



School Improvement Plan

Academy for Business and Technology Elementary

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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 2019-2020 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?

In our efforts to improve student achievement, the School Improvement Team of Academy for Business and Technology Elementary School has developed a comprehensive plan that addresses the needs of our students. The Comprehensive Needs Assessment of the School Improvement Plan was created from the information gained from various State and local conferences, and meetings. The team is comprised of teachers, support staff, students, instructional coach and the school leader. The team meets on a regular basis throughout the school year to analyze, plan, and organize data collection efforts as well as monitor the school-wide improvement plan. The course of action in developing the school-wide improvement plan is completed during weekly staff meetings, professional development days, and school improvement team meetings between the months of August 2020 through June 2021. During the beginning of the school year, professional development is provided with the aim of reviewing and analyzing data to determine the needs of students through the Instructional Learning Cycles (ILC). These data work sessions are held on a monthly basis and the results are utilized immediately through focused lesson planning. During these meetings the team discusses and analyzes data, then they create a plan for re-teaching.

The Needs Assessment includes data from student achievement: Michigan Student Test of Educational Progress (M-STEP), Benchmark Assessments, Northwest Evaluation Association (NWEA) and Reading Foundations Assessments, Developmental Reading Assessment (DRA), School Programs/Process, Stakeholder Perceptions, and Student Demographics. Program and process information was retrieved from the Self-Assessment, School Data Analysis and the various school programs held throughout the school year. Stakeholders' perception information was compiled from surveys that were conducted online throughout the month of January. Student Demographics were retrieved from school data base information system called PowerSchool, including the various eligibility documents for grant funded programs.

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?

A comprehensive needs assessment of the entire school is completed annually. It is designed to: provide for data-driven decision making, identify the strengths and weaknesses of the Academy, establish a basis for setting priorities and focus efforts to improve academic achievement. We organized the results in four categories: perception data, student achievement data, school program/process data, and demographic data. Data gathered is analyzed routinely in weekly staff meetings, the scheduled professional development days throughout the school year, and during the 7-10 day professional development days at the beginning of each school year. Most changes in programming, scheduling or academic focus that are indicated can be made immediately. Those that require more planning or the selection and/or purchase of materials/equipment are made as soon as possible.

PERCEPTION DATA: Student, Staff, and Parent Perception Data came from the online survey links off the Advance-Ed web-site.

Strengths/Concerns:

Students: The K-2 grade students gave the Academy an average of ???% satisfaction in the Section: About My School. The 3-5 grade students gave the Academy an ???% score on the Purpose and Direction standard. The Upper Elementary students also gave the Academy a score of ???% for Standard 3, Teaching and Assessing for Learning on the Elementary Survey. Standard 2, Governance and Leadership, received a satisfaction score of ???%. Students in grades 3-5 scored Standard 4, Resources and Support, and Standard 5, Using Results
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for Continued Support, the lowest level of satisfaction with a score of ???%. When asked what the students disliked about their school, the answers most occurring were lack of respect for teachers, bullying, and cleanliness of the restrooms and hallways.

Parents: The overall highest level of satisfaction among Parent/Guardian Perception Data was ???% on Standard 5: Using Results for Continuous Improvement. According to the Survey Response Counts, ???% of our parents believe our school's purpose statement is clearly focused on student success. Academy parents also scored a ???% satisfaction rating on Standard 3, Teaching and Assessing for Learning, and Standard 2, Governance and Leadership received ???% satisfaction. The level of satisfaction among Parents/Guardians was on Standard 4, Resources and Support Systems, was ???%. Among the concerns voiced were the procedures for dismissal, teachers leaving, and busing.

Teachers/Staff: Teachers scored the Academy the highest on Standards 1 and 2, Purpose and Direction and Governance and Leadership, with ???%. Some of the comments included: collaborative environment between faculty, administration and staff, quality of support staff and faculty, diversity among students and staff, and resources available to students. The lowest satisfaction for teachers/staff was on Standard 3, Teaching and Assessing for Learning, with a score of ???%. This has prompted the Academy to begin working toward adding an additional support systems for the staff and students. Other faculty/staff concerns included building size and condition, inconsistent behavior resolutions, parent involvement and a more competitive wage/benefits package. While these concerns are repeated annually, the Academy will attempt to address them by continuing building improvement, a study of behavior expectations and the consistent application of student behavior consequences, and ways to improve parent involvement.

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.

In efforts to improve student achievement, the Academy has based its goals on a variety of sources, including state, district and school assessment data, classroom observations, and school programs and processes data derived from a multitude of different surveys. Our team used the following student achievement data: Michigan Student Test of Educational Progress (M-STEP), NWEA benchmark assessments three times a school year in Reading, Mathematics, Developmental Reading Assessment (DRA), and Benchmark testing three times a year, and an M-STEP Rubric scored writing benchmark done three times a school year, Program and Process information was reviewed by the staff and pulled off of the Education Yes! Report survey data that the parents, students and staff took mid-school year. Stakeholder data was also compiled using the Advanc-ED surveys that were recorded and analyzed.

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?

Our Academy used data from both M-STEP and NWEA benchmarks when portraying our school's goals. We looked seriously at our subgroup data over the last five years to mark trends and gaps in Mathematics, Reading, Science, and Social Studies. We also looked at best practice and Professional Development to help train staff members on ways to improve instruction according to our sub-group data and gaps in instruction. Item analysis by subgroup allowed us to consider the gaps both in instruction and curriculum which then drove our school improvement planning.

A large portion of our student population is at-risk according to grade level testing. We have accepted this as our population and have adapted our processes and procedures accordingly. School-wide entry level testing and the placement of students in a three tiered classroom support system have proved beneficial.

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Component 2: Schoolwide Reform Strategies

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

Each of the strategies in the school-wide plan are designed to help all students achieve the State's standards. Data driven differentiated instruction is key in this regard as it identifies each student and those standards that have been achieved and those that remain for focus and further instruction. The integration of technology into the instruction process provides for a wide variety of instructional support options and through the internet opens up the entire world to students for exploration and investigation. Writing across the curriculum is a strategy that provides writing instruction and practice across the entire school day that is necessary for students to become proficient writers.

Many of our students need additional time and assistance in the achievement of State standards. This is provided through the use of Special Needs, EL, and MTSS personnel. The use of best practices in the teaching of reading both in the classroom and in the MTSS is an essential strategy in bringing all students to grade level reading proficiency. The PBIS and character education programs are also an essential strategy for many students that need instruction in appropriate school-wide behavior patterns. Targeted instruction on the part of classroom teachers and instructional support staff provides an instructional strategy that brings efficiency to the learning process. In addition, the Academy adopted a new inquiry-based math curriculum effective September 2019. And finally, curriculum integration and assessment provide for students the opportunity to see the application of skills across all content areas and practice in demonstrating what they know in a variety of testing situations.

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).

Quality of instruction is enhanced through the strategies of data driven differentiated instruction, the integration of technology, the use of best practices and targeted instruction. The quantity of instruction is positively affected through the use of curricular integration and reading/writing across the curriculum. For many students the variety of instructional support programs such as PBIS, MTSS and character education also play a role in increasing the quality of instruction as well as the quantity of instruction necessary for academic achievement.

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

Data driven differentiated instruction is a strategy that aligns itself with the findings of the needs assessment. The needs assessment reveals those general content areas that are in need of further attention to improve school-wide achievement on State and local testing. Periodic local benchmark testing with nationally normed instruments reveals for instructional staff the specific instruction needed for each student.

Targeted instruction differentiated as necessary for individual students provides for effective and efficient instruction for each student.

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.

Students who need the most instructional support are provided for in the school-wide plan through the strategies of additional time and assistance and the variety of instructional support programs such as MTSS and those designed for English Learners(EL) . The MTSS program separates students into three (3) tiers of need which are then addressed in the regular classroom during 'tier time'. Tier time allows for the classroom teacher to spend time with those tier 1 and 2 students while tier 3 are receiving instruction from push-in or pull out faculty/staff. The EL students are serviced as a part of the tier time as well as during an designated classes when the severity of the condition dictates.

Data driven instruction provides focus for targeted instruction and differentiation provides for varieties in learning styles. Writing/reading across the curriculum provides for the necessary repetition that some students need. And the use of best practices provides for research based strategies that have proven to be successful for students.

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

The Academy determines if the needs of students are being met in a variety of ways. Students are benchmark tested three times each school year. The individual progress of each student is initially gauged based on the gain scores of each student. Progress monitoring in the MTSS using DRA scores keeps a close eye on the individual progress of students in reading. NWEA scores in reading and mathematics are collected Fall, Winter and Spring and chart the gains of students and how closely the gains indicate growth achievement. Monthly MTSS meetings identify students who are either not succeeding academically or who face behavioral challenges. Parent meetings are set up for these students to more closely determine what is a next step to ensure academic and/or behavior success. An analysis of the grades of each classroom teacher also provides an indication of whether needs of students are being met.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	<p>It has been the policy of the Academy since its inception to only hire highly qualified professional staff. This is insured by authorizer protocol. Annually each school year the Academy authorizer, Eastern Michigan University, contracts with the Quality Performance Resource Group, LLC, to do an Employee Verification Report. In preparation for the employee audit, each paraprofessional completes the Michigan Qualified Paraprofessionals Worksheet. Based on the Spring 2019-20 report, all instructional paraprofessionals meet the necessary requirements for highly qualified.</p>	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	No	79%	

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2019-20 school year, four (4) teachers made up the turnover that occurred. With 14 classroom teachers, the turnover rate for this school year is 28%.

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

Kindergarten: 1) 38 years 2) 3 years

First Grade: 1) 6 years 2) 9 years

Second Grade: 1) 15 years 2) 14 years

Third Grade: 1) 1 years 2) 12 years

Fourth Grade: 1) 1 years 2) 10 years

Fifth Grade: 1) 2 year 2) 1 year

ESL Teacher: 15 years

RTI Coordinator/Reading Specialist: 17 years

Instructional Coach: 15 years

Principal: 15 year

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

Hiring and retaining highly qualified faculty has been accomplished via a variety of initiatives at the Academy. At the school level, teachers are provided with a positive environment that fosters open communication with administration, mentoring, active participation in the decision-making process, and opportunities for professional development.

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

At the district level highly qualified teachers are provided with an excellent performance based raise and bonus program, a competitive benefits package, and opportunities for advancement.

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?

Our Academy turnover rate has increased for the 2019-2020 school year. In fact, most of our teacher turnover rate over the last 4-5 years
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has been due to teachers leaving to take higher level positions in education or leaving the field of education. Additionally, once a teaching position is acquired, most teachers would take a position closer to home.

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 goals of the school improvement plan (SIP) are chosen to increase academic achievement in each of the major content areas. A primary consideration in this regard is to provide faculty and staff with the skills and strategies to make this happen. The Academy has used Professional Learning Communities (PLC) as one of the measures to address this objective. In addition, instructional learning cycles meeting were held to provide training to analyze data and plan strategies for improving performance of named standards.

A concern about reading and mathematics achievement prompted the development of and training for a Multi-Tiered Support system to focus on students performing below grade level in these areas. During the 2019-20 school years the data have indicated a need for professional development in reading, writing, math. and science.

In the 2018-19 school year, the Academy has implemented Restorative Practices Professional Learning to address the behavioral needs.

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

The Academy's professional development is sustained in part by a continuous review of NWEA and benchmark testing data and an drive on the part of all stakeholders to realize our vision and purpose of "Academic Success For All!" The professional development is ongoing because of the grant funding provided by the State and Federal Government and by our authorizer, Eastern Michigan University.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are involved in the design of the school-wide plan in a variety of ways. Word of mouth as well as written evaluative feedback from parents to teachers/administrators is included in the school-wide planning by means of parent meetings and the Annual Title I Meeting. Parent surveys also point to academic concerns that prompt inclusion in the school-wide plan. The design of school-wide planning is also affected by the individualized parent meetings that result from concerns about students in the MTSS program that are not achieving at grade level. These meetings are a frank presentation of data and a discussion of how parents and Academy staff can address learning difficulties. Finally, parent membership on school improvement planning meetings provides for direct parent involvement although usually with a somewhat limited focus.

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

Parents are involved in the implementation of the school-wide plan by means of their input during the school year. The implementation of all aspects of the plan are subject to correction based on stakeholder input and a continuous review of the data.

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

Parents are involved through the completion of surveys, parent meetings, and continuous communication through portals such as, but not limited to, PowerSchool and Class Dojo. If school-wide strategies are not successful for children, parents express concerns and trigger reflection and change.

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		

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

The Academy for Business and Technology Elementary School endeavors to build capacity for parental involvement with all parents, the school and the community at large. National goals for education are included in the presentation to parents in the annual Title I Meeting. The State content standards are provided to each parent at our Final Orientation and Registration by means of graded booklets that detail the grade level content expectations for each grade. Performance standards are provided with the distribution of parent copies of the test results from the Michigan Student Test of Educational Progress (M-Step) test and the nationally normed NWEA test results.

Various opportunities for materials/training are provided for interested parents. Parent teacher conferences provide for the distribution of

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books/materials that parents can use to help their students achieve their academic goals. MTSS meetings also provide opportunities for the sharing of instructional strategies that parents can use. The Academy also provides students with access to a variety of web based software packages many of which parents could use to increase their understanding of skills students must master.

One of the methods for demonstrating to all stakeholders the shared responsibility they have for student achievement is the Student/Parent/Teacher/Principal Compact that is provided for signing at the first quarter Parent Teacher Conference. The Compact specifies the individual responsibilities and requires signatures of each stakeholder.

Each year the Academy sponsors a Kindergarten Round-up in the Spring. The Round-up welcomes parents of students who will be of entry school age for the coming school year. The Round-up program includes a tour of the school, a copy of the kindergarten grade level content expectations, a question and answer period, a presentation of the Academy expectations for entering kindergartners and a copy of some readiness activities that parents can use to help prepare their students over the summer for kindergarten.

The Academy has developed community and business involvement in school activities. Some of the areas that have been developed include participation in the city-wide Green School initiatives, collaboration with the city for parade and graduation celebrations, soliciting business sponsorship and contributions for school activities such as annual holiday celebrations and our annual spring multi-cultural celebration. As a part of a two (2) school district, articulation of activities is aided greatly.

The Academy has found that parental involvement is enhanced through activities that highlight student presentations such as concerts or student run parent teacher conferences and chances to view projects that students have developed. Parent involvement is also greater when a meal is provided in combination with an educational activity.

The multi-cultural population of the Academy is made up of African-Americans, Hispanics and Caucasians. To accommodate this population most important information is provided to parents in Spanish and English. A Parent Newsletter is provided on the Academy web site in both English and Spanish. The Academy support staff includes two bi-lingual persons to act as liaison to their respective populations. These English as a Second Language (ESL) teachers also provide academic support as a part of the MTSS by providing supplementary instruction to EL students.

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

The parent involvement component of the school-wide plan will be evaluated by the School Improvement Committee by means of a review of parent surveys, the attendance at parent teacher conferences as well as at all school-wide parties and activities.

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

A compilation and review of parent involvement data will be used to modify and/or change programs that are intended to attract, educate and involve parents.

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

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The Academy for Business & Technology Elementary School (ABTE) Student/Parent/Teacher/Principal Compact grew out of a Parent Involvement Committee (PIC) review of existing school compacts, the preparing of a proposed compact and the final adoption of the ABTE compact by the PIC.

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

The Compact is completed with signatures at the first Parent Teacher Conference which takes place approximately 3-4 weeks into the first marking period. It is then kept on file and referenced as appropriate when necessary.

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

N/A

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

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

For parents of EL students that do not speak English in the home, translators are available to explain academic assessment results. Two (2) bilingual teachers are always available to provide for translation and interpretation of academic assessments.

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?

Pre-school age children are recruited in a variety of ways. Open door classrooms provide for classroom visitations of a brief nature at any time without appointment. Pre-school siblings of current students are more often than not introduced to the school daily when picking up or dropping off their siblings. They quickly become at home with the Academy and often want to remain with siblings. Local businesses and churches are provided leaflets in the spring of each year as a part of the recruitment activities around kindergarten round-up. Over the years, we have become familiar with a number of neighborhood day-care centers. Application packets and flyers are distributed to them each year at new student application time. Centers with multiple kindergarten age students are encouraged to come for a morning 'get acquainted' session to see existing kindergartners in action and to eat lunch with all the children in the school cafeteria. A kindergarten recruitment fair is held annually by a company that runs multiple day-care centers. We regularly attend twice a year for the day-long activity to encourage parents to enroll. Finally, a Kindergarten Round-Up event is held in April to inform parents of our academic program, answer questions and distribute a booklet of kindergarten readiness activities for parents to work on during the summer.

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?

No training is provided by the Academy for preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten. However, each year the Academy provides kindergarten readiness testing and educational resources.

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 have somewhat limited decisions regarding the use of school-based academic assessments. Teachers are required to include at least four (4) assessments each marking period in Math, Reading and Writing, and three (3) assessment in Social Studies and Science. Teacher are encouraged to use the inspect item bank assessment. The authorizer requires NWEA testing. ABTE uses the NWEA for benchmark testing 3 times each year in reading and mathematics. Writing benchmark testing is done with writing samples collected with M-Step-like prompted constructed response questions which are graded as below, at, or above grade-level using the M-Step rubric. The Academy has added performance task benchmark assessments for Science, which is given three times a year. In addition, the Academy has developed quarterly Pacing Guides that are vertically and horizontally aligned. From there the quarterly assessments are built. The students are given an online quarterly assessment prior to the end of each card marking.

The ABTE leadership welcomes the open discussion of assessment instruments at any time and seeks to jointly arrive at a compromise that best prepares students for academic success at the local, state or national level.

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

Teachers are involved directly in the collection and analysis of student achievement data. Bellwork and tier time are used to work on those 'critical' skills that according to the quarterly assessment that have not yet been mastered. Teachers and the Instructional Coach select critical items and focus on them until eighty percent (80%) proficiency has been obtained before moving to another critical item. Once the standards are identified, the classroom teacher spends two weeks reviewing the standard. After the two weeks, the students are assessed to check for understanding. If the students are proficient (80%), then the cycle starts over. If the students are not proficient, then the teacher re-teaches that standard again. This has become known an Instructional Learning Cycle (ILC). After- school tutors also have access to these data files and plan their tutoring time around the not yet mastered standards items. The NWEA provides easily accessible information regarding what individual students do not know. The State has moved to identify each student with their classroom teacher for evaluation purposes. ABTE has also moved to evaluate teachers based on student achievement gains. To the extent that all teachers are successful, so too is the administration and the school. Therefore, teachers are involved at the ground level and are engaged before any decision that impacts student achievement is made.

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.

ABT Elementary School has developed a comprehensive testing system to identify and remediate students that have not demonstrated proficiency on the Michigan Student Testing Educational Progress (M-Step) assessment. Universal screening is done at the beginning of each school year in reading and mathematics by classroom teachers and the Multi-Tiered Systems of Support (MTSS) Program. NWEA testing is done at the beginning, mid-year and conclusion of each school year and students are evaluated on the growth that they have made on each assessment. Below grade level students are scheduled for push-in (tier 2) or pull-out (tier 3) assistance as indicated. NWEA testing also provides a percentile score for each student that determines readiness for the M-Step. For example, when the school year is 60% completed, a student with a percentile of 60 is on track to score proficient on the M-Step. Teachers and support staff monitor percentile scores to identify students in need of M-Step readiness instruction. This process may have to be modified somewhat with the beginning of the M-Step test. As the school year progresses, three (3) benchmark testing periods are initiated, Fall, Winter and Spring. NWEA, DRA, and local testing instruments are used to cover the core content areas of reading, mathematics and writing. Students are identified as performing below, at, or above grade level and the results are used to focus instruction both inside the classroom or tutoring. Classroom teachers compile progress monitor spread sheets for each student that includes results from each of the assessments taken. In addition, teachers also compile a class snap shot with all of the benchmark data. These then are available for review by teachers, tutors, MTSS or ELL personnel.

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?

The response from the previous question details how timely and effective assistance is provided to students who are experiencing difficulty mastering the State's achievement assessment standards at an advanced or proficient level.

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

Students' individual needs are being addressed through differentiated instruction in the classroom in a variety of ways. Special Education teachers, ESL professionals and para-professional staff also work with classroom teachers to provide students with instructional modifications. When behavior stands in the way of achievement within the classroom, the School Social Worker tailors a behavior improvement plan which is sometimes combined with a check-in, check-out system for improving continuing focus on academics. The Academy Multi-Tiered Support System has also developed a plan for Program staff to push-in to the classroom during planned "tier time" which is a centers approach to review and remediation for students and an opportunity for individual and small group instruction for those struggling with reading and mathematics concepts. The presence of multiple adults in the classroom has shown to have a positive affect on behavior and academic achievement.

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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.

As a charter public school, coordination and integration of Federal State and local resources is essential in the provision of a quality educational program. Over its sixteen (16) year history, ABT Elementary School has developed programs and services to meet the needs of its student population using effective and efficient integration of available monies.

Title I monies, this school year have provided for the coordinator of our MTSS and paraprofessional staff who have over the past seven (7) years developed and implemented an MTSS that supports our school goals in mathematics, reading and writing. A United Streaming subscription and a wide variety of web-based program subscriptions support school-wide goals in all content areas for teacher use on our classroom Promethean Boards and student use in school and at home. These include such programs as , Moby Max, Reading A-Z, Science A-Z, Vocabulary A-Z, Raz Kids, Tumble Books, and Write City. Science and mathematics intervention materials have also helped to support our goals in these areas. Technology has been brought to current day standards using Title I monies. Title I has provided Promethean Boards in every classroom, laptop and Chromebook computers, carts and hand-held iPads. The Academy library has been built through the use of Title I monies to purchase a variety of trade books, leveled reading books, high-interest/low level readers for reading interventions and most recently ebooks. A school-wide Instructional Coach to coordinate all academic activities has also been possible due to Title I monies. Finally, refreshments and incentives for parent meetings including the Annual Title I Meeting are possible through Title I funding. Title I monies are essential for the ABT Elementary Educational Program.

Title IIA monies have supported the attainment of school-wide goals by providing professional development funds for faculty/staff and the money for the purchase of educational books that have made possible our PLC book reads.

State 31a at-risk funding has this year provided a summer school program, its teachers, para-professionals, and supplies to enhance year long maintenance of academic skills. It has allowed us to provide instructional aides in classrooms and provided funding for after school tutoring. It has also provided partial support for our School Social Worker. Local support has come from the Wayne County RESA in the form of one-on-one aides for autistic and cognitively impaired special education students.

The achievement of school-wide academic goals would not be possible without the aide of federal, state and local funding agencies.

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.

Schoolwide Component : Fund Source : Programs

1. Comprehensive Needs Assessment : General Fund, Title I, PBS Grant : M-Step Preparation, After School Tutoring, PBIS
2. Schoolwide Reform Strategies : General Fund, Title I, Title IIA : Professional Development, Professional Learning Community book reads, ABTE School Improvement, Schoolwide Plan
3. Instruction by Highly Qualified Professional Staff : General Fund, Title I, 31a, Title IIA : Highly Qualified Staff, Para-Educator Support
4. Strategies to Attract High Quality, Highly Qualified Teachers to High Needs Schools : General Fund, Title I, 31a : Instructional Coach, Local/State Professional Development, Daily Teacher Preparation Time, Teacher Friendly Climate

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5. High Quality and Ongoing Professional Development : General Fund, EMU, Title I, Title IIA, Title IID: School/Local/State Professional Development
6. Parent Involvement : General Fund, Title I, Title III : PBIS, PIC-ABTE Joint Activities, Parent Workshops, PBIS Kick-off, Annual Title I Meeting, ELL Parent Night.
7. Transition Strategies : General Fund : Kindergarten Round-Up, Common Core Pamphlet, Kindergarten Visitation Program
8. Teacher Participation in Making Assessment Decisions : General Fund, EMU : Curriculum Development Meetings, Professional Development
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards : General Fund, Title I, 31a : After School Tutoring, Summer School, Para-Educator Support, Special Education Teacher/Social Worker Support
10. Coordination and Integration of Federal, State, and Local Programs and Resources : General Fund :Central Office Coordinator of State/Federal Programs/Budget Director/Special Education Coordinator

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 was one of the first schools in the area to utilize local Regional Educational Service Agency (RESA) funding to develop its Positive Behavior Incentive Support (PBIS) Program. The program has been operating for more than 13 years, is data driven and very successful in maintaining a safe and secure environment that is conducive to teaching and learning.

Recognizing the need, we are now in our sixth year of offering free breakfast and lunch to all students. We have also been able to provide a free breakfast and lunch for our summer school session students

Evaluation:

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

The ABTE School-wide Improvement Team (SIT) provides primary responsibility for the evaluation of the School-wide Improvement Plan. The Plan is evaluated annually through State and local testing. The SIT will meet as necessary to monitor progress and assess the effectiveness of the school-wide plan. Minor modifications necessary for optimum plan implementation will be made during the school year. Annually, at the close of each school year, the SIT will meet to review data and determine what modifications are necessary for the following school year's plan. The following methods/data will be among those utilized in the evaluation of the school-wide plan:

- Analysis of M-Step scores (Grades 3-5) by class, grade, and subgroup.
- Analysis of NWEA scores (Grades K-5) by class, grade, and subgroup.
- Analysis of WIDA scores (Grades K-5) for students by class and grade.
- Review of school assessments such as Developmental Reading Assessment (DRA)
- Analysis of Benchmark testing three times yearly in reading, mathematics and writing.
- Analysis of quarterly assessment in English and Language Arts (ELA) and Mathematics
- Analysis of PBIS information from School-wide Information System (SWIS).
- Analysis of Report Card Grades by marking periods (quarterly).
- Review of usage and improvement reports from after-school tutoring program.
- Review of Student, Teacher and Parent Surveys.
- Review of daily schedules and lesson plans.

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 School Improvement Plan Team (SIP) determines the effectiveness of the school-wide program based on data. These data include M Step proficiency percentages, NWEA Benchmark testing and pre- to post-test gain scores. M-Step aggregate scores are monitored and charted annually to determine program success. NWEA benchmark testing in mathematics and reading provide a gauge as to student academic progress. Writing benchmarks are done by faculty using M-Step-like constructed response questions which are scored using the M-Step rubric. The benchmark test results provide a continuing gauge on the numbers of students who are below, at or above grade level. Based on these results those students are referred to the MTSS, the Academy's tutoring Program or to special education. Once in the MTSS, progress monitoring is accomplished using the DRA in reading. NWEA testing provides a percentile score for each student that determines readiness for the M-Step. The percentile score can be used as a predictor of M-Step proficiency.

Each of these indicators of student academic achievement is used to determine school-wide program success and whether curriculum, materials, instruction, instructional support or other changes school-wide are warranted.

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.

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The School Improvement Plan Team (SIP) determines the effectiveness of the school-wide program based on data. This data includes M-Step proficiency percentages and NWEA gain scores and grade level percentages. Effectiveness in increasing the achievement of those students who have been furthest from achieving the standards is determined by the percentage of referrals to the MTSS and the percentage of those who are successfully released from the program. Additionally, the percentage of grade level retentions each year is used as a means of determining whether school-wide programs have been successful in reaching those students most in need of assistance.

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 intent of the School Improvement Plan (SIP) is to make it possible for every student to be successful in each core academic area. To this end, the School Improvement Team (SIT) uses the collected data to make revisions to the Plan as needed. Aggregate scores are used to determine if improvement strategies and activities have been effectively implemented with the desired outcomes. Dis-aggregated subgroup and special population data is used to determine the effectiveness of targeted action steps. Although benchmark scores and term achievement data are reviewed as they become available throughout the year, the midwinter/early spring period is marked for data analysis and SIP planning. SIP members review the SIP Progress Monitoring Checklists for each goal that teachers and staff responsible for activities are required to fill in throughout the year. The SIP then uses the collected data to determine the effectiveness of targeted strategies based on the gaps in student achievement. Strategies and activities are collaboratively determined and agreed-upon by the SIP; some of these will be a maintenance of current efforts, some will be either reworked or new.

Plan for School Improvement Plan 2020-2021

Overview

Plan Name

Plan for School Improvement Plan 2020-2021

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 the Academy for Business and Technology Elementary School will be proficient in Mathematics at all grade levels.	Objectives: 2 Strategies: 8 Activities: 37	Academic	\$589482
2	All students at the Academy for Business and Technology Elementary School will be proficient in English Language Arts at all grade levels.	Objectives: 4 Strategies: 12 Activities: 48	Academic	\$968592
3	All students at the Academy for Business and Technology Elementary School will be proficient in Science at all grade levels.	Objectives: 1 Strategies: 5 Activities: 21	Academic	\$330105
4	All students at the Academy for Business and Technology Elementary School will be proficient in Social Studies at all grade levels.	Objectives: 1 Strategies: 5 Activities: 24	Academic	\$205570

Goal 1: All students at the Academy for Business and Technology Elementary School will be proficient in Mathematics at all grade levels.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 appropriate to their grade level in Mathematics by 06/30/2021 as measured by the Michigan State assessments, Mathematics Assessment Data and Northwest Evaluation Association (NWEA) benchmark assessment data..

Strategy 1:

Data Driven Differentiated Instruction - Teachers will provide instruction that is appropriately and effectively differentiated to address the needs of students most at-risk of failing to achieve the state's standards.

Category: Mathematics

Research Cited: Leading Schools in a Data-Rich World (Earl & Katz, 2006); Using Data to Improve Student Achievement (Wahlstrom, 2002); Classroom Instruction That Works, 2nd Ed. (Dean, et. al., 2012); Essentials of Evidence-Based Academic Interventions (Wendling & Mather, 2009); How to Teach Thinking Skills Within the Common Core (Bellanca, et.al., 2012); Teach Like a Champion 2.0 (Lemov, 2015).

Tier: Tier 1

Activity - Best practices for teaching mathematics (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research based practices for teaching mathematics and increasing student achievement. In addition, staff will be training on instructional goal setting for students using benchmark results.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	All Teachers, Instructional Staff, Instructional Coach, Principal
Activity - Grade Level Meetings (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet weekly during their common planning time with an administrator to focus and collaborate about instructional best practices and review current data to make informed decisions in the classroom through ILCs.	Teacher Collaboration	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	All teachers, Instructional Support Staff, Instructional Coach, Principal

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Activity - Peer Observation (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will provide opportunities for teachers to conduct peer observations of effective mathematics instruction both inside and outside of the school at least once annually.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Title II Part A	Teachers, Instructional Coach, Principal
Activity - After School Tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free after school tutoring program, focusing on improving mathematics skills for students that are below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$18002	Title I Schoolwide	Teachers, Tutors, Instructional Coach, Principal
Activity - After School ELL Tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, after school tutoring program, focusing on improving mathematics skills for ELL students who are below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$11500	Section 41, Title III	Teachers, Tutors, Paraprofessionals, Instructional Coach, Principal
Activity - Instructional Coach (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will work with teachers on improving classroom instruction, data analysis, lesson planning and implementation in order to improve classroom achievement.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$75280	Title I Schoolwide	Principal, Instructional Coach
Activity - Leadership Growth/Professional Development (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team will participate in professional development activities that help to improve teaching and learning.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$4200	Title II Part A	Instructional Coach, Principal
Activity - School Data Analysis (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Data teams will use a variety of data sources to analyze and assist in monitoring student/school progress. Paper is needed for analyzing.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Title I Schoolwide	Teachers, Instructional Staff, Instructional Coach, Principal
Activity - Summer Specially Designed Program (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free summer academic specially designed program focusing on improving mathematics skills for students who are below grade level through science, technology, and mathematics integration.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$23000	Section 31a, Title IV Part A	Summer School Teachers, Instructional Coach, Principal
Activity - Intervention Mathematics Teacher (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ an intervention mathematics teacher to work with students who are below grade level in mathematics and who are at-risk of failure based on Northwest Evaluation Association (NWEA) and any state assessments.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$40000	Title I Schoolwide	Instructional Support Staff, Instructional Coach, Principal
Activity - Use of Manipulatives (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will purchase mathematics manipulatives to aide teachers and instructional support staff at all grade levels in the mastery of mathematical concepts. For example, but not limited to flash cards, rulers, measuring instruments, calculators, etc.	Supplemental Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$2750	Section 31a, Title I Part A	Teachers, Instructional Coach, Principal
Activity - ELL Small Group Instruction (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of comprehension for ELL students at all levels of proficiency; to support meaningful access to curriculum, including reinforcement of Mathematics terminology, operations and concepts.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$1000	Section 41	Classroom Teachers, Instructional Support Staff
Activity - Professional Development-PLC Books (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Academy will utilize several PLC book reads that will focus on various research based topics, such as but not limited to guided reading groups, data analysis, closed reading, etc.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1200	Title I Schoolwide	All Instructional Staff, Instructional Coach, Principal
Activity - Instructional Learning Cycles (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional staff will analyze their student's data (NWEA or Benchmark Assessments) and complete an item analysis to identify standards/items that most students struggle with (priority standard). The teachers and instructional staff will create an action plan for re-teaching the identified priority standard. The teachers will track student growth.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Title I Schoolwide	All teachers, instructional staff, Instructional Coach, Principal
Activity - Use of Evidence Based Strategies to Support D.I. (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After implicit lesson planning from the teacher to reach the needs of the learners, the students will demonstrate understanding of concepts through use of various manipulatives, technology and the integration of literature with math to make connections to real life.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Title I Schoolwide	School leader, instructional coach and instructional staff
Activity - Use of Technology to Support Math Skills (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software progress monitoring tools to assess levels of learning and for review and daily practice. Teachers will also use Smartboard, laptops, Chromebooks and iPads to engage learners in ways to compute and reasoning in relationship to mathematical concepts.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$12500	Title IV Part A	School leader, instructional staff and instructional coach
Activity - Special Education Support and Co-planning (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education staff and special education will work collaboratively to meet the needs of students on a daily and weekly basis to design effective lesson planning to elevate scores and increase mastery on statewide and local assessments.	Academic Support Program	Tier 3	Implement	08/24/2020	06/30/2021	\$0	No Funding Required	School leader, Coach and instructional staff

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Activity - Effective Implantation of PBIS (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During our monthly MTSS meetings, behavior data is discussed along with PBIS strategies that may utilize.	Behavioral Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$500	Section 31a	Instructional teacher, MTSS Coach, Instructional Coach, School Leader

Strategy 2:

Elementary Technology Integration - Through the use of technology teachers will provide instruction that focuses on basic mathematics skills, vocabulary, computational fluency, problem solving and process strategies.

Category: Mathematics

Research Cited: Best Practice, Today's Standards for Teaching & Learning in America's Schools, 4th Edition (Zemelman, et. al., 2012); The Art and Science of Teaching (Marzano, 2007); Literacy Strategies for Improving mathematics Instruction (Kenney, et. al., 2005); Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, 2nd Edition (Dean, et. al., 2012); How to Teach Thinking Skills within the Common Core (Bellanca, et. al., 2012)

Tier: Tier 1

Activity - Computer Applications (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use computer software programs to practice computational skills (including programs for ELL students) on a weekly basis. The software packages utilized include items like but not limited to Brain POP & Brain POP Jr., Reading A-Z and Science A-Z, MobyMax, etc.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$12500	Title I Schoolwide, Section 41	Teachers, Instructional Support Staff, Instructional Coach, Principal

Activity - Daily Practice of Basic Mathematics Skills (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide opportunities for students to take part in daily interactive practice of basic mathematics skills appropriate for each level using the Promethean resource packs, such as but not limited to Promethean Planet. Updating Promethean products such as but not limited to cleaning and maintenance protects, projectors, speakers, bulbs, cords, headphones, mice, etc.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Title I Schoolwide	Classroom Teachers, para-professionals

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Activity - Classroom Computer Lab (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A classroom teacher will integrate all core content areas of instruction using technology for each grade level at minimum once weekly. Each classroom will have charging cart for Chromebooks and a class set of Chromebooks.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$31600	Title I Schoolwide, Title IV Part A, Section 31a	Technology Teacher, Classroom Teacher, Instructional Coach, Principal

Activity - Instructional Best Practice (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure effective integration of technology, iPads or Chromebooks will be available for classroom activities as needed by teachers. Students will have access to the school computer lab, laptop cart, desktops in classrooms, and the iPad or Chromebook carts as needed by teachers. In addition, updating desktops, printers and ink will be needed.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$20000	Title I Schoolwide	Instructional Staff, Instructional Coach, School Leader

Strategy 3:

Writing Across the Curriculum - The Academy for Business & Technology Elementary School will be utilizing technology, constructed response questions, text dependent analysis, problem solving and journals to embed writing into mathematics.

Category: Mathematics

Research Cited: Best Practices Bringing Standards to Life in America's Schools (Zemelman et. al.,2012); Literacy Strategies for Improving Mathematics Instruction (Kenney et.al., 2005); Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement (Dear et. al., 2012)

Tier: Tier 1

Activity - Mathematics Vocabulary (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase use and emphasis of mathematics vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, the State assessment and the Northwest Evaluation Association (NWEA). Teachers will be required to keep a mathematics word wall with current vocabulary necessary for their current topic.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Title I Schoolwide	Teachers, Instructional Coach, Principal

Strategy 4:

Elementary Implementation of the Common Core Standards - Teachers and along with all instructional staff members will implement common core standards and assess students formatively to assure that the students are grasping content.

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Category: Mathematics

Research Cited: How to Teach Thinking Skills within the Common Core (Bellanca, et. al., 2012)

Tier: Tier 1

Activity - Professional Development on Common Core Standards (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will participate in a professional development on common core state standards.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	Title II Part A	Instructional Staff, Support Staff, Instructional Coach, School Leader

Strategy 5:

Elementary Increase Use of Real Life Application in Math - Instructional staff will explicitly design effective lessons that will increase students' understanding of why math is being taught and the relevance to everyday life. These techniques and materials will be documented in lesson plans, mapping and pacing guides as well. The coach and leader will monitor the strategies will use to make connections to text, themselves and other content areas.

Category: Mathematics

Research Cited: <http://www.nmefoundation.org/getmedia/756940b9-a437-4ddf-98e0-4fe86c80cf64/Students-and-Mathematics-Students-at-the-Center>

Tier: Tier 1

Activity - Incorporate Math and Literacy Kits into Weekly Math lessons (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help students make the connection to math and everyday life when integrating weekly lessons with math (number and operations, geometry, time, money, problem solving, algebra, etc) with various genres of literature through our the general education Tier I classes.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$4000	Title I Schoolwide	School leader, instructional coach and staff

Activity - Use More Math Academic Vocabulary (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will promote the use of academic vocabulary with test taking skills and problem solving when teaching the common core. Daily review and introduction of academic vocabulary will be a component of each lesson and monitored during walkthroughs to assist teachers with modeling of lessons and ensure students are being exposed to the vocabulary.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	Section 31a	School leader, coach and instructional staff

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Strategy 6:

Elementary Effective Implementation of Multi-Tiered Systems of Support (MTSS) Program - Both campuses will implement the Multi-Tiered Systems of Support (MTSS) process with fidelity while using data to provide small group tiered instruction while analyzing data on a consistent and regular basis. Staff will be trained on the process the success it has on academic progression. Daily time will be set aside for at least an hour for support for students whose academic data showed areas of below expected performance of level. Support staff will utilized and trained as well on the MTSS model and provide supplemental support for students and working with general and special education.

Category: Mathematics

Research Cited: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI): <https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss>

Tier: Tier 2

Activity - Use of Instructional Aides (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessional/Instructional aides from Title I and 31a will provide targeted interventions for students.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$267000	Title I Schoolwide	School leader, coach, instructional staff
Activity - Implementation Support from Instructional Coach (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MTSS coach will support and monitor effective implementation of the Multi-Tiered Systems of Support/Positive Behavior Intervention Support through classroom observations and feedback, modeling, and mini-lessons or workshops.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$30000	Title I Part A	school leader, instructional coach, MTSS Coach
Activity - Leadership Team professional development (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership with support for instruction is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. 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	09/03/2019	06/30/2020	\$10000	Title II Part A	school leader, instructional coach

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Strategy 7:

Elementary 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. Teachers will create, update and align curriculum using pacing guides. The pacing guides are aligned to the common core.

Category: Mathematics

Research Cited: <http://www.focalpointk12.com/resources>

Tier: Tier 1

Activity - FocalPointK12 (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FocalPointK12 site licenses, Online assessment platform to monitor and track the progress of students' understanding of the grade level content standards (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology, Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$1250	Section 31a	Instructional Staff, Instructional Coach, School Leader
Activity - Pacing Guides (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create, update and align curriculum to the pacing guides. The Pacing Guides are aligned to the common core.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	Title I Schoolwide	Instructional Staff, Instructional Coach, Principal
Activity - FocalPointK12 Professional Development (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FocalPointK12 site licenses, Online assessment platform to monitor and track the progress of students' understanding of the grade level content standards (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Title II Part A	Instructional Staff, Support Staff, Instructional Coach, School Leader
Activity - Eureka Math (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Eureka Math provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials. This supplemental program offers connections to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson and year after year. Purchase consumables annually, other resources and professional development.	Curriculum Development	Tier 1	Implement	08/24/2020	06/30/2021	\$10000	Title I Schoolwide	Instructional staff, school leader, instructional coach
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Measurable Objective 2:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 appropriate to their grade level in Mathematics in Mathematics by 06/30/2021 as measured by the Michigan State assessment, WIDA, Northwest Evaluation Association (NWEA), benchmark assessment data..

Strategy 1:

Elementary Increase Mastery in Special Education Subgroup - Special Education students will receive a quality education that will address their needs and will be taught math using numerous strategies to address their IEP goals and help strengthen their areas of weaknesses. The Gen Ed team will work closely with the Spec Ed team to monitor student achievement and determine other avenues to reach the students. There will be support given to teachers by the coach, special education team and consultants to ensure the instructional staff is teaching research and evidence based methods with fidelity to improve instruction.

Category: Mathematics

Research Cited: <http://www.mathlanding.org/content/assisting-students-struggling-mathematics-response-int> and

<https://www.centeroninstruction.org/files/Mathematics%20Instruction%20LD%20Guide%20for%20Teachers.pdf>

Tier: Tier 3

Activity - Encourage Visual Representation of Math Problem (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visual representations (drawings, graphic representations) will be used intuitively by teachers to explain and clarify problems and by students to understand and simplify problems. When used systematically, visuals have positive benefits on students' mathematics performance. During daily lessons, students will extend their thinking skills by displaying comprehension of material taught.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Coach, leader and instructional staff

Activity - Support students in verbalizing decisions and solutions (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encouraging students to verbalize, or think-aloud, their decisions and solutions to a math problem is an essential aspect when scaffolding instruction. Teachers will document and plan for this strategy in their lessons for students.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	School leader, coach and instructional staff

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Activity - Deliver Effective Instruction at all tiers (1, 2 and 3) (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff will plan for more explicit Tier 1 instruction, with an emphasis on primary prevention, requiring teachers to provide evidence-based instruction to all students. Tier 2 focuses on supplemental instruction that provides differentiated instruction to meet the learning needs of students. Tier 3 emphasizes individualized intensive instruction. The ultimate goal of the MTSS model is to reduce the number of students in successive tiers and the number of students receiving intensive instruction. The groundwork for the success of this model is the effectiveness of the instruction provided in Tier 1.	Direct Instruction	Tier 2	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	School leader, coach and instructional staff

Activity - Provide peer-assisted instruction to students (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with LD sometimes receive some type of peer assistance or one-on-one tutoring in areas in which they need help. The more traditional type of peer-assisted instruction is cross-age, where a student in a higher grade functions primarily as the tutor for a student in a lower grade. In the newer within-classroom approach, two students in the same grade tutor each other. In many cases, a higher performing student is strategically placed with a lower performing student but typically both students work in both roles: tutor (provides the tutoring) and tutee (receives the tutoring).	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$0	No Funding Required	School leader, coach and instructional staff

Goal 2: All students at the Academy for Business and Technology Elementary School will be proficient in English Language Arts at all grade levels.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Hispanic or Latino and English Learners students will demonstrate a proficiency appropriate to their grade level in English Language Arts by 06/30/2021 as measured by the Michigan State assessment, WIDA, Northwest Evaluation Association (NWEA), benchmark assessment data, and DRA..

Strategy 1:

Elementary Technology Integration - The district will utilize and purchase hardware and software to meet the needs of ALL learners to promote mastery and to provide 'real-time' data to drive instruction in reading and writing. The instructional staff along with the school leader and instructional coach will monitor the use and effectiveness of technology in whole group instruction, Multi-Tiered Systems of Support (MTSS) time (push-in and pull-outs) and allocate resources needed to address weaknesses in regards to all subgroups. Computer applications will offer audio, visual and real-life connections to engage learners and assist in implementing the

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Common Core and address the deficiencies in data.

Category: Technology

Research Cited: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI): <https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss>

Tier: Tier 1

Activity - Daily Review and Practice of Skills with Technology (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to use technology to continuous review and practice skills and standards that strengthen issues of concern. Site licenses will be purchased to provide leveled, adaptive and targeted visual stimulation to deliver instruction in an animated way on a daily basis to increase mastery. These site licenses consists but not limited to of Reading A-Z, Tumble Books, Vocabulary A-Z, Brain Pop and other progress monitoring tools.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$14000	Title I Part A	School leader, instructional staff, teachers, and support staff
Activity - Sustainable Professional Development on Effective Use of Technology for Reading (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff along with administration will conduct a needs assessment on the level of understanding of increasing achievement with technology. At least two PD sessions will be offered, either on or off site to offer strategies and techniques to infuse technology into teaching.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$4500	Title II Part A	School leader, instructional coach and teachers
Activity - Increase of Engagement Strategies in Classroom (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make connections to real life in when making connections to literature of all genres to increase understanding when viewing videos, movies and simulations related to prior knowledge and introducing new concepts in reading and writing with United Streaming (can be used in all content areas).	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	School leader, instructional coach and instructional staff
Activity - Online Computer Applications (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with time to access online computer applications such as but not limited to Moby Max and Raz Kids on a weekly basis.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$4000	Title I Schoolwide	All teachers, instructional coach

Measurable Objective 2:

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A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 increasing their skills in Informational Text and Comprehension in English Language Arts by 06/30/2021 as measured by the Michigan State assessments, Northwest Evaluation Association (NWEA) benchmark assessment data and DRA..

Strategy 1:

Elementary Effective Implementation of Multi-Tiered Systems of Support Program with Fidelity and Positive Behavior Intervention Support - The Academy will implement the Multi-Tiered Systems of Support (MTSS) process with fidelity while using data to provide small group tiered instruction while analyzing data on a consistent and regular basis. Staff will be trained on the process the success it has on academic progression. Daily time will be set aside for at least 45 minutes for support for students whose academic data showed areas of below expected performance of level. Support staff will utilized and trained as well on the MTSS model and provide supplemental support for students and working with general and special education.

Category: English/Language Arts

Research Cited: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI): <https://miblsi.org/miblsi-model/multi-tier-system-of-supports-mtss>

Tier: Tier 2

Activity - Before, During and After Reading (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with strategies to strengthen vocabulary and comprehension skills before, during and after reading (including but not limited to anticipation guides, graphic organizers, story mapping, questions to support comprehension and making connections), such as reading response journals and retelling, and other programs like Moby Max.	Academic Support Program, Implementation	Tier 1	Monitor	08/24/2020	06/30/2021	\$1700	Section 31a, Title III	MTSS Coach, All Teachers, MTSS interventionist, Paraeducators, Instructional Coach, Principal

Activity - Daily Reading to Students (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, para-educators, and/or other adults will read aloud to students daily, incorporating thinking-aloud strategies to help increase comprehension and to model good reading skills. Teachers should utilize 10 minutes a day reading out loud to their students either after lunch or the last 10 minutes of the day. (Including guest readers, book giveaways, leveled trade books for each classroom)	Curriculum Development	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	All Teachers, paraeducators, Reading Interventionist, Instructional Coach, Principal

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Activity - Tier Time Reading (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will establish a daily schedule to ensure a block of time is available for teachers to integrate reading and writing across core instruction through activities. This time will be called Tier Time and the Interventionist will push in or pull out into the classroom and work with tier 2 children who need additional interventions. The MTSS Coach will also assist teachers with reading instruction, remediation, and assessment for our low performing readers.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$108000	Title I Schoolwide, Section 31a	MTSS Coach, Teachers, Reading Interventionist, Instructional Coach, Principal
Activity - Developmental Reading Assessment (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use diagnostic reading assessments to identify students' reading level and skill proficiency for guiding appropriate instruction and intervention, especially for students performing below grade level. (requires copy paper for progress monitoring)	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	Section 31a	General Education Teachers, MTSS Coach, Interventionist
Activity - Social Work Support (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker will work with identified, non IEP, 31a students and offer positive behavior support that serves to make students more successful in the classroom.	Behavioral Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$27000	Title IV Part A, Section 31a	Social Worker, Principal
Activity - Monitoring by MTSS Coach (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure desirable results, the instructional coaches from both campuses will document and monitor with the Multi-Tiered Systems of Support (MTSS) process as a key member of the MTSS team. Also, the MTSS coach will monitor the execution of all lessons in each tier (Tier 1, 2 and 3) and give feedback to the instructional staff, analyze data and model research based strategies. Data will be collected by instructional coach to assist in the evaluation of strategies and best practices utilized to support the MTSS process.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$148050	Title I Schoolwide	School leader and MTSS coach
Activity - Strategic Planning of Support from Title I staff (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Student will receive on a daily basis extended learning opportunities from Title I support staff as a response to examination of their scores from universal screeners, diagnostic tools and progress monitoring tools. Title I support staff will work with general education/classroom teachers to create a plan that will guide the students in increasing comprehension, fluency, phonemic awareness and other areas of difficulty that students experience in reading.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$161000	Title I Schoolwide	School leader, MTSS coach, Title I support staff
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Activity - Daily Use of Evidence and Research Based Interventions and Manipulative Use (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will use leveled readers, manipulative, games, trade books, informational texts (low leveled-high interest), and kits to help enhance understanding of standards and skills during all tiers of instruction.	Direct Instruction	Tier 3	Monitor	08/24/2020	06/30/2021	\$6200	Title I Schoolwide	School leader, instructional coach, all instructional staff

Activity - Utilizing Additional/Extended Learning Opportunities to Increase Growth (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer School, After School Tutoring in collaboration with the Multi-Tiered Systems of Support (MTSS) will be used as extended time to deliver implicit and intentional interventions to students in small groups with various resources for both summer school and after school. Small group instruction will be one way but not limited to in which, we can increase student engagement and participation in order to see real results.	Academic Support Program	Tier 3	Monitor	08/24/2020	06/30/2021	\$31196	Section 31a	School leader, instructional coach, teachers and support staff

Activity - Meaningful Professional Development on Restorative Practice for At-Risk Youth/MTSS (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in meaningful Restorative Practice training throughout the school year. The staff will be expected to use strategies used and the administrative staff will follow up with walk through and feedback to gauge fidelity and implementation evidence based strategies.	Professional Learning	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$6700	Title IV Part A	School leader, instructional coach, instructional staff

Activity - Teachers will incorporate Reading Workshop (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate a reading workshop and/or phonics (RLAC) program into their daily reading instruction in order to increase student achievement. In addition, teachers will use more trade books and read alouds during instruction. Additional training is needed to support the teachers with reading workshops and phonics programs.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$5000	Title II Part A	Instructional Coach, Teachers, School Leader

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Activity - Informational Text Cross Curricular Integration (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize our trade books and Science A-Z, Reading A-Z, Teacher's Studies Weekly and Scholastic News to integrate informational text into all other areas of instruction.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$800	Title I Schoolwide	Teachers, Instructional Coach, School Leader

Strategy 2:

Elementary Integration of Writing Across All Content Areas - The academic expectation for teachers to write across reading, science, physical education and social studies will be communicated from administration and will be monitored by the leader and the coach. Lesson plans, mapping, written constructed response rubrics and pacing guides will be followed to guide the teachers in lesson planning. Professional development will also be an avenue to equip teachers with strategies and materials to reach ALL learners.

Category: English/Language Arts

Research Cited: [http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/06%20Writing%20Across%20the%20Curriculum%20v001%20(Full).pdf)

Tier: Tier 1

Activity - Reading Vocabulary (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase use and emphasis of Reading vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, the State assessment and NWEA. Teachers will be required to keep a Reading word wall with current vocabulary necessary for their current topic.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Teachers, Instructional Coach, Principal

Activity - Weekly Writing with Relevant and Meaningful Prompts (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and/or para-professionals will support English Language Learning and meaningful access to core curriculum through writing for meaning in all content areas. Teachers will teach mini-lessons daily using the Writing City.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Classroom Teachers, Instructional Coach, Paraeducators, Principal

Activity - Annual Publishing of Writing (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will be expected to publish an individual writing piece annually at a minimum. Publishing Day will celebrate our young authors. (Copy paper, binding materials, stickers, glue, markers, crayons, etc. are needed)	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Title I Schoolwide	Teachers, Instructional Coach, Principal
Activity - Best Practices of Writing Across Curriculum (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing and the components that contribute to the traits of a "good writer" will be discussed at selected professional developments to support the existing program. Each grade level will use writing samples to grade together using the grade level common rubric to make sure that we are all using the rubric with fidelity.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Title II Part A	Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Weekly Writing with Relevant and Meaningful Prompts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and/or para-professionals will support English Language Learning and meaningful access to core curriculum through writing for meaning in all content areas. Teachers will teach mini-lessons daily using the WriteSteps.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Classroom Teachers, Instructional Coach, Para-educators, Principal
Activity - Supplemental Writing Resources/Materials (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff selected supplemental materials to help support the core and Writing City and address the foundational skills that the students lack to help promote proficiency on all local and statewide testing.	Supplemental Materials	Tier 2	Monitor	09/03/2019	06/30/2020	\$10000	Title I Schoolwide	School leader, instructional coach, instructional staff

Strategy 3:

Elementary Data Driven Decision Making - A multiple of data sources will be used such as statewide assessments, local data along with research to guide differentiated instruction within the classroom and drive the MTSS program as well. Portfolios will be housed in the classroom to serve as a representation of the students mastery level and understanding. Meetings (grade level, school improvement, content area, data team, etc) will be forums to assess the growth of students and if interventions and programs are implemented as prescribed. The analysis of data will serve as the catalyst for change in tiered instruction and will be monitored and evaluated by the administrative staff.

Category: English/Language Arts

Research Cited: Data-Driven School Improvement By Mandinach, Ellen Beth (EDT)/ Honey, Margaret (EDT)

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Tier: Tier 1

Activity - Routine Data Analysis for Evaluation and Planning (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data warehouses like MI School Data that assist with compiling data and the school improvement process will be utilized to drive instruction and continuous improvement. Survey data from the surveys in Assist will be used as data points for school wide reflection and change.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$800	Title II Part A	School leader and instructional coach
Activity - Professional Development on Using Data to Impact Achievement (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On and off site professional developments (Wayne RESA and MDE) will be offered to discuss avenues and methods to use data more effectively to improve the growth of student success. In addition, the teachers participate in monthly Instructional Learning Cycles (ILC). The teachers and the Instructional Coach analyze the data from an assessment, then plan 10 days of reteach lessons followed by an assessment.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	Title II Part A	School leader, instructional coach, instructional staff
Activity - Highly Qualified Teachers (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Raises and bonuses for highly qualified teachers.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$15000	Title II Part A	Instructional staff, support staff, Instructional Coach, School Leader

Strategy 4:

Elementary Continuous Engagement of Families to Support Learning - In accordance with the Parent Involvement Policy, families will work in concert with the staff to learn new ways to meet state standards, help with homework, strengthen weak areas of learning, encourage and motivate students. Meetings will be held at flexible times to meet the needs of the stakeholders. Pamphlets and materials will be distributed along with presentations from community based speakers to inform parents of services offered and how the community works with the schools.

Category: English/Language Arts

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

Tier: Tier 1

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Activity - Educate Families on Reading and Writing Strategies (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to participate in games, listen to presenters, engage in dialogue with the teachers and staff, specialists and community organizations to help them educate their child.	Parent Involvement	Tier 1	Monitor	08/24/2020	06/30/2021	\$11000	Title III	School leader, instructional staff, instructional coach, Parent groups
Activity - Provide Professional Development for Staff to Make Connections with Parents (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will plan for professional development on ways to increase parental involvement.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	Title I Part A	School leader and instructional coach

Strategy 5:

Elementary Additional Time and Assistance (elementary) - Language support staff will provide additional time and assistance to ELL students who are achieving below grade level.

Category: English/Language Arts

Research Cited: Making Content Comprehensible for English Learners (Echevarria et. al., 2004)

Tier: Tier 1

Activity - Integrated ESL with ELL Teacher and ELL Paraeducator (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language support staff will provide language instruction that is both integrated and inclusive to the core along with additional sheltered instruction to ELL students who score at the Basic level on either the Fall W-APT screener or spring WIDA screener.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$88000	Section 31a	ELL Teachers, ELL paraprofessional, Instructional Coach, Principal
Activity - After-School Tutoring for ELL Students (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school will offer a free tutoring program for ELL students, focusing on language instruction to students who are reading below grade level. Tier 3 ELL students will have language acquisition as their primary focus.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$17210	Title III	Language Support Staff, Instructional Coach, Principal
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Activity - Summer School ELL Program, Teacher (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free, five-week summer program for ELL students, focusing on improving language skills, especially for students who are reading below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$4275	Title III	ELL Language Teacher, support staff, Instructional Staff, Principal

Activity - Parent ELL Activity Night (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional and social gathering conducted by School Leader, Instructional Coach, and ELL teacher which will provide instructional materials to support student learning objectives and ELL Parent Instructional Support Materials, possibly including dictionaries to support English proficiency. We will also purchase materials and incentives for parent meetings.	Parent Involvement	Tier 1	Monitor	08/24/2020	06/30/2021	\$1300	Section 41	Administrators, Instructional Coach, ESL teachers, Instructional Staff

Strategy 6:

Elementary Alignment of Curriculum, Instruction, Assessment (elementary) - Teachers will create, update and align curriculum based on common pacing guides. The pacing guides are aligned to the common core and provides a teacher-friendly platform for mapping.

Category: English/Language Arts

Research Cited: The Leona Group Pacing Guides

Tier: Tier 1

Activity - Common Pacing Guides (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Common Pacing Guides. The Common Pacing Guides are aligned to the common core.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	Instructional Staff, Instructional Coach, Principal
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Activity - FocalPointK12 (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FocalPointK12 site licenses, Online assessment platform 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). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology, Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$1250	Section 31a	Instructional Staff, Support Staff, Instructional Coach, School Leader

Activity - FocalPointK12 Professional Development (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training on FocalPointK12. This professional development will assist the staff on how to use the data to drive their instruction and have better student growth.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Title IV Part A	Instructional Teachers, Support Staff, Instructional Coach, School Leader

Strategy 7:

Elementary Incorporating Writing Lesson Programs (elementary) - Teachers will incorporate writing lessons four (4) days per week (Example: Writing City)

Category: English/Language Arts

Research Cited: Pathways to the Common Core: Accelerating Achievement (Lucy Calkins, et. al.,2012); Best Practice. Today's Standards for Teaching & Learning in America's Schools, 4th Edition(Zemelman, et. al.,2012); Vocabulary Games for the Classroom (Carleton & Marzano, 2010); Classroom Instruction that Works:

Research-Based Strategies for Increasing Student Achievement, 2nd Edition (Dean, et. al., 2012)

Tier: Tier 1

Activity - Pre-Writing Activities (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will conduct and model various types of pre-writing activities (Listening, charting, webbing, clustering of raw ideas, drawing, group brainstorming, graphic organizer, etc.)	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Teacher-Student Conferences (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and/or Para-professionals will conduct brief teacher student conferences regularly (weekly or bi-weekly) that include a focus on revising, editing, mechanics or grammar.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Teachers, Instructional Support Staff, Instructional Coach, Principal

Strategy 8:

Reaching All Students (Elementary) - 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 (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The dropout prevention coordinator and the pupil accountant 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.	Recruitment and Retention, Academic Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	School Leader, Dropout Prevention Coordinator, and Homeless Liaison

Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Hispanic or Latino students will demonstrate a proficiency appropriate to their grade level in Reading in English Language Arts by 06/30/2021 as measured by State assessment, Northwest Evaluation Association (NWEA) grade level benchmark assessment data, and DRA.

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Strategy 1:

Increase ELL's Mastery on Statewide and Local Assessments (elementary) - The ESL/ELL population will receive additional support to address the language and cultural barriers that exist that impede progress. Multiple data sources will be analyzed on a weekly to monthly basis to measure the effectiveness of research and evidence-based resources, strategies and programs. As a growing subgroup, there will be more of a focus on narrowing the gap with ESL and ELL students.

Category: English/Language Arts

Research Cited: Title III Handbook from TLG and Michigan Department of Education and research articles on ESL/ELL learners

Tier: Tier 2

Activity - Data Driven After School Program (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students will receive support with weekly small group instruction for skills of weakness derived for the WIDA, M-Step and NWEA testing with multiple evidence and research based strategies.	Academic Support Program	Tier 2	Implement	08/24/2020	06/30/2021	\$37410	Title III	Leader, instructional coach and instructional staff
Activity - Use of Technology (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iPads, Chromebooks, laptops, and various site licenses such as Reading A to Z and Moby Max to engage learners and decrease the gap in achievement.	Technology	Tier 2	Monitor	08/24/2020	06/30/2021	\$2610	Title III	Leader, instructional coach and instructional staff
Activity - Push-in and Pull-out Services through MTSS program (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional aides, 31a and Title I teachers will provide tiered interventions that promote language acquisition and other essential skills to reach mastery levels.	Academic Support Program	Tier 3	Monitor	08/24/2020	06/30/2021	\$193091	Section 41	School leader, instructional coach and instructional staff

Measurable Objective 4:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency appropriate to their grade level in Reading in English Language Arts by 06/30/2021 as measured by State assessment, Northwest Evaluation Association (NWEA) grade level benchmark assessment data, and DRA..

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Strategy 1:

Elementary Differentiated Instruction using Framework for Understanding Poverty - The administration and instructional staff will examine daily, weekly, monthly basis with a strong emphasize and focus on economically disadvantaged students. Strategies and activities will be researched to ensure that the students receive more support in areas that they struggle with academically and socially. Formative, summative, the State assessment, Northwest Evaluation Association (NWEA) and teacher made assessments will be measurements to monitor the success of the strategies and activities.

Category: English/Language Arts

Research Cited: Motivating and Preparing Black Youth for Success by Jawanza Kunjufu and Ruby Payne's Framework for Understanding Poverty

Tier: Tier 1

Activity - Purchase/Subscribe to National Geographic magazines, Comic books, Joke books and Sports Magazines (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read informational texts that will create a desire in them to want to read more which will expand their knowledge and ability to comprehend.	Academic Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$500	Title I Schoolwide	School leader, coach and instructional staff

Activity - Implementation of Literature Circles (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage with other learners to select a topic of interest and discuss with partners to display comprehension verbally and interact with others to create dialogue.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$0	No Funding Required	School leader, coach and instructional staff

Activity - Promote Literacy Through Movement (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Economically disadvantaged students will engage in dramatic play, singing and drawing to create higher interest for various genres of literature.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	Title I Schoolwide	School leader, coach and instructional staff

Strategy 2:

Elementary Targeted Instruction - Teachers will provide targeted reading instruction at each grade level for students performing below proficiency level and for low performing subgroups.

Category: English/Language Arts

Research Cited: Translating Research into Action (Marzano, et. al. 2003); Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition (Dean, et. al., 2012); Best Practice: Bringing Standards to Life in America's Schools, 4th Edition (Zemelman et., al., 2012); Checking for

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Academy for Business and Technology Elementary

Understanding (Fisher & Frey, 2007)

Tier: Tier 1

Activity - After School Tutoring (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free after-school tutoring program, focusing on improving reading skills to students who are reading below grade level, especially for low-achieving subgroups.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$20000	Title I Schoolwide	Principal, Instructional Coach, After School Tutors
Activity - Assistance for Struggling Readers (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Reading/Language Interventionists will assist struggling readers through targeted classroom interventions and guided reading pull-outs (focusing on fluency, decoding, and comprehension skills), utilizing educational technology to the maximum extent. (Resources include but are not limited to: copy paper to print books, RAZ Kids Subscription, Reading A-Z Subscription, Moby Max, and Tumblebooks). In addition, each student who is in Tier 2 or 3 has an Individual Reading Plan. This plan outlines what steps will be taken by the school, the student and parent to get the student to their goal. These plans are completed for K-5 students. However, the main focus is K-3 students.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$5000	Title I Schoolwide	Principal, All Teachers, Reading Interventionist, Instructional Support Staff, Instructional Coach
Activity - Parent/Community Involvement (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The school will provide a variety of activities during the school year that incorporate the interaction between and with parents/community members in order to impact student reading proficiency. (This includes but is not limited to: Refreshments and Incentives for Annual Title I Night, Reading Night using Learning Gizmos, Reading Workshop for Parents)</p> <p>Students will perform community service such as reading to the animals at the Dearborn Animal Shelter and the senior citizens at Oakwood Commons in Dearborn throughout the school year for community service hours.</p>	Parent Involvement	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	Literacy Committee, MTSS Coach, Interventionists, Instructional Coach, Principal
Activity - Data Analysis (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school will use MI School Data portal along with NWEA and gradebook data to assist in the analysis of student achievement and growth and to provide direction for change and revision of instructional practices. In-service will be given to teachers on data analysis to track student progress.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Title II Part A	Principal, Instructional Coach, All Teachers
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Activity - Summer Specially Designed Program (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will offer a free five (5) week summer academic program focusing on improving reading skills for students who are below grade level along with science, technology and mathematics integration. Resources included, but not limited to STEM.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$22000	Title I Schoolwide	Principal, Instructional Coach, Summer Program Instructors

Goal 3: All students at the Academy for Business and Technology Elementary School will be proficient in Science at all grade levels.

Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 appropriate to their grade level in Science by 06/30/2021 as measured by State assessment and performance task..

Strategy 1:

Elementary Instructional Best Practice - Teachers will provide science instruction and experiences both inside and outside of their classrooms that are well organized, creative, focused on various learning styles and offer the students the chance to use their investigation skills. The lessons will include cooperative learning activities, graphic organizers, use of various forms of technology and offer effective questioning to guide students to write in their scientific notebook. Science inquiry and hands on activities will be a part of the instruction and data will be collected and compiled from Science Benchmarks to ensure students are receiving support and instruction on scientific content.

Category: Science

Research Cited: <http://www33.homepage.villanova.edu/edward.fierros/pdf/rethinking%20RTI%20in%20middle%20and%20high%20schools.pdf> and <http://opi.mt.gov/pub/RTI/About/Presentations/Elementary%20Overview%2002Feb09.pdf>

Tier: Tier 1

Activity - Real Life Connections (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will learn science concepts and skills that involve real life applications and relevant experiences to activate prior knowledge and help retention of science knowledge. Staff may utilize resources similar to United Streaming clips, Interactive Science online resources and various media (like but not limited to: Science A-Z, Brain Pop, and Brain Pop Jr.) to help to implement this concept.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Title IV Part A, Title I Schoolwide	Classroom Teachers, Tutors, Instructional Coach and Principal
Activity - Cooperative Groups (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students at all grade levels with regular opportunities to do cooperative group projects where the students carry out the scientific method using hands-on manipulatives through investigations. Intervention materials will include, but not limited to, center based lab materials and guided reading integration for tier 2 and 3 students as well as ELL students. The interactive notebooks and online interactive components will be utilized as well to help engage all learners.	Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$51000	Title I Schoolwide	Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Professional Development-Science Standards (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will attend a professional development session on Michigan Next Generation Science Standards.	Professional Learning	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$12200	Title I Schoolwide , Title II Part A	Instructional Staff, Instructional Coach, School Leader
Activity - Allocate Science Resources for Interventions and Use with Fidelity (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from Science benchmarks, the leader along with 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 classes offering inquiry and STEM concepts based on the Michigan Science Standards.	Supplemental Materials	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$40000	Title I Schoolwide	School leader, instructional staff and coach

Strategy 2:

Elementary Technology and Computer Application - Teachers will use a variety of instructional methods to meet the needs of our diverse learners in their classrooms by using technology and computer applications wherever possible. Utilizing and implementing the Michigan Science Standards will offer opportunity to integrate cross-curricular content like science, technology, engineering literature, and mathematics.

Category: Science

Research Cited: <http://www.iuma.ulpgc.es/~nunez/sjobergreportsciencetech.pdf>

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<http://www.nextgenscience.org/>

Tier: Tier 1

Activity - Science A-Z Integration (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize this computer generated tool to engage students into science through technology and reading, such as but not limited to Science A-Z. The activities and center ideas will be utilized throughout the grade levels.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1180	Title I Schoolwide , Title IV Part A	Teachers, Instructional Support Staff, Instructional Coach, Principal

Activity - Utilize Online Resources (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the computer based tool to offer additional support for our daily science instruction. The assignments for science will be completed on the computer monthly during computer lab time, such as but not limited to assessments, Mystery Science, Discovery Education, and Science A to Z and assessments will monitor progress of students.	Technology , Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$4000	Title I Schoolwide , Section 31a	Teachers, Instructional Support Staff, Instructional Coach, Principal

Activity - Promethean Planet Integration (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology activities, flip charts and video clips from such resources but not limited to Promethean Planet Discovery Learning to help keep children engaged in science activities. Maintain/replace projector, pens, lenses, bulbs and speakers annually.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$6000	Title IV Part A, Title I Schoolwide	Teachers, Instructional Support Staff, Instructional Coach, Principal

Activity - Analyzing and Interpreting Data (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology to analyze and interpret data from their investigations by creating tables, charts and graphs. Chart paper, big post-it note paper are needed.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Title I Schoolwide	Teachers, Support Instructional Staff, Instructional Coach, Principal

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Activity - Instructional Best Practice (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure effective integration of technology, iPads or Chromebooks will be available for classroom activities as needed by teachers. Students will have access to the school computer lab, laptop cart, desktops in classrooms, and the iPad or Chromebook carts as needed by teachers. Students will use the technology to do research for papers/projects, take assessments.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$15000	Title I Schoolwide	Instructional Staff, Instructional Coach, School Leader
Activity - Make Connections to Every Day life (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sources such as ScienceA-Z.com, Mystery Science and Brainpop.com demonstrate to the learners how science is a daily part of our lives and explains terms that will aide students in understanding narrative text and promote test taking skills.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	Title I Schoolwide	School leader, instructional coach and staff
Activity - Annual Field Trips and Hands-On Experiences (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annually, students will take trips off site and take advantage of scientists that will come to the school to help with mastery of material and understand grade level expectations and the Michigan Science Standards. Teachers will offer more hands on learning opportunities throughout the school year.	Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$8000	Title IV Part A	School leader, instructional coach and staff
Activity - Increase Exposure to Informational Text (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will build stamina when reading longer passages that are similar to the passages present on standardized statewide test and curriculum assessments and receive more literature on topics that they might not have been exposed to in the past that often contributes to them losing interest and decrease in comprehension. The informational text will integrate science concepts and offer core content while relating material to real world concepts.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$8000	Title I Schoolwide	School leader, coach and staff

Strategy 3:

Writing Across Curriculum with a focus on Vocabulary and the Scientific Method - Teachers will provide science instruction that focuses on scientific processes, reasoning, vocabulary, and the application of the scientific method in problem solving and inquiry situations.

Category: Science

Research Cited: What Works in Schools (Marzano et. al., 2003); A Handbook for Classroom Instruction that Works (Marzano et. al. 2001); Best Practices: Bringing

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Standards to Life in America's Schools, 4th edition (Zemelman et. al., 2012); Recommendations for Teaching Science" (Zemelman, 2005)

Tier: Tier 1

Activity - Problem Solving Strategies (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take part in regular activities that involve problem solving strategies using scientific reasoning and application of the scientific method. They will solve open-ended problems and extended problem-solving projects that involve relevant and/or real-life situations on a regular basis (at least biweekly). Annually, Interactive Science refill kits will be purchased to help engage the students in better writing.	Academic Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Science Fair (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete a Science Investigation each semester: Grades K-2 will complete a class project where they will present to the other classes; Grades 3-5 will complete individual/group projects and they will share their PowerPoint/Board presentations with their classmates. Scientific Journals will be provided so that the students will practice all parts of the scientific method and we can monitor growth from one investigation to the next. (Tri-fold boards and Scientific Headings are required)	Academic Support Program, Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$1000	Title I Schoolwide	Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Vocabulary Activities (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include vocabulary activities in their weekly plans for students to complete and they will increase the use and emphasis on science vocabulary during instruction time. Activities will be sufficiently diversified so as to address the needs of all learning types, as well as English Language Learners and students with disabilities. Teachers will utilize the key vocabulary lists. Teachers will be required to keep a science word wall with current key vocabulary based on units of study.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Section 41	All Teachers, Instructional Support Staff, Instructional Coach, Principal

Strategy 4:

Science Engagement - Teachers will use a variety of instructional methods to meet the needs of our diverse learners in their classroom by engaging students in hands-on and interactive science activities.

Category: Science

Research Cited: How to Teach Thinking Skills Within the Common Core (Bellanca et. al., 2012); Classroom Instruction that Works 2nd Edition (Dean et. al., 2012);

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Technology Integration for Meaningful Classroom Use: A Standards-Based Approach (Katherine Cennamo et. al., 2014)

Tier: Tier 1

Activity - High Touch High Tech (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through discovery style learning and inquiry based dialogue, the students are engaged in exciting science projects that encourage them to explore the many wonders of science. This company comes to the school and bring the science experiments.	Academic Support Program, Field Trip	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$5500	Title I Schoolwide, Title IV Part A	Instructional Staff, Instructional Coach, School Leader
Activity - Science Night (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional and social gathering conducted by the School Leader, Instructional Coach, and the Science Committee which will provide instructional materials to support student learning objectives.	Community Engagement, Academic Support Program	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$1600	Title IV Part A, Title I Schoolwide	Instructional Staff, Instructional Coach, School Leader, Science Committee
Activity - Earth Day (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in an Earth Day activities such as but not limited to a poster competition, planting flowers, cleaning up the school grounds, etc..	Direct Instruction	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$750	Title I Schoolwide	Instructional Staff, Instructional Coach, School Leader, Science Committee
Activity - Science Assembly (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a science related assembly such as but not limited to endangered species, environment, wild life, habitat, etc.	Direct Instruction	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$5000	Title I Schoolwide	Science Committee, Instructional Staff, Instructional Coach, School Leader

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Strategy 5:

Improve and Strengthen the PBIS System - Employ and train staff to teach and encourage the values of the PBIS system. 31a and Title staff, such as the guidance counselor, social worker, behavior support specialist and instructional aides will assist in the development and the necessary revisions needed to implement the plan and system effectively. The behavior data that is compiled and collected will be used during PBIS meetings, MTSS meetings and grade level meetings to determine the patterns of occurrences and the impact on academic success. The PBIS will serve as a mechanism to support positive behavior and curtail negative influences that impact success.

Category: School Culture

Research Cited: http://www.michigan.gov/documents/mde/SchoolwidePBS_264634_7.pdf

Tier: Tier 1

Activity - Monitoring and Documenting Behavior Patterns (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Management Support Specialist, Truancy Liaison, Hall Monitor and Social Worker will be utilized to uphold expectations, collect data, address students' needs and monitor student behavior.	Policy and Process	Tier 1	Monitor	08/24/2020	06/30/2021	\$95375	Section 31a	School Leader, Coach, PBIS team

Activity - Preparing Students for College and Career Readiness (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance Counselor and/or social worker along with instructional staff will ensure that the students are ready for graduation while assisting with EDP, providing agency support to at risk youth, making connections in the community to educate families on career and college readiness.	Behavioral Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$65000	Title I Schoolwide	School leader, coach and counselor

Goal 4: All students at the Academy for Business and Technology Elementary School will be proficient in Social Studies at all grade levels.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 appropriate to their grade level in Social Studies by 06/30/2021 as measured by State assessments.

Strategy 1:

Elementary Alignment of Curriculum, Instruction, Assessment - Staff will help students to build a sense of responsibility for their school and community through curriculum and assessment.

Category: Social Studies

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Research Cited: Bringing Standards to Life in America's Schools, 4th edition (Zemelman et. al.,2012); The Art & Science of Teaching (Marzano, 2007); What Works in Schools: Translating Research into Action (Marzano, 2003); Classroom Instruction that Works: Research-based strategies for Increasing Student Achievement, 2nd edition (Dean et. al., 2012)

Tier: Tier 1

Activity - Classroom and Community (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies lessons/activities will involve active participation in the classroom and the wider community as often as possible. The teachers will use programs like Virtual Field Trips (www.si.edu). The teachers may also use resources similar to but not limited to Studies Weekly or History Alive (text book, online support - Teacher Curriculum Institute) to help integrate current events in a cross curricular way.	Materials	Tier 1	Implement	08/24/2020	06/30/2021	\$3000	Title I Schoolwide	Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Effective Evaluations (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use evaluations (summative and formative) that involve further learning that promotes responsible citizenship and open expression of ideas. Teachers will provide opportunities for students to demonstrate mastery of skills or concepts in ways supplemental to the pencil and paper curriculum assessments, especially for low-achieving subgroups and for students performing below grade level which can be developed in Open Book Project / Atlas Rubicon under alternate assessments	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Classroom Teachers, Special Education Teachers, Instructional Coach, Principal
Activity - Real World Documents (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies readings will include engaging real-world documents and not just textbooks. Teachers can use resources similar to but not limited to Scholastic Weekly, Studies Weekly, newspapers, periodicals, Channel One, History Alive resources and Social Studies Alive, which are aligned to the Common Core State Standards and offers informational text in all grade levels.	Materials	Tier 1	Implement	08/24/2020	06/30/2021	\$6000	Section 31a	Classroom teachers, Instructional Coach, Principal
Activity - Observing, Discussing and Debating (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Social Studies readings will include engaging real-world documents and not just textbooks. Teachers can use resources similar to but not limited to Scholastic Weekly and Studies Weekly, which are aligned to the Common Core State Standards and offers informational text in all grade levels.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Classroom teachers, instructional support staff, bilingual staff, instructional coach, Principal
Activity - Engaging, Hands-On Instructional Activities (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at all grade levels and at various ability levels will have access to and use hands-on manipulatives such as maps, globes and other visual learning aids to learn social studies concepts as regularly as possible. Utilize field trips to offer real life experiences and exposure to our community.	Academic Support Program, Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$2400	Title III, Section 31a	Classroom teachers, Instructional support staff, Instructional Coach, Principal
Activity - Cooperative Groups (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students in all grade levels with regular opportunities to participate in cooperative group projects.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Title I Schoolwide	Teachers, Instructional Support Staff, Instructional Coach, Principal
Activity - Professional Development-PLC Books (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academy will utilize several PLC book reads that will focus on various research based topics, such as but not limited to guided reading groups, data analysis, closed reading, etc.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$0	Title I Schoolwide	Instructional Staff, Instructional Coach, Principal
Activity - Observing, Discussing and Debating (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will frequently provide lessons that involve students in observing, classroom discussions and class debates to ensure their active participation in learning. Lesson objectives will be relevant to the students and offer full engagement.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$750	Title I Schoolwide	Instructional Staff, Instructional Coach, Principal
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Strategy 2:

Using Writing to Engage Students - Teachers will implement Social Studies activities that not only focus on vocabulary, but also that engages students in inquiry and problem solving about significant human issues.

Category: Social Studies

Research Cited: Best Practice: Bringing Standards to Life in America's Schools, 4th edition (Zemelman et. al., 2012); The Art and Science of Teaching (Marzano, 2007); Classroom Instruction that Works: Research-based strategies for Increasing Student Achievement, 2nd edition (Dean et. al., 2012)

Tier: Tier 1

Activity - Current Events (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set aside class time regularly (at least bi-weekly) for discussions about current events which will result in a written response and/or text dependent analysis regarding the current event that they read from supplemental materials such as but not limited to Teachers Studies Weekly newspapers, etc..	Supplemental Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	Title I Schoolwide	Classroom teachers, Instructional coach

Activity - Technology Education (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of various technology programs such as Promethean Planet but not limited to that shows video clips, use flip charts and graphic organizers to motivate and engage students to write in Social Studies. In addition, some Promethean Boards need to be maintained/replaced annually.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$7000	Section 31a, Title I Schoolwide	Classroom Teachers, Instructional Coach, Principal

Activity - Social Studies Vocabulary (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase use and emphasis of Social Studies vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, the State assessment and the NWEA. Teachers will be required to keep a Social Studies word wall with current vocabulary necessary for their current topic. Strategies will be implemented to support at-risk and ELL students.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Section 41	Teachers, Instructional Coach, School Leader

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Strategy 3:

Elementary 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 proficiency appropriate for each grade level. The data sources utilized will include: formative and summative assessments, perception data, and standardized tests. This information will allow the making of informed decisions concerning both advanced students and students who need remediation. Teachers will progress monitor students using pre- and post-tests, and a student achievement data tracker to progress monitor student performance. The data team leader will help to facilitate and monitor the progress of student performance.

The data team will do the following:

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

Category: Social Studies

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

Tier: Tier 1

Activity - Data Analysis Professional Development (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will receive training that will help them participate in collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$500	Title II Part A	Instructional staff, instructional coach, school leader
Activity - Teaching the Common Core State Standards (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Academy for Business and Technology Elementary

<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.</p> <p>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. 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 and school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them. 	Direct Instruction	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$13000	Title I Schoolwide	Teachers, Instructional Coach, Principal
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Activity - Content Area Reading (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. The grade level 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.</p>	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$0	No Funding Required	Instructional staff, instructional coach, school leader

School Improvement Plan

Academy for Business and Technology Elementary

Activity - Administration Professional Development (elementary)	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 training's that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These training's will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will enter around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$0	No Funding Required	Instructional staff, support staff, Instructional Coach, School Leader

Strategy 4:

Elementary Effective Lesson Planning and Delivery - Teachers and support staff will select research and evidence based strategies to engage learners, diversify instruction and assess at multiple levels. Lessons will be tiered and delivered using Marzano's strategies and graphic organizers to offer various techniques to gain an understanding and increase mastery. Lesson plans will document/list the essential questions, vocabulary, assessments, accommodations, anticipatory sets, closure activities, etc to promote more comprehension and more explicit instruction.

Category: Social Studies

Research Cited: Learning Focused Curriculum and Training

Tier: Tier 1

Activity - Monitor of Instructional Coach (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The coach will give feedback on lesson plans, model lesson delivery, and monitor the fidelity of which teachers have planned for D.I. in their lesson planning. Various sources of data will be analyzed to the determine the effectiveness of the strategies being utilized in the classroom.	Policy and Process	Tier 1	Monitor	08/24/2020	06/30/2021	\$144000	Title I Schoolwide	Instructional Staff, Instructional Coach, Principal

Activity - Create and Use Mapping and Pacing Guides (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the school year, the teachers will devise maps and pacing guides to assist them with monitoring of the timeliness and efficiency of teaching the common core and curriculum.	Policy and Process	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Leader, Instructional coach and teachers

Activity - Daily Test Taking Skills (elementary)	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 Elementary

Test taking skills across grade levels will be taught on a daily basis to prepare students for statewide tests and promote higher level thinking skills when reading information texts which are often lengthy and complex.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	No Funding Required	Leader, Instructional Coach and teachers
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Activity - Professional Development on Effective Teaching Strategies for Social Studies (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once a year, teacher will engage in presentations along with hands-on learning to equip them with the necessary methods, materials and research to target areas of weaknesses that contribute to the decline in Social Studies performance.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$5000	Title II Part A	Leader, Instructional Coach and teachers

Strategy 5:

Elementary Increase More Opportunities for Learning - Students will be exposed and introduced to multiple opportunities to learn about Social Studies through different genres of literature, technology (hardware and software), projects/presentations, career day, onsite and off site experiments and hands-on experiments.

Category: Social Studies

Research Cited: Marzano's Strategies

Tier: Tier 1

Activity - Integrate Social Studies Material in All Content Areas (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will intentionally design and plan to integrate social studies content in science, math, writing and reading along with art and music to develop an interest in students and help them understand the connections to the content and their lives.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1350	General Fund	Leader, Instructional Coach and teachers

Activity - On Campus and Off Campus Hands-on Experiences (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revenue will be allocated to provide students with field trips to different venues to visualize the literature read in the classroom and community partnerships will come to the school site to speak and interact with the students.	Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$3820	Title I Part A	Leader, Instructional coach and teachers

Activity - Exposure to Various Types of Informational Text (elementary)	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 Elementary

Leveled readers, magazines, publications, websites, newspapers and television programs will be tools used to deliver instruction related to Social Studies skills and standards to broaden and increase the mastery of the expectation of student learning targets.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$750	Title I Part A	Leader, Instructional Coach and instructional staff
Activity - Improve and Strengthen PBIS Systems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the monthly MTSS meetings, behavior data will be discussed and along with PBIS strategies that the teachers can utilize in the classroom.	Behavioral Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Section 31a	Teachers, MTSS Coach, Instructional Coach and School Leader
Activity - Restorative Practice Professional Development (elementary)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will be trained in Restorative Practices Strategies to improve school culture and behavior.	Behavioral Support Program	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$10000	Section 31a	All staff

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
Effective Implantation of PBIS (elementary)	During our monthly MTSS meetings, behavior data is discussed along with PBIS strategies that may utilize.	Behavioral Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$500	Instructional teacher, MTSS Coach, Instructional Coach, School Leader
FocalPointK12 (elementary)	FocalPointK12 site licenses. Online assessment platform to monitor and track the progress of students' understanding of the grade level content standards (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology, Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$1250	Instructional Staff, Instructional Coach, School Leader
Social Work Support (elementary)	Social Worker will work with identified, non IEP, 31a students and offer positive behavior support that serves to make students more successful in the classroom.	Behavioral Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$25500	Social Worker, Principal
Utilizing Additional/Extended Learning Opportunities to Increase Growth (elementary)	Summer School, After School Tutoring in collaboration with the Multi-Tiered Systems of Support (MTSS) will be used as extended time to deliver implicit and intentional interventions to students in small groups with various resources for both summer school and after school. Small group instruction will be one way but not limited to in which, we can increase student engagement and participation in order to see real results.	Academic Support Program	Tier 3	Monitor	08/24/2020	06/30/2021	\$31196	School leader, instructional coach, teachers and support staff

School Improvement Plan

Academy for Business and Technology Elementary

Technology Education (elementary)	The use of various technology programs such as Promethean Planet but not limited to that shows video clips, use flip charts and graphic organizers to motivate and engage students to write in Social Studies. In addition, some Promethean Boards need to be maintained/replaced annually.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Classroom Teachers, Instructional Coach, Principal
Utilize Online Resources (elementary)	Teachers will use the computer based tool to offer additional support for our daily science instruction. The assignments for science will be completed on the computer monthly during computer lab time, such as but not limited to assessments, Mystery Science, Discovery Education, and Science A to Z and assessments will monitor progress of students.	Technology , Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$3000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Monitoring and Documenting Behavior Patterns (elementary)	Positive Behavior Management Support Specialist, Truancy Liaison, Hall Monitor and Social Worker will be utilized to uphold expectations, collect data, address students' needs and monitor student behavior.	Policy and Process	Tier 1	Monitor	08/24/2020	06/30/2021	\$95375	School Leader, Coach, PBIS team
Improve and Strengthen PBIS Systems	During the monthly MTSS meetings, behavior data will be discussed and along with PBIS strategies that the teachers can utilize in the classroom.	Behavioral Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Teachers, MTSS Coach, Instructional Coach and School Leader
Use of Manipulatives (elementary)	The school will purchase mathematics manipulatives to aide teachers and instructional support staff at all grade levels in the mastery of mathematical concepts. For example, but not limited to flash cards, rulers, measuring instruments, calculators, etc.	Supplemental Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Teachers, Instructional Coach, Principal
Developmental Reading Assessment (elementary)	Staff will use diagnostic reading assessments to identify students' reading level and skill proficiency for guiding appropriate instruction and intervention, especially for students performing below grade level. (requires copy paper for progress monitoring)	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	General Education Teachers, MTSS Coach, Interventionist
Restorative Practice Professional Development (elementary)	All staff members will be trained in Restorative Practices Strategies to improve school culture and behavior.	Behavioral Support Program	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$10000	All staff

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Academy for Business and Technology Elementary

Real World Documents (elementary)	Social Studies readings will include engaging real-world documents and not just textbooks. Teachers can use resources similar to but not limited to Scholastic Weekly, Studies Weekly, newspapers, periodicals, Channel One, History Alive resources and Social Studies Alive, which are aligned to the Common Core State Standards and offers informational text in all grade levels.	Materials	Tier 1	Implement	08/24/2020	06/30/2021	\$6000	Classroom teachers, Instructional Coach, Principal
Classroom Computer Lab (elementary)	A classroom teacher will integrate all core content areas of instruction using technology for each grade level at minimum once weekly. Each classroom will have charging cart for Chromebooks and a class set of Chromebooks.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$19600	Technology Teacher, Classroom Teacher, Instructional Coach, Principal
Tier Time Reading (elementary)	The school will establish a daily schedule to ensure a block of time is available for teachers to integrate reading and writing across core instruction through activities. This time will be called Tier Time and the Interventionist will push in or pull out into the classroom and work with tier 2 children who need additional interventions. The MTSS Coach will also assist teachers with reading instruction, remediation, and assessment for our low performing readers.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$55000	MTSS Coach, Teachers, Reading Interventionist, Instructional Coach, Principal
Before, During and After Reading (elementary)	Teachers will provide students with strategies to strengthen vocabulary and comprehension skills before, during and after reading (including but not limited to anticipation guides, graphic organizers, story mapping, questions to support comprehension and making connections), such as reading response journals and retelling, and other programs like Moby Max.	Academic Support Program, Implementation	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	MTSS Coach, All Teachers, MTSS interventionist, Paraeducators, Instructional Coach, Principal
Engaging, Hands-On Instructional Activities (elementary)	Students at all grade levels and at various ability levels will have access to and use hands-on manipulatives such as maps, globes and other visual learning aids to learn social studies concepts as regularly as possible. Utilize field trips to offer real life experiences and exposure to our community.	Academic Support Program, Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$1200	Classroom teachers, Instructional support staff, Instructional Coach, Principal

School Improvement Plan

Academy for Business and Technology Elementary

Integrated ESL with ELL Teacher and ELL Paraeducator (elementary)	Language support staff will provide language instruction that is both integrated and inclusive to the core along with additional sheltered instruction to ELL students who score at the Basic level on either the Fall W-APT screener or spring WIDA screener.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$88000	ELL Teachers, ELL paraprofessional, Instructional Coach, Principal
FocalPointK12 (elementary)	FocalPointK12 site licenses, Online assessment platform 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). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Technology, Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$1250	Instructional Staff, Support Staff, Instructional Coach, School Leader
Use More Math Academic Vocabulary (elementary)	The instructional staff will promote the use of academic vocabulary with test taking skills and problem solving when teaching the common core. Daily review and introduction of academic vocabulary will be a component of each lesson and monitored during walkthroughs to assist teachers with modeling of lessons and ensure students are being exposed to the vocabulary.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	School leader, coach and instructional staff
Summer Specially Designed Program (elementary)	The school will offer a free summer academic specially designed program focusing on improving mathematics skills for students who are below grade level through science, technology, and mathematics integration.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$21000	Summer School Teachers, Instructional Coach, Principal

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Computer Lab (elementary)	A classroom teacher will integrate all core content areas of instruction using technology for each grade level at minimum once weekly. Each classroom will have charging cart for Chromebooks and a class set of Chromebooks.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Technology Teacher, Classroom Teacher, Instructional Coach, Principal
Social Work Support (elementary)	Social Worker will work with identified, non IEP, 31a students and offer positive behavior support that serves to make students more successful in the classroom.	Behavioral Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	Social Worker, Principal

School Improvement Plan

Academy for Business and Technology Elementary

FocalPointK12 Professional Development (elementary)	The staff will receive training on FocalPointK12. This professional development will assist the staff on how to use the data to drive their instruction and have better student growth.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Instructional Teachers, Support Staff, Instructional Coach, School Leader
Science Night (elementary)	An instructional and social gathering conducted by the School Leader, Instructional Coach, and the Science Committee which will provide instructional materials to support student learning objectives.	Community Engagement, Academic Support Program	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$1000	Instructional Staff, Instructional Coach, School Leader, Science Committee
Meaningful Professional Development on Restorative Practice for At-Risk Youth/MTSS (elementary)	All staff will participate in meaningful Restorative Practice training throughout the school year. The staff will be expected to use strategies used and the administrative staff will follow up with walk through and feedback to gauge fidelity and implementation evidence based strategies.	Professional Learning	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$6700	School leader, instructional coach, instructional staff
Annual Field Trips and Hands-On Experiences (elementary)	Annually, students will take trips off site and take advantage of scientists that will come to the school to help with mastery of material and understand grade level expectations and the Michigan Science Standards. Teachers will offer more hands on learning opportunities throughout the school year.	Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$8000	School leader, instructional coach and staff
Science A-Z Integration (elementary)	Teachers will utilize this computer generated tool to engage students into science through technology and reading, such as but not limited to Science A-Z. The activities and center ideas will be utilized throughout the grade levels.	Technology, Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Teachers, Instructional Support Staff, Instructional Coach, Principal
Summer Specially Designed Program (elementary)	The school will offer a free summer academic specially designed program focusing on improving mathematics skills for students who are below grade level through science, technology, and mathematics integration.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$2000	Summer School Teachers, Instructional Coach, Principal

School Improvement Plan

Academy for Business and Technology Elementary

Real Life Connections (elementary)	Students will learn science concepts and skills that involve real life applications and relevant experiences to activate prior knowledge and help retention of science knowledge. Staff may utilize resources similar to United Streaming clips, Interactive Science online resources and various media (like but not limited to: Science A-Z, Brain Pop, and Brain Pop Jr.) to help to implement this concept.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2150	Classroom Teachers, Tutors, Instructional Coach and Principal
Promethean Planet Integration (elementary)	Teachers will integrate technology activities, flip charts and video clips from such resources but not limited to Promethean Planet Discovery Learning to help keep children engaged in science activities. Maintain/replace projector, pens, lenses, bulbs and speakers annually.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Use of Technology to Support Math Skills (elementary)	Students will use software progress monitoring tools to assess levels of learning and for review and daily practice. Teachers will also use Smartboard, laptops, Chromebooks and iPads to engage learners in ways to compute and reasoning in relationship to mathematical concepts.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$12500	School leader, instructional staff and instructional coach
High Touch High Tech (elementary)	Through discovery style learning and inquiry based dialogue, the students are engaged in exciting science projects that encourage them to explore the many wonders of science. This company comes to the school and bring the science experiments.	Academic Support Program, Field Trip	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$500	Instructional Staff, Instructional Coach, School Leader

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Writing with Relevant and Meaningful Prompts	Teachers and/or para-professionals will support English Language Learning and meaningful access to core curriculum through writing for meaning in all content areas. Teachers will teach mini-lessons daily using the WriteSteps.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Classroom Teachers, Instructional Coach, Para-educators, Principal
Pre-Writing Activities (elementary)	Teachers will conduct and model various types of pre-writing activities (Listening, charting, webbing, clustering of raw ideas, drawing, group brainstorming, graphic organizer, etc.)	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Teachers, Instructional Support Staff, Instructional Coach, Principal

School Improvement Plan

Academy for Business and Technology Elementary

Provide peer-assisted instruction to students (elementary)	Students with LD sometimes receive some type of peer assistance or one-on-one tutoring in areas in which they need help. The more traditional type of peer-assisted instruction is cross-age, where a student in a higher grade functions primarily as the tutor for a student in a lower grade. In the newer within-classroom approach, two students in the same grade tutor each other. In many cases, a higher performing student is strategically placed with a lower performing student but typically both students work in both roles: tutor (provides the tutoring) and tutee (receives the tutoring).	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$0	School leader, coach and instructional staff
Create and Use Mapping and Pacing Guides (elementary)	During the school year, the teachers will devise maps and pacing guides to assist them with monitoring of the timeliness and efficiency of teaching the common core and curriculum.	Policy and Process	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Leader, Instructional coach and teachers
Deliver Effective Instruction at all tiers (1, 2 and 3) (elementary)	The instructional staff will plan for more explicit Tier 1 instruction, with an emphasis on primary prevention, requiring teachers to provide evidence-based instruction to all students. Tier 2 focuses on supplemental instruction that provides differentiated instruction to meet the learning needs of students. Tier 3 emphasizes individualized intensive instruction. The ultimate goal of the MTSS model is to reduce the number of students in successive tiers and the number of students receiving intensive instruction. The groundwork for the success of this model is the effectiveness of the instruction provided in Tier 1.	Direct Instruction	Tier 2	Monitor	08/24/2020	06/30/2021	\$0	School leader, coach and instructional staff
Special Education Support and Co-planning (elementary)	General education staff and special education will work collaboratively to meet the needs of students on a daily and weekly basis to design effective lesson planning to elevate scores and increase mastery on statewide and local assessments.	Academic Support Program	Tier 3	Implement	08/24/2020	06/30/2021	\$0	School leader, Coach and instructional staff
Administration Professional Development (elementary)	The school leader and instructional coach will participate in monthly training's that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These training's will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will enter around: establishing high expectations in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$0	Instructional staff, support staff, Instructional Coach, School Leader

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Reading Vocabulary (elementary)	Teachers will increase use and emphasis of Reading vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, the State assessment and NWEA. Teachers will be required to keep a Reading word wall with current vocabulary necessary for their current topic.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Teachers, Instructional Coach, Principal
Teacher-Student Conferences (elementary)	Teachers and/or Para-professionals will conduct brief teacher student conferences regularly (weekly or bi-weekly) that include a focus on revising, editing, mechanics or grammar.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Teachers, Instructional Support Staff, Instructional Coach, Principal
Weekly Writing with Relevant and Meaningful Prompts (elementary)	Teachers and/or para-professionals will support English Language Learning and meaningful access to core curriculum through writing for meaning in all content areas. Teachers will teach mini-lessons daily using the Writing City.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Classroom Teachers, Instructional Coach, Paraeducators, Principal
Best practices for teaching mathematics (elementary)	All teachers and instructional staff will demonstrate an understanding of and will utilize the most effective research based practices for teaching mathematics and increasing student achievement. In addition, staff will be training on instructional goal setting for students using benchmark results.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	All Teachers, Instructional Staff, Instructional Coach, Principal
Support students in verbalizing decisions and solutions (elementary)	Encouraging students to verbalize, or think-aloud, their decisions and solutions to a math problem is an essential aspect when scaffolding instruction. Teachers will document and plan for this strategy in their lessons for students.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	School leader, coach and instructional staff
Observing, Discussing and Debating (elementary)	Social Studies readings will include engaging real-world documents and not just textbooks. Teachers can use resources similar to but not limited to Scholastic Weekly and Studies Weekly, which are aligned to the Common Core State Standards and offers informational text in all grade levels.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Classroom teachers, instructional support staff, bilingual staff, instructional coach, Principal

School Improvement Plan

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Content Area Reading (elementary)	All teachers will become teachers of reading in that reading strategies will be implemented across content areas by the content-specific teacher. The grade level teacher will teach students the literacy strategies that are pertinent to the teacher's course material. This will accomplished by: Showing students how to make cross-curricular and cross-textual connections; improving student comprehension of informational text; and providing test preparation questions for students to increase and strengthen reading skills and continue to enhance student college readiness. The staff will integrate and enrich the language processes of reading across the curriculum. This means the content area teachers will promote the practice of reading different kinds of materials for varied purposes throughout a student's coursework.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$0	Instructional staff, instructional coach, school leader
Daily Test Taking Skills (elementary)	Test taking skills across grade levels will be taught on a daily basis to prepare students for statewide tests and promote higher level thinking skills when reading information texts which are often lengthy and complex.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Leader, Instructional Coach and teachers
Grade Level Meetings (elementary)	Grade level teachers will meet weekly during their common planning time with an administrator to focus and collaborate about instructional best practices and review current data to make informed decisions in the classroom through ILCs.	Teacher Collaboration	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	All teachers, Instructional Support Staff, Instructional Coach, Principal
Effective Evaluations (elementary)	Teachers will use evaluations (summative and formative) that involve further learning that promotes responsible citizenship and open expression of ideas. Teachers will provide opportunities for students to demonstrate mastery of skills or concepts in ways supplemental to the pencil and paper curriculum assessments, especially for low-achieving subgroups and for students performing below grade level which can be developed in Open Book Project / Atlas Rubicon under alternate assessments	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Classroom Teachers, Special Education Teachers, Instructional Coach, Principal
Encourage Visual Representation of Math Problem (elementary)	Visual representations (drawings, graphic representations) will be used intuitively by teachers to explain and clarify problems and by students to understand and simplify problems. When used systematically, visuals have positive benefits on students' mathematics performance. During daily lessons, students will extend their thinking skills by displaying comprehension of material taught.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Coach, leader and instructional staff

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Implementation of Literature Circles (elementary)	Students will engage with other learners to select a topic of interest and discuss with partners to display comprehension verbally and interact with others to create dialogue.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$0	School leader, coach and instructional staff
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Provide Professional Development for Staff to Make Connections with Parents (elementary)	The administrative team will plan for professional development on ways to increase parental involvement.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	School leader and instructional coach
On Campus and Off Campus Hands-on Experiences (elementary)	Revenue will be allocated to provide students with field trips to different venues to visualize the literature read in the classroom and community partnerships will come to the school site to speak and interact with the students.	Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$3820	Leader, Instructional coach and teachers
Daily Review and Practice of Skills with Technology (elementary)	Students will be given the opportunity to use technology to continuous review and practice skills and standards that strengthen issues of concern. Site licenses will be purchased to provide leveled, adaptive and targeted visual stimulation to deliver instruction in an animated way on a daily basis to increase mastery. These site licenses consists but not limited to of Reading A-Z, Tumble Books, Vocabulary A-Z, Brain Pop and other progress monitoring tools.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$14000	School leader, instructional staff, teachers, and support staff
Exposure to Various Types of Informational Text (elementary)	Leveled readers, magazines, publications, websites, newspapers and television programs will be tools used to deliver instruction related to Social Studies skills and standards to broaden and increase the mastery of the expectation of student learning targets.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$750	Leader, Instructional Coach and instructional staff
Implementation Support from Instructional Coach (elementary)	MTSS coach will support and monitor effective implementation of the Multi-Tiered Systems of Support/Positive Behavior Intervention Support through classroom observations and feedback, modeling, and mini-lessons or workshops.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$30000	school leader, instructional coach, MTSS Coach
Use of Manipulatives (elementary)	The school will purchase mathematics manipulatives to aide teachers and instructional support staff at all grade levels in the mastery of mathematical concepts. For example, but not limited to flash cards, rulers, measuring instruments, calculators, etc.	Supplemental Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$750	Teachers, Instructional Coach, Principal

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Section 41

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Activities (elementary)	Teachers will include vocabulary activities in their weekly plans for students to complete and they will increase the use and emphasis on science vocabulary during instruction time. Activities will be sufficiently diversified so as to address the needs of all learning types, as well as English Language Learners and students with disabilities. Teachers will utilize the key vocabulary lists. Teachers will be required to keep a science word wall with current key vocabulary based on units of study.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	All Teachers, Instructional Support Staff, Instructional Coach, Principal
After School ELL Tutoring (elementary)	The school will offer a free, after school tutoring program, focusing on improving mathematics skills for ELL students who are below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$1500	Teachers, Tutors, Paraprofessionals, Instructional Coach, Principal
Parent ELL Activity Night (elementary)	An instructional and social gathering conducted by School Leader, Instructional Coach, and ELL teacher which will provide instructional materials to support student learning objectives and ELL Parent Instructional Support Materials, possibly including dictionaries to support English proficiency. We will also purchase materials and incentives for parent meetings.	Parent Involvement	Tier 1	Monitor	08/24/2020	06/30/2021	\$1300	Administrators, Instructional Coach, ESL teachers, Instructional Staff
ELL Small Group Instruction (elementary)	Monitoring of comprehension for ELL students at all levels of proficiency; to support meaningful access to curriculum, including reinforcement of Mathematics terminology, operations and concepts.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$1000	Classroom Teachers, Instructional Support Staff
Social Studies Vocabulary (elementary)	Teachers will increase use and emphasis of Social Studies vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, the State assessment and the NWEA. Teachers will be required to keep a Social Studies word wall with current vocabulary necessary for their current topic. Strategies will be implemented to support at-risk and ELL students.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Teachers, Instructional Coach, School Leader

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Computer Applications (elementary)	Students will use computer software programs to practice computational skills (including programs for ELL students) on a weekly basis. The software packages utilized include items like but not limited to Brain POP & Brain POP Jr., Reading A-Z and Science A-Z, MobyMax, etc.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	Teachers, Instructional Support Staff, Instructional Coach, Principal
Push-in and Pull-out Services through MTSS program (elementary)	Instructional aides, 31a and Title I teachers will provide tiered interventions that promote language acquisition and other essential skills to reach mastery levels.	Academic Support Program	Tier 3	Monitor	08/24/2020	06/30/2021	\$193091	School leader, instructional coach and instructional staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Integrate Social Studies Material in All Content Areas (elementary)	Teacher will intentionally design and plan to integrate social studies content in science, math, writing and reading along with art and music to develop an interest in students and help them understand the connections to the content and their lives.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1350	Leader, Instructional Coach and teachers

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Driven After School Program (elementary)	ELL students will receive support with weekly small group instruction for skills of weakness derived for the WIDA, M-Step and NWEA testing with multiple evidence and research based strategies.	Academic Support Program	Tier 2	Implement	08/24/2020	06/30/2021	\$37410	Leader, instructional coach and instructional staff
After-School Tutoring for ELL Students (elementary)	The school will offer a free tutoring program for ELL students, focusing on language instruction to students who are reading below grade level. Tier 3 ELL students will have language acquisition as their primary focus.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$17210	Language Support Staff, Instructional Coach, Principal

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Before, During and After Reading (elementary)	Teachers will provide students with strategies to strengthen vocabulary and comprehension skills before, during and after reading (including but not limited to anticipation guides, graphic organizers, story mapping, questions to support comprehension and making connections), such as reading response journals and retelling, and other programs like Moby Max.	Academic Support Program, Implementation	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	MTSS Coach, All Teachers, MTSS interventionist, Paraeducators, Instructional Coach, Principal
After School ELL Tutoring (elementary)	The school will offer a free, after school tutoring program, focusing on improving mathematics skills for ELL students who are below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$10000	Teachers, Tutors, Para-professionals, Instructional Coach, Principal
Educate Families on Reading and Writing Strategies (elementary)	Families will be invited to participate in games, listen to presenters, engage in dialogue with the teachers and staff, specialists and community organizations to help them educate their child.	Parent Involvement	Tier 1	Monitor	08/24/2020	06/30/2021	\$11000	School leader, instructional staff, instructional coach, Parent groups
Summer School ELL Program, Teacher (elementary)	The school will offer a free, five-week summer program for ELL students, focusing on improving language skills, especially for students who are reading below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$4275	ELL Language Teacher, support staff, Instructional Staff, Principal
Engaging, Hands-On Instructional Activities (elementary)	Students at all grade levels and at various ability levels will have access to and use hands-on manipulatives such as maps, globes and other visual learning aids to learn social studies concepts as regularly as possible. Utilize field trips to offer real life experiences and exposure to our community.	Academic Support Program, Field Trip	Tier 1	Implement	08/24/2020	06/30/2021	\$1200	Classroom teachers, Instructional support staff, Instructional Coach, Principal
Use of Technology (elementary)	iPads, Chromebooks, laptops, and various site licenses such as Reading A to Z and Moby Max to engage learners and decrease the gap in achievement.	Technology	Tier 2	Monitor	08/24/2020	06/30/2021	\$2610	Leader, instructional coach and instructional 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
Sustainable Professional Development on Effective Use of Technology for Reading (elementary)	Instructional staff along with administration will conduct a needs assessment on the level of understanding of increasing achievement with technology. At least two PD sessions will be offered, either on or off site to offer strategies and techniques to infuse technology into teaching.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$4500	School leader, instructional coach and teachers
Data Analysis (elementary)	The school will use MI School Data portal along with NWEA and gradebook data to assist in the analysis of student achievement and growth and to provide direction for change and revision of instructional practices. In-service will be given to teachers on data analysis to track student progress.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Principal, Instructional Coach, All Teachers
Routine Data Analysis for Evaluation and Planning (elementary)	Use data warehouses like MI School Data that assist with compiling data and the school improvement process will be utilized to drive instruction and continuous improvement. Survey data from the surveys in Assist will be used as data points for school wide reflection and change.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$800	School leader and instructional coach
Leadership Growth/Professional Development (elementary)	Leadership team will participate in professional development activities that help to improve teaching and learning.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$4200	Instructional Coach, Principal
Professional Development on Using Data to Impact Achievement (elementary)	On and off site professional developments (Wayne RESA and MDE) will be offered to discuss avenues and methods to use data more effectively to improve the growth of student success. In addition, the teachers participate in monthly Instructional Learning Cycles (ILC). The teachers and the Instructional Coach analyze the data from an assessment, then plan 10 days of reteach lessons followed by an assessment.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	School leader, instructional coach, instructional staff

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Leadership Team professional development (elementary)	Research confirms that strong leadership with support for instruction is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly training that focus on key practices for effective school leadership. 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	09/03/2019	06/30/2020	\$10000	school leader, instructional coach
Peer Observation (elementary)	The Academy will provide opportunities for teachers to conduct peer observations of effective mathematics instruction both inside and outside of the school at least once annually.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Teachers, Instructional Coach, Principal
Teachers will incorporate Reading Workshop (elementary)	Teachers will incorporate a reading workshop and/or phonics (RLAC) program into their daily reading instruction in order to increase student achievement. In addition, teachers will use more trade books and read alouds during instruction. Additional training is needed to support the teachers with reading workshops and phonics programs.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$5000	Instructional Coach, Teachers, School Leader
Best Practices of Writing Across Curriculum (elementary)	Writing and the components that contribute to the traits of a "good writer" will be discussed at selected professional developments to support the existing program. Each grade level will use writing samples to grade together using the grade level common rubric to make sure that we are all using the rubric with fidelity.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Professional Development on Common Core Standards (elementary)	Staff members will participate in a professional development on common core state standards.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	Instructional Staff, Support Staff, Instructional Coach, School Leader
Professional Development-Science Standards (elementary)	Staff members will attend a professional development session on Michigan Next Generation Science Standards.	Professional Learning	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$7200	Instructional Staff, Instructional Coach, School Leader

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Professional Development on Effective Teaching Strategies for Social Studies (elementary)	At least once a year, teacher will engage in presentations along with hands-on learning to equip them with the necessary methods, materials and research to target areas of weaknesses that contribute to the decline in Social Studies performance.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$5000	Leader, Instructional Coach and teachers
Data Analysis Professional Development (elementary)	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	Tier 1	Implement	08/24/2020	06/30/2021	\$500	Instructional staff, instructional coach, school leader
Highly Qualified Teachers (elementary)	Raises and bonuses for highly qualified teachers.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$15000	Instructional staff, support staff, Instructional Coach, School Leader
FocalPointK12 Professional Development (elementary)	FocalPointK12 site licenses, Online assessment platform to monitor and track the progress of students' understanding of the grade level content standards (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Instructional Staff, Support Staff, Instructional Coach, School Leader

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Learning Cycles (elementary)	All teachers and instructional staff will analyze their student's data (NWEA or Benchmark Assessments) and complete an item analysis to identify standards/items that most students struggle with (priority standard). The teachers and instructional staff will create an action plan for re-teaching the identified priority standard. The teachers will track student growth.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	All teachers, instructional staff, Instructional Coach, Principal

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Instructional Best Practice (elementary)	To ensure effective integration of technology, iPads or Chromebooks will be available for classroom activities as needed by teachers. Students will have access to the school computer lab, laptop cart, desktops in classrooms, and the iPad or Chromebook carts as needed by teachers. In addition, updating desktops, printers and ink will be needed.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$20000	Instructional Staff, Instructional Coach, School Leader
Instructional Best Practice (elementary)	To ensure effective integration of technology, iPads or Chromebooks will be available for classroom activities as needed by teachers. Students will have access to the school computer lab, laptop cart, desktops in classrooms, and the iPad or Chromebook carts as needed by teachers. Students will use the technology to do research for papers/projects, take assessments.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$15000	Instructional Staff, Instructional Coach, School Leader
Use of Instructional Aides (elementary)	Paraprofessional/Instructional aides from Title I and 31a will provide targeted interventions for students.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$267000	School leader, coach, instructional staff
Promethean Planet Integration (elementary)	Teachers will integrate technology activities, flip charts and video clips from such resources but not limited to Promethean Planet Discovery Learning to help keep children engaged in science activities. Maintain/replace projector, pens, lenses, bulbs and speakers annually.	Technology, Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$5000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Utilize Online Resources (elementary)	Teachers will use the computer based tool to offer additional support for our daily science instruction. The assignments for science will be completed on the computer monthly during computer lab time, such as but not limited to assessments, Mystery Science, Discovery Education, and Science A to Z and assessments will monitor progress of students.	Technology, Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$1000	Teachers, Instructional Support Staff, Instructional Coach, Principal
High Touch High Tech (elementary)	Through discovery style learning and inquiry based dialogue, the students are engaged in exciting science projects that encourage them to explore the many wonders of science. This company comes to the school and bring the science experiments.	Academic Support Program, Field Trip	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$5000	Instructional Staff, Instructional Coach, School Leader

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Science Fair (elementary)	All students will complete a Science Investigation each semester. Grades K-2 will complete a class project where they will present to the other classes; Grades 3-5 will complete individual/group projects and they will share their PowerPoint/Board presentations with their classmates. Scientific Journals will be provided so that the students will practice all parts of the scientific method and we can monitor growth from one investigation to the next. (Tri-fold boards and Scientific Headings are required)	Academic Support Program, Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$1000	Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal
Classroom and Community (elementary)	Social Studies lessons/activities will involve active participation in the classroom and the wider community as often as possible. The teachers will use programs like Virtual Field Trips (www.si.edu). The teachers may also use resources similar to but not limited to Studies Weekly or History Alive (text book, online support - Teacher Curriculum Institute) to help integrate current events in a cross curricular way.	Materials	Tier 1	Implement	08/24/2020	06/30/2021	\$3000	Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal
Eureka Math (elementary)	Eureka Math provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials. This supplemental program offers connections to the real world in ways that take the fear out of math and build student confidence—helping students achieve true understanding lesson by lesson and year after year. Purchase consumables annually, other resources and professional development.	Curriculum Development	Tier 1	Implement	08/24/2020	06/30/2021	\$10000	Instructional staff, school leader, instructional coach
Online Computer Applications (elementary)	Teachers will provide students with time to access online computer applications such as but not limited to Moby Max and Raz Kids on a weekly basis.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$4000	All teachers, instructional coach
Current Events (elementary)	Teachers will set aside class time regularly (at least bi-weekly) for discussions about current events which will result in a written response and/or text dependent analysis regarding the current event that they read from supplemental materials such as but not limited to Teachers Studies Weekly newspapers, etc..	Supplemental Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	Classroom teachers, instructional coach

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Monitoring by MTSS Coach (elementary)	To ensure desirable results, the instructional coaches from both campuses will document and monitor with the Multi-Tiered Systems of Support (MTSS) process as a key member of the MTSS team. Also, the MTSS coach will monitor the execution of all lessons in each tier (Tier 1, 2 and 3) and give feedback to the instructional staff, analyze data and model research based strategies. Data will be collected by instructional coach to assist in the evaluation of strategies and best practices utilized to support the MTSS process.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$148050	School leader and MTSS coach
Teaching the Common Core State Standards (elementary)	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: - 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. 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 and school leader and will be evidenced by the submission of student learning maps, along with lesson plans that follow them.	Direct Instruction	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$13000	Teachers, Instructional Coach, Principal

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Science Night (elementary)	An instructional and social gathering conducted by the School Leader, Instructional Coach, and the Science Committee which will provide instructional materials to support student learning objectives.	Community Engagement, Academic Support Program	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$600	Instructional Staff, Instructional Coach, School Leader, Science Committee
Summer Specially Designed Program (elementary)	The school will offer a free five (5) week summer academic program focusing on improving reading skills for students who are below grade level along with science, technology and mathematics integration. Resources included, but not limited to STEM.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$22000	Principal, Instructional Coach, Summer Program Instructors
Monitoring (elementary)	The dropout prevention coordinator and the pupil accountant 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.	Recruitment and Retention, Academic Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$1000	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
Technology Education (elementary)	The use of various technology programs such as Promethean Planet but not limited to that shows video clips, use flip charts and graphic organizers to motivate and engage students to write in Social Studies. In addition, some Promethean Boards need to be maintained/replaced annually.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$5000	Classroom Teachers, Instructional Coach, Principal
School Data Analysis (elementary)	Data teams will use a variety of data sources to analyze and assist in monitoring student/school progress. Paper is needed for analyzing.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Teachers, Instructional Staff, Instructional Coach, Principal
Mathematics Vocabulary (elementary)	Teachers will increase use and emphasis of mathematics vocabulary during instruction time and students will complete vocabulary activities on a weekly basis. Vocabulary will highlight prerequisite and new vocabulary from curriculum standards, the State assessment and the Northwest Evaluation Association (NWEA). Teachers will be required to keep a mathematics word wall with current vocabulary necessary for their current topic.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$0	Teachers, Instructional Coach, Principal

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Daily Practice of Basic Mathematics Skills (elementary)	Teachers will provide opportunities for students to take part in daily interactive practice of basic mathematics skills appropriate for each level using the Promethean resource packs, such as but not limited to Promethean Planet. Updating Promethean products such as but not limited to cleaning and maintenance protects, projectors, speakers, bulbs, cords, headphones, mice, etc.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	Classroom Teachers, para-professionals
Assistance for Struggling Readers (elementary)	Teachers and Reading/Language Interventionists will assist struggling readers through targeted classroom interventions and guided reading pull-outs (focusing on fluency, decoding, and comprehension skills), utilizing educational technology to the maximum extent. (Resources include but are not limited to: copy paper to print books, RAZ Kids Subscription, Reading A-Z Subscription, Moby Max, and Tumblebooks). In addition, each student who is in Tier 2 or 3 has an Individual Reading Plan. This plan outlines what steps will be taken by the school, the student and parent to get the student to their goal. These plans are completed for K-5 students. However, the main focus is K-3 students.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$5000	Principal, All Teachers, Reading Interventionist, Instructional Support Staff, Instructional Coach
Common Pacing Guides (elementary)	Teachers will use Common Pacing Guides. The Common Pacing Guides are aligned to the common core.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Instructional Staff, Instructional Coach, Principal
Purchase/Subscribe to National Geographic magazines, Comic books, Joke books and Sports Magazines (elementary)	Students will read informational texts that will create a desire in them to want to read more which will expand their knowledge and ability to comprehend.	Academic Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$500	School leader, coach and instructional staff
Daily Use of Evidence and Research Based Interventions and Manipulative Use (elementary)	All staff will use leveled readers, manipulative, games, trade books, informational texts (low leveled-high interest), and kits to help enhance understanding of standards and skills during all tiers of instruction.	Direct Instruction	Tier 3	Monitor	08/24/2020	06/30/2021	\$6200	School leader, instructional coach, all instructional staff
Supplemental Writing Resources/Materials (elementary)	The staff selected supplemental materials to help support the core and Writing City and address the foundational skills that the students lack to help promote proficiency on all local and statewide testing.	Supplemental Materials	Tier 2	Monitor	09/03/2019	06/30/2020	\$10000	School leader, instructional coach, instructional staff

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Informational Text Cross Curricular Integration (elementary)	Utilize our trade books and Science A-Z, Reading A-Z, Teacher's Studies Weekly and Scholastic News to integrate informational text into all other areas of instruction.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$800	Teachers, Instructional Coach, School Leader
Observing, Discussing and Debating (elementary)	Teachers will frequently provide lessons that involve students in observing, classroom discussions and class debates to ensure their active participation in learning. Lesson objectives will be relevant to the students and offer full engagement.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$750	Instructional Staff, Instructional Coach, Principal
Science Assembly (elementary)	Students will participate in a science related assembly such as but not limited to endangered species, environment, wild life, habitat, etc.	Direct Instruction	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$5000	Science Committee, Instructional Staff, Instructional Coach, School Leader
Use of Evidence Based Strategies to Support D.I. (elementary)	After implicit lesson planning from the teacher to reach the needs of the learners, the students will demonstrate understanding of concepts through use of various manipulatives, technology and the integration of literature with math to make connections to real life.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$3000	School leader, instructional coach and instructional staff
After School Tutoring (elementary)	The school will offer a free after-school tutoring program, focusing on improving reading skills to students who are reading below grade level, especially for low-achieving subgroups.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$20000	Principal, Instructional Coach, After School Tutors
Tier Time Reading (elementary)	The school will establish a daily schedule to ensure a block of time is available for teachers to integrate reading and writing across core instruction through activities. This time will be called Tier Time and the Interventionist will push in or pull out into the classroom and work with tier 2 children who need additional interventions. The MTSS Coach will also assist teachers with reading instruction, remediation, and assessment for our low performing readers.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$53000	MTSS Coach, Teachers, Reading Interventionist, Instructional Coach, Principal
Increase of Engagement Strategies in Classroom (elementary)	Students will make connections to real life in when making connections to literature of all genres to increase understanding when viewing videos, movies and simulations related to prior knowledge and introducing new concepts in reading and writing with United Streaming (can be used in all content areas).	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	School leader, instructional coach and instructional staff

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Daily Reading to Students (elementary)	Teachers, para-educators, and/or other adults will read aloud to students daily, incorporating thinking-aloud strategies to help increase comprehension and to model good reading skills. Teachers should utilize 10 minutes a day reading out loud to their students either after lunch or the last 10 minutes of the day. (Including guest readers, book giveaways, leveled trade books for each classroom)	Curriculum Development	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	All Teachers, paraeducators, Reading Interventionist, Instructional Coach, Principal
Cooperative Groups (elementary)	Teachers will provide students in all grade levels with regular opportunities to participate in cooperative group projects.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$500	Teachers, Instructional Support Staff, Instructional Coach, Principal
Professional Development-PLC Books (elementary)	The Academy will utilize several PLC book reads that will focus on various research based topics, such as but not limited to guided reading groups, data analysis, closed reading, etc.	Professional Learning	Tier 1	Monitor	08/24/2020	06/30/2021	\$1200	All Instructional Staff, Instructional Coach, Principal
Promote Literacy Through Movement (elementary)	Economically disadvantaged students will engage in dramatic play, singing and drawing to create higher interest for various genres of literature.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$1500	School leader, coach and instructional staff
Problem Solving Strategies (elementary)	Students will take part in regular activities that involve problem solving strategies using scientific reasoning and application of the scientific method. They will solve open-ended problems and extended problem-solving projects that involve relevant and/or real-life situations on a regular basis (at least biweekly). Annually, Interactive Science refill kits will be purchased to help engage the students in better writing.	Academic Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$1000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Professional Development-Science Standards (elementary)	Staff members will attend a professional development session on Michigan Next Generation Science Standards.	Professional Learning	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$5000	Instructional Staff, Instructional Coach, School Leader
Make Connections to Every Day life (elementary)	Sources such as ScienceA-Z.com, Mystery Science and Brainpop.com demonstrate to the learners how science is a daily part of our lives and explains terms that will aide students in understanding narrative text and promote test taking skills.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$3500	School leader, instructional coach and staff

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Incorporate Math and Literacy Kits into Weekly Math lessons (elementary)	Teachers will help students make the connection to math and everyday life when integrating weekly lessons with math (number and operations, geometry, time, money, problem solving, algebra, etc) with various genres of literature through our the general education Tier I classes.	Direct Instruction	Tier 1	Monitor	08/24/2020	06/30/2021	\$4000	School leader, instructional coach and staff
Cooperative Groups (elementary)	Teachers will provide students at all grade levels with regular opportunities to do cooperative group projects where the students carry out the scientific method using hands-on manipulatives through investigations. Intervention materials will include, but not limited to, center based lab materials and guided reading integration for tier 2 and 3 students as well as ELL students. The interactive notebooks and online interactive components will be utilized as well to help engage all learners.	Materials	Tier 1	Monitor	08/24/2020	06/30/2021	\$51000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Professional Development-PLC Books (elementary)	The Academy will utilize several PLC book reads that will focus on various research based topics, such as but not limited to guided reading groups, data analysis, closed reading, etc.	Professional Learning	Tier 1	Implement	08/24/2020	06/30/2021	\$0	Instructional Staff, Instructional Coach, Principal
Computer Applications (elementary)	Students will use computer software programs to practice computational skills (including programs for ELL students) on a weekly basis. The software packages utilized include items like but not limited to Brain POP & Brain POP Jr., Reading A-Z and Science A-Z, MobyMax, etc.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$11000	Teachers, Instructional Support Staff, Instructional Coach, Principal
Annual Publishing of Writing (elementary)	All students will be expected to publish an individual writing piece annually at a minimum. Publishing Day will celebrate our young authors. (Copy paper, binding materials, stickers, glue, markers, crayons, etc. are needed)	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Teachers, Instructional Coach, Principal
Earth Day (elementary)	Students will participate in an Earth Day activities such as but not limited to a poster competition, planting flowers, cleaning up the school grounds, etc..	Direct Instruction	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$750	Instructional Staff, Instructional Coach, School Leader, Science Committee
Allocate Science Resources for Interventions and Use with Fidelity (elementary)	Using data from Science benchmarks, the leader along with 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 classes offering inquiry and STEM concepts based on the Michigan Science Standards.	Supplemental Materials	Tier 1	Getting Ready	08/24/2020	06/30/2021	\$40000	School leader, instructional staff and coach

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After School Tutoring (elementary)	The school will offer a free after school tutoring program, focusing on improving mathematics skills for students that are below grade level.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$18002	Teachers, Tutors, Instructional Coach, Principal
Preparing Students for College and Career Readiness (elementary)	Guidance Counselor and/or social worker along with instructional staff will ensure that the students are ready for graduation while assisting with EDP, providing agency support to at risk youth, making connections in the community to educate families on career and college readiness.	Behavioral Support Program	Tier 1	Implement	08/24/2020	06/30/2021	\$65000	School leader, coach and counselor
Increase Exposure to Informational Text (elementary)	Students will build stamina when reading longer passages that are similar to the passages present on standardized statewide test and curriculum assessments and receive more literature on topics that they might not have been exposed to in the past that often contributes to them losing interest and decrease in comprehension. The informational text will integrate science concepts and offer core content while relating material to real world concepts.	Direct Instruction	Tier 1	Implement	08/24/2020	06/30/2021	\$8000	School leader, coach and staff
Instructional Coach (elementary)	The Instructional Coach will work with teachers on improving classroom instruction, data analysis, lesson planning and implementation in order to improve classroom achievement.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$75280	Principal, Instructional Coach
Pacing Guides (elementary)	Teachers will create, update and align curriculum to the pacing guides. The Pacing Guides are aligned to the common core.	Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	Instructional Staff, Instructional Coach, Principal
Monitor of Instructional Coach (elementary)	The coach will give feedback on lesson plans, model lesson delivery, and monitor the fidelity of which teachers have planned for D.I. in their lesson planning. Various sources of data will be analyzed to determine the effectiveness of the strategies being utilized in the classroom.	Policy and Process	Tier 1	Monitor	08/24/2020	06/30/2021	\$144000	Instructional Staff, Instructional Coach, Principal
Intervention Mathematics Teacher (elementary)	The school will employ an intervention mathematics teacher to work with students who are below grade level in mathematics and who are at-risk of failure based on Northwest Evaluation Association (NWEA) and any state assessments.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$40000	Instructional Support Staff, Instructional Coach, Principal

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Real Life Connections (elementary)	Students will learn science concepts and skills that involve real life applications and relevant experiences to activate prior knowledge and help retention of science knowledge. Staff may utilize resources similar to United Streaming clips, Interactive Science online resources and various media (like but not limited to: Science A-Z, Brain Pop, and Brain Pop Jr.) to help to implement this concept.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$850	Classroom Teachers, Tutors, Instructional Coach and Principal
Analyzing and Interpreting Data (elementary)	Students will use technology to analyze and interpret data from their investigations by creating tables, charts and graphs. Chart paper, big post-it note paper are needed.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$2000	Teachers, Support Instructional Staff, Instructional Coach, Principal
Science A-Z Integration (elementary)	Teachers will utilize this computer generated tool to engage students into science through technology and reading, such as but not limited to Science A-Z. The activities and center ideas will be utilized throughout the grade levels.	Technology , Academic Support Program	Tier 1	Monitor	08/24/2020	06/30/2021	\$680	Teachers, Instructional Support Staff, Instructional Coach, Principal
Classroom Computer Lab (elementary)	A classroom teacher will integrate all core content areas of instruction using technology for each grade level at minimum once weekly. Each classroom will have charging cart for Chromebooks and a class set of Chromebooks.	Technology	Tier 1	Monitor	08/24/2020	06/30/2021	\$9000	Technology Teacher, Classroom Teacher, Instructional Coach, Principal
Parent/Community Involvement (elementary)	<p>The school will provide a variety of activities during the school year that incorporate the interaction between and with parents/community members in order to impact student reading proficiency. (This includes but is not limited to: Refreshments and Incentives for Annual Title I Night, Reading Night using Learning Gizmos, Reading Workshop for Parents)</p> <p>Students will perform community service such as reading to the animals at the Dearborn Animal Shelter and the senior citizens at Oakwood Commons in Dearborn throughout the school year for community service hours.</p>	Parent Involvement	Tier 1	Monitor	08/24/2020	06/30/2021	\$1000	Literacy Committee, MTSS Coach, Interventionists, Instructional Coach, Principal

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Strategic Planning of Support from Title I staff (elementary)	Student will receive on a daily basis extended learning opportunities from Title I support staff as a response to examination of their scores from universal screeners, diagnostic tools and progress monitoring tools. Title I support staff will work with general education/classroom teachers to create a plan that will guide the students in increasing comprehension, fluency, phonemic awareness and other areas of difficulty that students experience in reading.	Academic Support Program	Tier 2	Monitor	08/24/2020	06/30/2021	\$161000	School leader, MTSS coach, Title I support staff
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