p>

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Data Analysis	<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 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>	Other		Monitor	09/04/2018	06/28/2019	\$0	Instructional staff, instructional coach, school leader
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Title I 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
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	08/20/2018	06/28/2019	\$320	Instructional staff, instructional coach, school leader

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Common Core Professional Development	The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66).	Professional Learning	Tier 1	Monitor	08/20/2018	06/28/2019	\$1099	Instructional coach, instructional staff, school leader
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$265	School leader and instructional coach

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Content Area Reading	All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing SAT & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Student copies of literature needs to be purchased to supplement the curriculum (\$2700) Magazine subscriptions (\$200) will be purchased for all-content areas to help implement this activity. The ELA department would like to purchase online database subscriptions for academic journals. This will benefit students as they conduct research projects (\$300). Leveled readers for a school library will need to be purchased (\$3200). Test prep conducted throughout the school year will be used to review and prepare students for the M-Step & SAT. A high school Test prep class will continue for the 2017-2018 school year, to prepare sophomores and juniors for the SAT test. This will require the purchase of test prep books and materials. (\$1200)	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$400	Instructional staff, instructional coach, school leader
Tier I Professional Development	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	08/21/2017	06/30/2018	\$550	School Leader, Instructional Coach, Instructional Staff

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development on Inclusion in Middle and High School	All staff will receive inclusion professional development throughout the school year (on-site or off-site.)	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$500	School leader, instructional coach, general and special education staff
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Training on Formative Assessment	The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$1288	School leader, instructional coach, support staff and general education teachers
Common Core Professional Development	The staff will receive training on how to implement the common core state standards (\$160) and on how vertically align the curriculum (\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66).	Professional Learning	Tier 1	Monitor	08/20/2018	06/28/2019	\$160	Instructional coach, instructional staff, school leader

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Common Core Professional Development	The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The social studies staff will select a professional text, covering best practice instruction in social studies. This text will serve as a professional learning community for the social studies community (\$66).	Professional Learning	Tier 1	Implement	09/04/2018	06/28/2019	\$160	Instructional staff, instructional coach, school leader
Staff Training on the MTSS Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive MTSS training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$758	School leader, instructional coach and general and special education teachers
Common Core Professional Development	The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The mathematics staff will study a book chosen by the department to help better themselves and their instructional delivery in a the book professional learning community (\$66).	Professional Learning			08/20/2018	06/28/2019	\$160	Instructional staff, instructional coach, school leader

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Common Core Professional Development	The staff will receive training on how to best implement the common core state standards/NGSS in their classrooms. These materials and professional developments will focus on Inquiry-based learning and instruction/assessment aligned with NGSS. This is essential for the M-Step conversion to NGSS by 2018. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards/NGSS. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The staff will study the content area text to study in a professional learning community (\$66).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$160	Instructional staff, instructional coach, school leader
Teacher training on Culturally Responsive Instruction	Teachers will receive professional development that will help them acquire the tools and strategies which support learning for our diverse student population.	Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$400	Instructional Staff
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book, "Rtl in Middle and High Schools" as a professional learning community.	Professional Learning			09/04/2018	06/28/2019	\$180	School leader, coach and instructional staff
Staff Training on Formative Assessment	The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$1288	School leader, instructional coach, support staff and general education teachers
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).	Professional Learning		Getting Ready	08/20/2018	06/28/2019	\$758	School leader and instructional coach

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Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$4500	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	08/20/2018	06/28/2019	\$570	Instructional staff, instructional coach, school leader
Common Core Professional Development	The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66).	Professional Learning	Tier 1	Monitor	08/20/2018	06/28/2019	\$575	Instructional coach, instructional staff, school leader
Staff Training on Formative Assessment	The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$1288	Instructional staff, instructional coach, school leader
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).	Professional Learning		Getting Ready	08/20/2018	06/28/2019	\$180	School leader and instructional coach

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Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book,	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$758	Instructional staff, interventionist, instructional coach, school leader
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book,	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$180	Instructional staff, interventionist, instructional coach, school leader
Data Analysis Professional Development	The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$570	Instructional staff, instructional coach, school leader
Planning with and use of Title I Paraprofessional	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	School Leader, Instructional Coach, Rtl Coordinator
Common Core Professional Development	The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.	Professional Learning		Implement	09/04/2018	06/28/2019	\$160	Instructional staff, instructional coach, school leader

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Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$0	Administration
Staff Training on Formative Assessment	The staff will receive training on formative assessment. This will require the purchase of training materials. Follow-up observations will occur throughout the year.	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$1288	School leader, instructional coach and general and special education teachers
Staff Training on the MTSS Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive MTSS training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$180	School leader, instructional coach and general and special education teachers
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$180	School leader and instructional coach
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758).	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$758	School leader and instructional coach
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	08/20/2018	06/28/2019	\$250	Instructional staff, instructional coach, school leader
Staff Training on the Rtl Model	The staff will be provided with professional development (\$180) on the Rtl model. In addition, teachers will receive Rtl training off-site (\$758). The staff will continue to utilize the study of the book, "Rtl in Middle and High Schools" as a professional learning community.	Professional Learning			09/04/2018	06/28/2019	\$758	School leader, coach and instructional staff

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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Portal on Power School	Parents/Guardians will have 24 hour online access to students' grades, assignments, attendance through Parent Portal.	Other		Monitor	09/04/2018	06/28/2019	\$0	School Leader, Instructional Coach, Teachers, Office Manager
After School and Summer School Tutoring/ Credit Recovery	The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$0	School leader, instructional coach and instructional staff
After School and Summer School Tutoring/Credit Recovery	The after-school tutoring program will take place 2 days a week throughout the school year. A Department-wide tutoring volunteer program will take place during the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week, The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/28/2019	\$0	Instructional staff, instructional coach, support staff, school leader
Special Education and General Education Collaboration	The special education teachers will collaborate bi-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 bi-weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments.	Policy and Process		Implement	09/04/2018	06/28/2019	\$0	School leader, instructional coach, general education and special education teachers/staff

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<p>Special Education and General Education Collaboration</p>	<p>The special education teachers will collaborate weekly with the general education teachers with whom they work. The special education teachers will also collaborate weekly with the one-on-one aides with whom they work. The special education team provides every teacher and paraprofessional with all special education IEP summary. The special education team will also present, to the staff, during teacher professional development days prior to the first day of school. Special education students' academic and behavior data will be monitored through PBIS and individualized programs. Through collaboration weekly meetings, general and special education teachers will analyze special education students' academic and behavior data and assessments. General education teachers will make lesson plans and materials available on a weekly basis</p>	<p>Policy and Process</p>			<p>08/20/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School leader, instructional coach, general education and special education teachers/staff</p>
<p>Professional Development for Motivating High School Students</p>	<p>The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach.</p>	<p>Professional Learning</p>		<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School leader, instructional coach, instructional staff</p>

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<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>Policy and Process, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School leader, instructional coach, teachers and support staff</p>
<p>Hands-on Learning</p>	<p>Differentiated instruction will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of differentiated instruction. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement differentiated instruction and learning centers. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Time will be embedded on some professional development days and in the daily schedule to allow for collaboration during the school year. Lesson plans will be based on Michigan standards and Common Core State Literacy Standards using the MAISA units in Atlas Rubicon. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Instructional Coach, Teachers & Support Staff</p>

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Monthly Curriculum Night for Parent/Families	Parent Involvement in Student Literacy - The school will create a series of parent involvement nights to support parents by giving them information and strategies that will direct them when assisting their children with core academic skills.	Parent Involvement		Getting Ready	09/04/2018	06/28/2019	\$0	School leader, coach, instructional staff
Integrating Technology	The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$0	Instructional staff, instructional coach, school leader

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Data Analysis Professional Development	The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning		Monitor	09/04/2018	06/28/2019	\$0	Instructional staff, instructional coach, school leader
Integrating Technology	The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$0	Instructional staff, instructional coach, school leader

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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	Professional Learning, Curriculum Development, Walkthrough, Implementation	Tier 1	Monitor	08/20/2018	06/28/2019	\$0	Instructional staff, ELA Coach
Parent Involvement Team	Parent Involvement Team will be created to increase parent involvement at ABTHS. Committee may include administrators, teachers, parents, board members, and community members.	Parent Involvement			09/04/2018	06/28/2019	\$0	School leader, instructional coach, teachers, support staff
After School and Summer School Tutoring	The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program			09/04/2018	06/28/2019	\$0	Instructional staff, instructional coach, school leader

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Professional Development	The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program.	Professional Learning		Implement	09/04/2018	06/28/2019	\$66	Instructional staff, instructional coach, school leader

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Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations 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	08/20/2018	06/28/2019	\$3000	School leader, Instructional Coach
Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1		08/20/2018	06/28/2019	\$200	School Leader, Instructional Coach, Instructional Staff

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<p>Teaching the Common Core State Standards</p>	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), This will be accomplished by using the Learning Focused model. This model is being used to translate the standards into learning. By focusing on continuous improvement, the Learning Focused model will assist the staff in the employment of exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop student learning maps that provide a focus for teacher planning and clearly communicate the expected learning to students. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will create student learning maps. These maps will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the student learning maps will provide a consistent access to the standards and the curriculum throughout the school. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them.</p> <p>To provide an opportunity for the staff to collaborate as they vertically and horizontally align the curriculum to the common core state standards, the academy will hold collaborative sessions in the summer. This will require the payment of the stipends to the staff.</p>	<p>Direct Instruction</p>		<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$13552</p>	<p>Instructional staff, instructional coach, school leader</p>
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School Improvement Plan

Academy for Business and Technology High School

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, Curriculum Development, Monitor, Implementation	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$19500	School Leader, Instructional Coach, Leadership Team
Monitoring Student Behavior and Support of Expectations	Use SWIS 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		Getting Ready	09/04/2018	06/28/2019	\$27353	School leader, Instructional coach, Teachers, Support Staff & positive behavior specialists

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Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$7362	Instructional staff, instructional coach, school leader
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School Improvement Plan

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Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$13552	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

	<p>instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>							
<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>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$1500</p>	<p>Instructional staff, instructional coach, school leader</p>

School Improvement Plan

Academy for Business and Technology High School

Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program	Tier 1	Implement	08/20/2018	06/28/2019	\$0	School Leader, Instructional Coach, Instructional Staff, PBIS coach
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School Improvement Plan

Academy for Business and Technology High School

<p>Content Area Reading</p>	<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>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$500</p>	<p>Instructional staff, instructional coach, school leader</p>
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School Improvement Plan

Academy for Business and Technology High School

Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$1212	Instructional staff, instructional coach, school leader
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	08/20/2018	06/28/2019	\$500	School leader, instructional coach, general and special education staff

School Improvement Plan

Academy for Business and Technology High School

ELA Coach	<p>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.</p> <p>The ELA coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning</p>	Professional Learning, Curriculum Development, Walkthrough, Implementation	Tier 1	Monitor	08/20/2018	06/28/2019	\$15914	Instructional staff, ELA Coach
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School Improvement Plan

Academy for Business and Technology High School

Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p>	Direct Instruction	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$13552	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

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

Academy for Business and Technology High School

<p>Real World Learning and Discovery</p>	<p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$3471</p>	<p>Science department staff, academic coach, school leader, support staff.</p>
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School Improvement Plan

Academy for Business and Technology High School

	<p>proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>							
Monitoring	The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Academic Support Program, Communication, Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$0	School Leader, Dropout Prevention Coordinator, and Homeless Liaison.
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).	Evaluation, Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$0	School leader, instructional coach, instructional staff

School Improvement Plan

Academy for Business and Technology High School

Teacher Training on Culturally Responsive Instruction	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$400	Instructional staff, Instructional coach, School Leader
After School and Summer School Tutoring/ Credit Recovery	The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Monitor	09/04/2018	06/28/2019	\$42000	School leader, instructional coach and 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	09/04/2018	06/28/2019	\$1706	Instructional staff, instructional coach, school leader

School Improvement Plan

Academy for Business and Technology High School

Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$7362	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

<p>Collaboration with general education teacher and special education teacher</p>	<p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School Leader, Instructional Coach, Instructional Staff</p>
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School Improvement Plan

Academy for Business and Technology High School

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		Implement	09/04/2018	06/28/2019	\$165	Instructional staff, instructional coach, school leader
After School and Summer School Tutoring/Credit Recovery	The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school/credit recovery programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 1	Implement	09/04/2018	06/28/2019	\$1955	Instructional staff, interventionist, instructional coach, school leader
Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1		08/20/2018	06/28/2019	\$0	School Leader, Instructional Coach, Instructional Staff

School Improvement Plan

Academy for Business and Technology High School

Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$2376	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

	<p>instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>							
Discovery Learning and Real World Application	<p>Time will be devoted in every math classroom for student discovery of math concepts and real-world applications. Every math unit will incorporate time for student discovery. Teachers will need manipulatives, measuring tools, and technology to give students opportunities to experiment with, and make conclusions about, math facts and concepts (\$4865). Math teachers will incorporate real-world applications into every math unit. The math department and instructional coach will meet every month to determine the effectiveness of the use of discovery and real-life applications in their math classes. Effectiveness will be determined by results of daily problem, discussions with support staff and summative chapter assessments. Results will be shared with the school leader.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$4865	Instructional staff, instructional coach, school leader
Preparing Students for College and Career Readiness through Counseling	<p>A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.</p>	Career Preparation /Orientation	Tier 1	Monitor	09/04/2018	06/28/2019	\$30372	School Leader, Guidance Counselor

School Improvement Plan

Academy for Business and Technology High School

Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$100	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

	<p>instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>							
Professional Development for Motivating Middle and High School Students	<p>The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.</p>	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/05/2018	06/28/2019	\$0	School leader, instructional coach, instructional staff
Common Core Professional Development	<p>The staff will receive training on how to best implement the common core state standards/NGSS in their classrooms. These materials and professional developments will focus on Inquiry-based learning and instruction/assessment aligned with NGSS. This is essential for the M-Step conversion to NGSS by 2018. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards/NGSS. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The staff will study the content area text to study in a professional learning community (\$66).</p>	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$66	Instructional staff, instructional coach, school leader

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/MME & M-Step test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. The science/health department will purchase and use various forms of literature for example magazines, books, journals and ect to help build literacy skills and content understanding of students. These resources could be in print and/or digital forms. Subscriptions need to be purchased for all-content areas to help implement this activity. M-step/SAT/MME preparation will occur throughout the year in content classes as well as Test Prep. Teacher will utilize various online programs, other software applications, or various printed test prep materials to prepare students.	Direct Instruction	Tier 1	Monitor	09/04/2018	06/28/2019	\$5700	Instructional staff, instructional coach, school leader
After School and Summer School Tutoring/Credit Recovery	The after-school tutoring program will take place 2 days a week throughout the school year. Summer school will be held 5 weeks in the summer, at 16 hours per week. The after-school and summer school programs will need teacher resources, student workbooks, technology, and manipulative materials to work with the students.	Academic Support Program	Tier 2	Monitor	09/05/2018	06/28/2019	\$42000	School leader, instructional coach and 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).	Evaluation, Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$1500	School leader, instructional coach, instructional staff

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Academy for Business and Technology High School

Effective Tier I Instruction	<p>As a school, student-centered teaching for learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.</p> <p>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1597	School leader, coach, general education and special education teachers
Curriculum, instruction and assessment	<p>Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards).</p>	Academic Support Program	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$750	School leader, Instructional Coach, Instructional Staff

School Improvement Plan

Academy for Business and Technology High School

Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p>	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$13552	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

	<p>instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>							
Common Core Professional Development	<p>The staff will receive training on how to best implement the common core state standards in their classrooms. Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The mathematics staff will study a book chosen by the department to help better themselves and their instructional delivery in a the book professional learning community (\$66).</p>	Professional Learning			08/20/2018	06/28/2019	\$66	Instructional staff, instructional coach, school leader
Preparing Students for College and Career Readiness through Counseling	<p>A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.</p>	Career Preparation /Orientation	Tier 1	Monitor	09/04/2018	06/28/2019	\$30372	School Leader, Guidance Counselor

School Improvement Plan

Academy for Business and Technology High School

Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	08/20/2018	06/28/2019	\$17000	Instructional staff, instructional coach, school leader
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School Improvement Plan

Academy for Business and Technology High School

<p>Collaboration between Special Education Teachers and General Education Staff</p>	<p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p>	<p>Academic Support Program, Curriculum Development</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/20/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>Special education staff, general education staff</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>09/04/2018</p>	<p>06/28/2019</p>	<p>\$1259</p>	<p>Instructional staff, instructional coach, school leader</p>

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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
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Academy for Business and Technology High School

<p>Effective Tier II and Tier III Instruction</p>	<p>The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).</p> <p>A basic math course is in place for tier II and tier III students. Students will be chosen from the newly enrolled ABT high school students who score in the lowest 25% of their respective class on the NWEA, a nationally-normed test. By using the data from the NWEA results, staff will be able to identify students who need more instruction, presented in different ways, to acquire needed computational and problem-solving skills to be successful in higher level math classes. All the new students will take a placement test before the first day of the school year so they will be placed in the math class that best matches their computational and problem-solving skills. Two Title I teachers (\$39,535) will be needed to staff the basic math classes.</p>	<p>Academic Support Program</p>		<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$39535</p>	<p>Instructional staff, instructional coach, school leader</p>
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Discovery Learning and Real World Application	<p>Time will be devoted in every math classroom for student discovery of math concepts and real-world applications. Every math unit will incorporate time for student discovery. Teachers will need manipulatives, measuring tools, and technology to give students opportunities to experiment with, and make conclusions about, math facts and concepts (\$4865). Math teachers will incorporate real-world applications into every math unit. The math department and instructional coach will meet every month to determine the effectiveness of the use of discovery and real-life applications in their math classes. Effectiveness will be determined by results of daily problem, discussions with support staff and summative chapter assessments. Results will be shared with the school leader.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$655	Instructional staff, instructional coach, school leader
Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/05/2018	06/28/2019	\$850	School leader, instructional coach, instructional staff
Monitoring	The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Academic Support Program, Communication, Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15000	School Leader, Dropout Prevention Coordinator, and Homeless Liaison.

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Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$1212	Instructional staff, instructional coach, school leader
Effective Tier II and Tier III Instruction	<p>The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.</p>	Implementation			09/04/2018	06/28/2019	\$100	Instructional staff, instructional coach, school leader

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Inquiry-based Science Instruction	Using data from science benchmarks, the school leader along with the staff will select and purchase scientific related resources to address the areas of concern. Science kits, live animals, leveled readers, additional science lab materials will be purchased to transform our science class offering inquiry based and hands-on instruction dependent upon the Michigan Science Standards or NGSS.	Direct Instruction	Tier 1		09/04/2018	06/28/2019	\$8500	School leader, instructional coach, science 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		08/20/2018	06/28/2019	\$1500	Administration

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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/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.</p>	Direct Instruction	Tier 1	Monitor	09/04/2018	06/28/2019	\$500	Instructional staff, instructional coach, school leader
Math Coach	<p>A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.</p> <p>Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.</p>	Professional Learning, Curriculum Development, Walkthrough	Tier 1	Implement	08/20/2018	06/28/2019	\$15914	School Leader, Instructional Coach

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Effective Tier I Instruction	<p>As a school, student-centered teaching for learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.</p> <p>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$682	School leader, coach, general education and special education teachers
Effective Tier I Instruction	<p>As a school, station-based learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259).</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1259	School leader, instructional coach, general education and special education teachers
School Improvement Coach	<p>The school improvement coach will provide assistance to the academy's School Improvement team in planning, implementing, monitoring, and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.</p>	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15000	School improvement team

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Common Core Professional Development	The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The social studies staff will select a professional text, covering best practice instruction in social studies. This text will serve as a professional learning community for the social studies community (\$66).	Professional Learning	Tier 1	Implement	09/04/2018	06/28/2019	\$66	Instructional staff, instructional coach, school leader
Effective Tier II and Tier III Instruction	The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).	Academic Support Program	Tier 3	Implement	09/05/2018	06/28/2019	\$11246	Leader, coach and instructional staff
Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Professional Learning	Tier 1		08/20/2018	06/28/2019	\$700	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	\$3200	Instructional staff, instructional coach, school leader
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Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS), By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online</p>	Direct Instruction	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$2376	Instructional staff, instructional coach, school leader
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	instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100). The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.							
Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Behavioral Support Program, Professional Learning	Tier 1	Getting Ready	09/05/2018	06/28/2019	\$250	School leader, instructional coach, instructional staff
Planning with and use of Title I Paraprofessional	Progress monitoring of the assessment data will be used to move students within the tiers of the RtI model. The Title I paraprofessional will provide targeted instruction.	Academic Support Program	Tier 2	Implement	08/20/2018	06/28/2019	\$26762	School leader, instructional coach, Title one support 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	09/05/2017	06/30/2018	\$19009	School Leader, Instructional Coach, Instructional Staff, Behavior counselors, Dean of Students, Interventionists, Student Advocate, Social Worker, Dropout Prevention Coordinator

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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.	Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$0	School improvement team
Effective Tier II and III Instruction	The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.	Academic Support Program	Tier 2	Monitor	09/04/2018	06/28/2019	\$6500	Instructional staff, literacy coach, instructional coach, school leader
Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals.</p> <p>Atlas Rubicon(\$) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations. This program will allow students to work at their ability level. Atlas Rubicon provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth.</p> <p>To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, and tablets will be available for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$1212) to do research for papers and projects, take assessments, and produce reports.</p>	Technology			09/04/2018	06/28/2019	\$1212	Instructional staff, instructional coach, school leader

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Tier 1 Professional Development	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$550	School Leader, Instructional Coach, Instructional Staff.
Content Area Reading	All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Magazine subscriptions will be purchased for all-content areas to help implement this activity. A high school test prep class is in place to prepare sophomores and juniors for the state assessment in April.	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$5700	Instructional staff, instructional coach, school leader

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<p>Real World Learning and Discovery</p>	<p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$655</p>	<p>Science department staff, academic coach, school leader, support staff.</p>
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	<p>proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>							
<p>Effective Tier II and Tier III Instruction</p>	<p>The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.</p>	<p>Implementation</p>			<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$65</p>	<p>Instructional staff, instructional coach, school leader</p>

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Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$0	Administration
Content Area Reading	All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. Using the reader's apprenticeship program, the content-specific teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will be accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework. Magazine subscriptions will be purchased for all-content areas to help implement this activity. A high school test prep class is in place to prepare sophomores and juniors for the state assessment in April.	Direct Instruction	Tier 1	Implement	08/20/2018	06/28/2019	\$500	Instructional staff, instructional coach, school leader
Effective Tier I Instruction	As a school, student-centered teaching for learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the KC4 (Curriculum Crafter) 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. The staff will use literature to teach writing. The staff will plan intentional writing prompts that are related to the themes and ideas of grade-level literature	Direct Instruction			09/04/2018	06/28/2019	\$1259	School leader, instructional coach, instructional staff

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Data Analysis Professional Development	The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning. The training will include but not limited to attendance at the MDE/AdvanEd school improvement conferences. (\$139)	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$570	Instructional staff, instructional coach, school leader
Preparing Students for College and Career Readiness through Counseling	A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Academic Support Program		Implement	09/04/2018	06/28/2019	\$30372	School leader and guidance counselor
Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	Administration

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<p>Real World Learning and Discovery</p>	<p>Students participate in a hands-on lab to apply what they learned for that topic's direct instruction. Labs reinforce student learning through performance-oriented critical thinking skills. This will support differentiated instruction as described in the transformation / redesign plan for the school. The science lab facilities will need to be updated for safety. This will require the purchase of lab, health and safety equipment. (\$3471) Science department staff will monitor proficiency of students through lab performance to determine if learning objectives have been met, and where modifications to instructional techniques and procedures are required. This supports data driven instruction as contained in the school's master plan. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards/NGSS, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p> <p>Every unit will integrate a real-world application where the student can connect the science concept addressed in the unit to the world around them. In order to make these real world connections, the students will have the opportunity to take field trips, in order to participate in cross-curricular activities and build real world connections for students. Every unit will also offer the opportunity for students to construct their own knowledge by teacher-guided inquiry, where the student builds new knowledge from what they already know. Students are able to build on prior knowledge and develop the new science concept presented through hands-on activities that will enable them to make the connection to their own world. Concepts selected for the discovery method will be determined through analysis of pre-assessment results as prescribed by the transformation / redesign plan.</p> <p>STEM classes are geared to increase the students' interest in science, technology, engineering, and math. The classes are hands-on to show students how technology is used in engineering to solve everyday problems. Students will learn and apply design process, acquire strong teamwork and communication proficiency, and develop organizational, critical-</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$655</p>	<p>Science department staff, academic coach, school leader, support staff.</p>
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	<p>proficiency, and develop organizational, critical-thinking, and problem-solving skills. Focus is on teaching students to be creative and innovative, while gaining the skills they need to develop, produce, and use products and services. The STEM classes will require supplies in order to create hands-on learning opportunities (\$655).</p> <p>Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials.</p> <p>Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.</p>							
Tier 1 Professional Development	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$550	School Leader, Instructional Coach, Instructional Staff
Monitoring	The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.	Academic Support Program, Communication, Recruitment and Retention	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15000	School Leader, Dropout Prevention Coordinator, and Homeless Liaison

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Effective Tier II and Tier III Instruction	The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).	Academic Support Program	Tier 3	Implement	09/05/2018	06/28/2019	\$100	Leader, coach and instructional staff
Effective Tier II and Tier III Instruction	The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).	Academic Support Program	Tier 3	Implement	09/05/2018	06/28/2019	\$1500	Leader, coach and instructional staff
Effective Tier I Instruction	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. 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.	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$682	Instructional staff, instructional coach, school leader

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Collaboration between Special Education Teachers and General Education Staff	Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.	Academic Support Program, Direct Instruction, Curriculum Development, Implementation		Getting Ready	09/04/2018	06/28/2019	\$0	Special education staff, general education staff
Tier 1 - Professional Development	Instructional Staff will understand what best practices are strategies for effective tier 1 instruction.	Professional Learning	Tier 1	Implement	08/20/2018	06/28/2019	\$550	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.	Policy and Process, Curriculum Development, Monitor, Implementation	Tier 1		08/20/2018	06/28/2019	\$15000	School Leader, Instructional Coach, Leadership Team

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Common Core Professional Development	The staff will receive training on how to implementation of the common core state standards(\$160) and on how vertically align the curriculum(\$575). Frequent observations will take place by the instructional coach and the school leader to ensure that best practices are being used to teach the common core state standards. Summative assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the program. The ELA staff will select a professional text, covering best practice instruction in English language arts. This text will serve as a professional learning community for the English community (\$66).	Professional Learning	Tier 1	Monitor	08/20/2018	06/28/2019	\$66	Instructional coach, instructional staff, school leader
Hands-On Learning	Formative assessment will be reflected in the teachers' lesson plans in all core subjects. Frequent observations will take place by the instructional coach to ensure the implementation of formative assessment strategies. Common assessments, report cards, and standardized tests will be analyzed to determine the effectiveness of the activity. The teachers will need the necessary materials to implement learning stations. These include: activities, games, and manipulative materials. Teachers will collaborate within departments and across the curriculum to guide the planning. Lesson plans will be based on Michigan content standards, the MAISA units, and the Common Core State Standards. Teachers will use a variety of strategies that differentiate lessons and assessments, based on student readiness, learning styles, and needs.	Direct Instruction	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$15700	School leader, instructional coach, Title I staff and 31a staff, general education and special education staff
Professional Development for Motivating Middle and High School Students	The staff will receive training on positive behavior intervention support. The implementation of this program will be monitored by the PBIS coach. The staff will also be trained in culturally responsive instruction and growth mindset.	Professional Learning	Tier 1		08/20/2018	06/28/2019	\$400	School Leader, Instructional Coach, Instructional Staff

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Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations 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	08/20/2018	06/28/2019	\$1500	School leader, Instructional Coach
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Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$6029	Instructional staff, instructional coach, school leader
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Effective Tier I Instruction	<p>As a school, student-centered teaching for learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. The science department will utilize the Rubicon Atlas or NGSS compatible curriculum to teach students about the world around them through science.</p> <p>The teachers will need the necessary materials to implement effective tier I instruction and learning centers. These include: activities, games, and manipulative materials</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1259	School leader, coach, general education and special education teachers
Curriculum Instruction and Assessment	<p>Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards).</p>	Technology, Curriculum Development	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$750	School Leader, Instructional Coach, 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>	Academic Support Program	Tier 3	Implement	09/05/2018	06/28/2019	\$65	Leader, coach and instructional staff
Effective Tier I Instruction	<p>As a school, station-based learning will become a focus for improving the ABTHS school-wide universal (core) instructional practices and strategies. More effective Tier I instruction will allow for consistent learning throughout the school. Each grade level will utilize the MAISA units on Atlas Rubicon for ABTH school-wide curriculum. The teachers will need the necessary materials to implement effective tier I instruction and stations. These include: activities, games, and manipulative materials (\$1259).</p>	Direct Instruction	Tier 1	Implement	09/04/2018	06/28/2019	\$1259	School leader, coach, general education and special education teachers

School Improvement Plan

Academy for Business and Technology High School

Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Monitor	08/20/2018	06/28/2019	\$100	Instructional coach, instructional staff, school leader
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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, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$0	School improvement team
Administration Professional Development	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$3000	Administration
Effective Tier II and Tier III Instruction	The instructional staff will use formative and summative assessments as well as the academy's benchmark assessments to target areas of academic weakness. This data will guide the decision-making process when determining which students may need interventions.	Academic Support Program	Tier 2	Implement	09/04/2018	06/28/2019	\$100	Instructional staff, instructional coach, school leader
Effective Tier II and Tier III Instruction	The academy will purchase a research-based reading intervention materials to be used with tier II and tier III students. To monitor the progress of the students in tiers II and III, the academy will be using a progress monitoring tool(\$1500). The progress monitoring tool will be administered three times annually and Tier III students will be progress monitored monthly. Data from the tests will be analyzed to determine growth. In order to fill the gaps revealed by the assessment data, the academy will use a online intervention program to provide individualized instruction (\$).	Academic Support Program	Tier 3	Implement	09/05/2018	06/28/2019	\$6390	Leader, coach and instructional staff
Preparing Students for College and Career Readiness through Counseling	A guidance counselor will assist students with college preparation and provide them with information regarding career readiness.	Career Preparation /Orientation	Tier 1	Monitor	09/04/2018	06/28/2019	\$30372	School leader and guidance counselor

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Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$10000	Instructional staff, instructional coach, school leader
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<p>Collaboration with general education teacher and special education teacher</p>	<p>Lesson plans will be completed in collaboration between general education and special education teachers. The general education teacher prepares the first draft of the lesson plan. The special education and general education teachers then meet to discuss the plan. The special education teacher then creates a separate lesson plan, which mirrors the general education plan but modifies it based on the needs of the special education students in the class. Modification and accommodations (assignments, notes, tests, etc.) will be provided by both the general education and special education teachers. During the designated collaboration time, it will be determined what responsibilities will be completed by whom. Planning time will be built into the schedule to allow for this collaboration time.</p>	<p>Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/20/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School Leader, Instructional Coach, Instructional Staff</p>
<p>Curriculum Instruction and Assessment</p>	<p>Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards/NGSS).</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/04/2018</p>	<p>06/28/2019</p>	<p>\$0</p>	<p>School leader, instructional coach, instructional staff</p>

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Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Monitor	08/20/2018	06/28/2019	\$2276	Instructional coach, instructional staff, school leader
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Academy for Business and Technology High School

Integrating Technology	<p>The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. An online program (5,000) will be used to remediate areas of deficiency and encourage practice on grade level content/common core expectations This program will allow students to work at their ability level. The online program provides its own assessment piece. Classroom teachers will analyze the data from these assessments to determine growth. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. Each department and the middle school classrooms need an additional set of iPads, Chromebooks, laptops or tablets. These can be used for for classroom activities as needed by teachers. Students will have access to school computer labs, desktops, and/or laptops as needed by teachers. Students will be able to use this technology (\$12,000) to do research for papers and projects, take assessments, and produce reports.</p>	Technology	Tier 1	Implement	09/04/2018	06/28/2019	\$1212	Instructional staff, instructional coach, school leader
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Academy for Business and Technology High School

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, Curriculum Development, Supplemental Materials	Tier 1	Getting Ready	08/20/2018	06/28/2019	\$15000	School improvement team
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	\$200	Instructional staff, instructional coach, school leader

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Teaching the Common Core State Standards	<p>In order to create accountability for students, teachers, administrators and the school, all staff will assist in the development of curriculum, cross-curricular units, lessons and activities that are aligned to the Common Core State Standards (CCSS). By focusing on continuous improvement, the staff will provide exemplary practices that will increase learning and achievement. The staff will:</p> <ul style="list-style-type: none"> - Clarify/Interpret the expectations of the CCSS in terms of knowledge, understanding, and skills. - Develop common assessments that will provide evidence of student learning. - Develop/adjust year at a glance maps and pacing guides. - Develop lessons and units that incorporate research-based and exemplary practices to ensure that students learn what is expected. <p>In order for the staff to ensure that classroom lessons, assessments, and instruction are driven by the common core state standards, the staff will develop/adjust year at a glance map and pacing guides. These maps/pacing will be derived from the academy's standards-driven curriculum. This process will clarify the standards into terms of what students need to know and be able to do in order to be successful at their grade level. The development of the maps/pacing will provide a consistent access to the standards and the curriculum throughout the school year. This activity will be monitored by the instructional coach (\$13,552) and school leader and will be evidenced by the submission of the year at a glance documents, along with lesson plans that follow them. The instructional coach will require an online observation tool/app to record observations, transmit feedback, and generate data (\$100).</p> <p>The staff will have an opportunity to collaborate as they vertically and horizontally make sure their maps/pacing are aligned in the summer and throughout the school year.</p>	Direct Instruction	Tier 1	Monitor	08/20/2018	06/28/2019	\$13552	Instructional coach, instructional staff, school leader
Curriculum Instruction and Assessment	<p>Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards/NGSS).</p>	Evaluation	Tier 1	Getting Ready	09/04/2018	06/28/2019	\$1500	School leader, instructional coach, instructional staff