

# MICIP Portfolio Report

## Academy for Business and Technology

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### Goals Included

#### Active

- Improve Graduation Rate
  - Improve Math M-Step and NWEA
  - Improve literacy proficiency
  - MTSS-Whole Child
  - MTSS: ELA and Math
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### Buildings Included

#### Open-Active

- Academy for Business and Technology Elementary
  - Academy for Business and Technology High School
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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Evaluation Status

End Target Measures

Impact Questions & Responses

Responses

Evidence

# MICIP Portfolio Report

## Academy for Business and Technology

### Improve literacy proficiency

*Status:* ACTIVE

*Statement:* Increase overall literacy achievement for all students and identified subgroups (African American (K-5) & special education students (6-11)) by strengthening foundational skills (K-2) and essential literacy practices (K-11) as well as increasing the frequency and monitoring of implementation of ongoing professional development in literacy as measured by state and local assessments, professional development logs, and observation data by June 2024.

*Created Date:* 05/18/2021

*Target Completion Date:* 08/31/2024

*Data Set Name:* NWEA Fall 2020 to Winter 2021 ELA Student Growth Data

Name	Data Source
NWEA ELA Student Growth Data	NWEA
NWEA Fall 2020 to Winter 2021 Proficiency Comparison Data	NWEA
Grades 3-8 Assessments: Proficiency	MI School Data
High School Assessments: Proficiency	MI School Data
Student Counts: Attendance	MI School Data
6-12 Student Survey Data	Cognia Survey
ABTE K-1 NWEA reading standards proficiency	NWEA
ABTE 2-5 Reading Standards Proficiency	NWEA
ABTM/H 6-10 NWEA Reading Proficiency	NWEA
K-2 NWEA Fall to Winter Proficiency Comparison	NWEA

*Data Story Name:* Literacy Data

*Initial Data Analysis:* Overall scores are trending down across multiple years of MStep in English Language Arts. However, the NWEA Spring assessment shows an increase in grades 2nd-5th but a decrease in grades K-1 based on the Spring 2018 and Spring 2019 data.

M-STEP proficiency - 2017: 25.6%; 2018:21.20%; 2019:15.8%  
M-STEP AA proficiency - 2017: 23%; 2018:18%; 2019:14%  
M-STEP EL students proficiency - 2017: 36%; 2018:43%; 2019:21%  
M-STEP SWD proficiency - 2017: 11%; 2018: 6%; 2019: <5%  
M-STEP trends show a decrease in proficiency based on a 3 year trend.  
M-STEP proficiency - 2017: 12%; 2018: 6%; 2019: 8%

2017 & 2018 contain data for 6th - 8th grade; 2019 is only 6th & 7th

M-STEP SPED proficiency - 2017-2019 is 0%  
Trend shows a general decrease in proficiency  
NWEA assessment was given in grades K-5.  
NWEA percentage of students meeting their NWEA growth targets in the Spring: 2017: 63%;  
2018: 42%; 2019: 50%  
NWEA trends show that there is a declining number of students meeting their growth goal  
in grades Kindergarten and 1st grade from Spring 2018 to Spring 2019.  
NWEA trends show that there is an increase in the number of students meeting their  
growth goal in grades 2nd-5th from Spring 2018 to Spring 2019.

Grade

Spring 2017 Count Met: Count Total

Spring 2018 Count Met: Count Total

Spring 2019 Count Met: Count Total

Growth

K

35:45 77%

21:38 55%

13:31 41%

decline

1

21:52 40%

22:45 44%

12:34 35%

decline

2

26:42 61%

16:45 35%

18:38 47%

increase

3

40:56 71%

15:42 35%

25:41 60%

increase

4

29:40 72%

19:52 36%

18:37 48%

increase

5

33:55 60%

20:46 43%

29:48 60%

increase

Aggregate

184:290 63%

113:268 42%

115:229

50%

increase

NWEA percentage of students meeting growth in grades 6-10 - 2017: 34%; 2018: 41%; 2019: 38%

NWEA percentage of SPED students meeting their NWEA growth targets - 2017: no data available; 2018: 34%; 2019: 35%

The percentage of students meeting their goals has increased slightly; the percentage of SPED students meeting their growth targets is slightly lower than that of the whole school

On-track attendance for the 2019-2020 school year is as follows: K: 85%; 1st:85%; 2nd: 89%; 3rd: 92%; 4th: 89%; 5th: 90%

#### *Initial Initiative Inventory and Analysis:*

Technology programs/devices: Raz Kids, MobyMax Chromebooks, ReadWorks, Google Classroom, Seesaw, Odysseyware,

Professional learning: Early Literacy Essentials Modules (SPRING 2020), Instructional Cycles

Coaching

MTSS program: MTSS Practice Profile Overview, PBIS Rewards

Reading intervention program: Level Literacy Intervention (LLI); weekly progress monitoring  
Parent outreach: Conferences, Communication (Monthly Newsletters), Class Dojo  
Restorative Practices  
Additional Resources: EPIC Books, Newsela, Tumblebooks

**Gap Analysis:** Our district continues with a downward trend in literacy achievement as measured by the M-Step and growth as measured by NWEA. Analysis of subgroup data within our district (Student with Disabilities (SWD), EL & African American (AA) students) demonstrates a significant gap between all students' proficiency and the 3 identified subgroups.

M-STEP grade 3 proficiency - 11% all students - SWD <10%, EL students <10%, AA students 9%

M-STEP grade 4 proficiency - 15% all students - SWD <10%, EL students <10%, AA students 15%

M-STEP grade 5 proficiency - 21% all students - SWD <10%, EL students <10%, AA students 15%

In K-1, the greatest deficiency among the NWEA Winter 2021 assessment data was in foundational skills (Phonemic awareness, phonological awareness, & decoding).

Phonemic awareness, phonological awareness, & decoding are the most common deficiencies in grades k-1

Vocabulary Acquisition and Use is among the most deficiencies in grades 2-5 based on the NWEA Winter 2021 assessment.

Informational: Language, Craft, and Structure was also a deficit in 2nd and 4th grade.

Informational Text: Key ideas and details was a deficit in 2nd and 5th grade.

NWEA trends show that there is a declining number of students meeting their growth goal in grades K-5. For the Fall 2020, 43.9% of the students met their growth goal compared to 32.9% in the Winter 2021. The district's goal is 50% of the students should meet or exceed their growth targets.

In district analysis of SEL and attendance data we find:

Based on the 2019-2020 school year the attendance rate was 89%. Students in grades K-5 are not meeting daily attendance rates with attendance in the lower grades (K-1) significantly lower at 86% and 85% missing the district goal of 95% by 9% and 10% percentage points, respectively. In addition, the percentage of students chronically absent in grades K-5 is 48%. Kindergarten shows a significant higher percentage at 65% and 1st grade at 60%.

68% of students in grades K-5 report being ready to come to school or being happy about coming to school now compared to 58% in the beginning of the school year. In addition, 83% show that their feelings about school have gotten better while 17% report that they are struggling with school work.

**District Data Story Summary:** Based on our K-5 SEL surveys, most students are happy to come to school. In grades 6-12, students overall are happy with the staff and academics;

students are dissatisfied with peer to peer interactions. However, we found that there is a high number of students that are chronically absent.

We need to continue strengthening our MTSS program in order to monitor our students more closely and provide intensive interventions.

Across grades K-12, there are literacy gaps that are currently not addressed with current literacy practices. There is a need for a comprehensive ELA program across the grade levels.



**Strategies:**

(1/5): Essential Instructional Practices Grades K-3

Owner: Alberta Galarza

Start Date: 05/24/2021

Due Date: 06/30/2024

**Summary:** Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

**Buildings**

- Academy for Business and Technology Elementary

**Total Budget:** \$122,451.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents
• Social Media	

**(2/5): MTSS - Literacy (Reading)**

**Owner:** Alberta Galarza

**Start Date:** 05/24/2021

**Due Date:** 06/30/2024

**Summary:** The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings**

- Academy for Business and Technology Elementary

**Total Budget:** \$660,127.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents
• Social Media	

### (3/5): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

*Owner:* Carmen Willingham

*Start Date:* 05/24/2021

*Due Date:* 06/30/2024

*Summary:* A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

#### *Buildings*

- Academy for Business and Technology High School

*Total Budget:* \$941,610.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

#### *Communication:*

##### Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

##### Audience

- Educators
- Staff
- School Board
- Parents

**(4/5): MTSS - Literacy (Reading)**

**Owner:** Carmen Willingham

**Start Date:** 05/24/2021

**Due Date:** 06/30/2024

**Summary:** The reading components of a Multi-Tiered System of Supports include systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition, and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings**

- Academy for Business and Technology High School

**Total Budget:** \$979,792.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**(5/5): Essential Instructional Practices Grades 4-5**

**Owner:** Alberta Galarza

**Start Date:** 05/24/2021

**Due Date:** 06/30/2024

**Summary:** "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

**Buildings**

- Academy for Business and Technology Elementary

**Total Budget:** \$101,900.00

- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

Method	Audience
• School Board Meeting	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents
• Social Media	

**Evaluation Status:**

**Evaluate Goal: End Target Measures**

Measure	Due Date	Status
Increase by 10% for K-2 NWEA Fall to Winter Proficiency Comparison	06/30/2024	ONTARGET
Increase by 10% for High School Assessments: Proficiency	06/30/2024	ONTARGET
Increase by 10% for Grades 3-8 Assessments: Proficiency	06/30/2024	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available

## MTSS: ELA and Math

**Status:** ACTIVE

**Statement:** By August 2025 provide teachers with foundational training in pedagogy, content/ curriculum materials and advanced training in unpacking standards and essential concepts in order to increase student achievement and teacher effectiveness.

**Created Date:** 05/08/2023

**Target Completion Date:** 08/31/2025

**Data Set Name:** MTSS-RTI

Name	Data Source
MStep ELA- 2018	MiSchoolData
NWEA F21-F22 Student Growth	NWEA
PSAT-SAT Comparison	Other
Reading projection State Spring Test	NWEA
Index Score Overview	Other
School Grades	District Determined
Focal Point ELA	District Determined
M-Step Trends Math	MiSchoolData
Fall 2021-Spring 2022 NWEA Student Growth Data	NWEA
Index Score Overview	MiSchoolData
NWEA Projected Proficiency Fall 2022	NWEA
M-Step Math and Reading Comparison 2018-2022	District Determined
2022-23 Teacher Evaluation Data	Other
ABTE M-Step Math Comparison Data Spring 2018-Spring 2022	District Determined
ABTE NWEA Student Growth Analysis F2021-S2022	NWEA
2021-22 ABTE Index Score Overview	MiSchoolData

Name	Data Source
ABTMH MICIP Planning Template	District Determined

*Data Story Name:* MTSS-ELA and Math

*Initial Data Analysis:* Perception Data

In fall 2022, only 10% of students at Sr. high responded favorably to being excited to go to class. In fall 2022, in Junior High, 70% feel their teachers make them keep trying, yet 48% say their teachers don't make sure they know the material

School rigorous expectation had a 59% average for junior high school students

English Language Arts Data

The percentage of students who scored at or above the 61% on the NWEA ELA was statistically similar to percent of students who demonstrated proficiency on state ELA assessments (M-STEP, PSAT and SAT). According to fall 22 NWEA ELA assessments approximately 17.5% of students are on track to demonstrate proficiency on state assessments. The percentage of students who demonstrated proficiency on state ELA assessments or scored at the 61% percentile or higher NWEA ELA assessments remained statistically similar from 2016 - 2019. NWEA - in the 21-40th percentile, numbers have remained in the low 20 percent for 5 years. NWEA - Two grade levels in Fall 2022 have at least 20 % above the 60th percentile NWEA- In 2021 the number of students in the 1st-20th percentile increased by 21% from an average of 32 over the years 2015-19. The percentage of students at the 21-40th percentile stayed the same at 21% while the decrease was spread over the 41-100th percentile.

Mathematics Data

MStep - The pandemic affected the math scores negatively. 20% of students were proficient/advanced proficient in 18-19, 6% in 20-21. MStep - a fewer number of students were assessed after the pandemic. 245 students assessed in 18-19. 164 students assessed in 20-21. SAT - A small number of students can skew the data. The percent of Not Proficient students on the MSTEP increased from an average of 48% from 2015-2019 to 76% in 2020-21. The number of students during these two time periods dropped by almost 100 students from an average of 260 taking the test from 2015-2019 to 164 in 2020-21. The percentage of students testing in the 1-20th percentile on the NWEA Math test was 59% in 2021. The increase of 28% from the average of 31% over 2015-19 was the exact same as the increase in the number of students not proficient on the MSTEP over the same time periods. M-STEP number of students assessed has dropped by 80 students ( ) from 18-19 to 20-21 NWEA - percentage of Third Graders in Fall at less than 21st percentile is 57%, while at the end of Second Grade there were 33% The percentage of students who scored at or above the 61% on the NWEA mathematics assessment was statistically similar to percent of students who demonstrated proficiency on state mathematics assessments (MSTEP, PSAT and SAT). According to fall 22 NWEA mathematics assessments approximately 16.5% of students are on track to demonstrate proficiency on state assessments. The percentage of students who demonstrated proficiency on state mathematics assessments or scored at the 61% percentile or higher NWEA mathematics assessment remained statistically similar from 2016 - 2019.

*Initial Initiative Inventory and Analysis:* Eureka math/Embarc - Highly rated math resource



SpringBoard - Highly rated ELA resource 6-12

After school tutoring - After school tutoring is directly targeting students' specific needs in an intimate setting. For the students participating, in-class engagement has improved. Core teachers and paraprofessionals are involved in administering the after school program.

Summer school - ELA and Math Focus: Credit Recovery for High School students, in person instruction 6-12 students as well

MTSS/RTI Professional Developments - MTSS/RTI Professional Developments are held bi-monthly after school to educate and train teachers, paraprofessionals, and interventionists with strategies and resources to improve the MTSS/ RTI process. PD during PLC meetings on Wednesdays and some staff meetings.

Teacher Institute - Focus on PD two weeks prior to students returning, teachers attend a Teacher Institute with other educators

Staff PD - PD for instructional coaches, leaders, social workers, SPED, PBIS, Marketing/ Communications, Counselors (TLG, Wayne RESA, EMU)

*Gap Analysis:* We have implemented SpringBoard (College Board) reading texts grades 6-12. The SpringBoard system aggressively prepares students to think in terms of application, evaluation, analysis, understanding, and creating. Our students are demonstrating the effectiveness of the program on the NWEA and Focal Point K12 assessments. The readings in the texts demand a greater level of vocabulary and comprehension than our students currently possess. If more vocabulary skills are taught along with the text, student comprehension will increase. The middle school ELA plan needs to be adjusted so that one hour is dedicated to reading and one hour is dedicated to language arts. This will help close the gap without making students feel like they have two English classes.

Our use of Eureka math (formerly Engage NY) is providing a degree of rigor that is challenging our students to experience math far differently than what they have in the past. MS has used the program for two years and HS just started the program this year. The growth in math will increase as students get more accustomed to performing at that level of instruction. Currently, the HS teachers still struggle with teaching the Eureka math method. If more training is given, this will translate to better instruction.

*District Data Story Summary:* After looking at the data of the students who attended Summer School and/or Credit Recovery, we found progress has been made, but more resources are needed such as: staffing (teachers), technology, and funding for transportation (drivers)The MTSS/RTI program is effective, but needs more rigorous implementation. Needs staffing (interventionists, para-educators, drop-out prevention position, etc., professional development for Tier I instruction, ensure instruction is robust)The Teacher Institute and Professional Developments have been successful in training teachers and coaches. The NYL: Grief Sensitive School Initiative was needed and valuable to staff and students who participated.The wellness room would be better served with a part-time nurse on staff to address the needs of students who are unable to receive simple medical care.Teachers using SpringBoard (ELA resource) need additional training (Professional Development).Teachers using Eureka Math need additional training (Professional Development).Teachers need additional coaching in test prep (SAT prep course).Students should have input in the types of rewards they would like to receive (PBIS).The Student Leadership Team should be more visible and powerful in encouraging

student success (representatives from grades 6-12-similar to Student Council)(Would like to send kids to camp through Michigan Leadership Camp). Teachers should give their students their own attendance incentives (reward monthly/quarterly incentives for perfect attendance and/or students with consistent/improved attendance 90% or greater). Students spend a lot of time on the bus, find something for them to do while traveling (books on the bus, school app resource tab linking brain/critical thinking games they can play on their phones) Hire teachers to teach electives that reinforce basic reading and math skills (PE/Art/Music all teach basic reading and math skills-cross curricular). Create additional electives that are fun and engaging - Journalism/Yearbook/Podcasting/ YE/TV Broadcasting/Web design/Automotive/shared electives?) Work for Tomorrow work based learning program (funding for a pathway to prepare students Juniors/Seniors)

**Strategies:**

(1/2): **Teacher Collaborative Routines**

**Owner:** Alberta Galarza

**Start Date:** 07/01/2023

**Due Date:** 08/31/2025

**Summary:** A staff with a collective belief that what they do CAN and WILL make a difference in student achievement provides the greatest chance of student success. Installation of these collaborative practices and routines leads to this collective teacher efficacy. These routines are designed to position classroom teachers in the collaborative role of guiding each other in the ongoing quest of instructional improvement.

**Buildings**

- Academy for Business and Technology Elementary

**Total Budget:** \$188,130.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations
- District Website Update
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
To address unfinished learning and learning loss site licenses for See Saw, Great Minds: Wit & Wisdom, PhD Science and Eureka Math	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Instructional Coach Meetings: registration & mileage reimbursement for 2 elementary instructional coaches to attend PD in Okemos on key practices of effective schools, reform	Alberta Galarza	07/01/2023	08/31/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
strategies, etc.				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss we plan to purchase 58 Chromebooks and 2 carts.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
School Leader Meetings: registration and mileage reimbursement for leadership PD in Okemos, creating positive school climates, expectations, cultivate leadership in others, improve instruction, manage people/data/ processes.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss we plan to purchase Brain Spring Phonics First site license, livestream kits to aid in reading and spelling intervention.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Great Minds: K-5 Eureka Math student workbooks.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To monitor the progress of our special populations we plan to purchase Athlos/ Brolly licenses.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
K-5 Wilson Reading Support Program resources, readers, journals, letter tiles, word tiles for Tier 3 struggling	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
readers.				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss we plan to hire an afterschool program coordinator and tutors.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
For identified EL learners EdHelper yearly license, supplemental resource.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Wit and Wisdom instructional supplies, notepads, workbooks, flashcards, whiteboards, sentence strips, binders, markers, crayons, etc.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss we plan to purchase LLI Fountas and Pinnell Literacy program for Tier 2 and Tier 3 reading intervention along with professional development for our teachers.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss we plan to offer professional development on Wit & Wisdom, Wilson Language Foundations and Just Words.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
For 2nd-5th grade ESL	Alberta	07/01/2023	09/30/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
students pull-out intervention time, virtual learning, and summer school language instruction 32 Chromebooks w/ licenses & cases and 1 cart.	Galarza			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
To address unfinished learning and learning loss we plan to hire certified teachers and or highly qualified para pros to teach students in summer school and a bus driver to get kids to and from the program.	Alberta Galarza	07/01/2023	08/31/2023	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Online site licenses/subscriptions for K-5 Tumbleweed press, Mystery Science, Edmentum Math, and Brain Pop.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Practices PD: On-site consulting fees for 1 to 1, small group and whole staff presentations/ coaching & observations from TLG on best practices, depth of knowledge, assessments, highly effective teaching, data, etc.	Alberta Galarza	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/2): MTSS Framework (General)**

**Owner:** Carmen Willingham

**Start Date:** 06/11/2023

**Due Date:** 08/31/2025

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings**

- Academy for Business and Technology High School

**Total Budget:** \$130,000.00

- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
To address unfinished learning and learning loss purchase site licenses for Eureka Math.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Site licenses for grade 6-8 and 9-12 educational software.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
To address unfinished	Carmen	07/01/2023	08/31/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
learning and learning loss purchase Business and Economics curriculum/ textbooks.	Willingham			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Practices PD: On-site consulting for 1 to 1, small group & whole staff presentations, coaching & observations from TLG on job-embedded PD in best practices, depth of knowledge, assessments, highly effective teaching, data, etc.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Brolly/Athlos to monitor goals and progress of our special populations.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coach Meetings registration and mileage reimbursement for 2 MS/HS instructional coaches to attend PD in Okemos on key practices of effective schools, reform strategies, etc.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
GoGuardian and Edulastic license	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
School leader meetings reimbursement for registration and mileage to leadership PD in Okemos on creating positive school climates, expectations, cultivating leadership in	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING



Activity	Owner	Start Date	Due Date	Status
others, improve instruction, manage people/data/process, etc.				
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MS/HS ELL afterschool tutoring: 2 tutors, 2 hours per day, 3 days per week for 21 weeks.	Carmen Willingham	10/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss hire summer school 2023 and 2024 tutors.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MS/HS after school tutoring; one tutor, 2 hours per day, 2 days per week for 38 weeks.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
PD on Marzano's Focused Teacher Evaluation Model to prepare teachers on key areas of observations that will impact their evaluations.	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
To address unfinished learning and learning loss MS/HS after school tutoring; 10 tutors, 2 hours per day, 2 days per week for 22 weeks.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Monitoring educators and providing immediate feedback and incentives.	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

Activity	Owner	Start Date	Due Date	Status
Online subscription for Odyssey Ware credit recovery courseware.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MS/HS Tuition reimbursement for current employees to become certified teachers.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
MS/HS FocalPointK12 site licenses: online assessment platform to monitor and track the progress of students' understanding of the grade level content (including the Common Core 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 of students in all Tier levels.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase by 5% for MStep ELA- 2018	08/31/2025	ONTARGET
Increase by 3% for M-Step Trends Math	08/31/2025	ONTARGET
Increase by 5% for PSAT-SAT Comparison	08/31/2025	ONTARGET

Measure	Due Date	Status
Increase by 3% for PSAT-SAT Comparison	08/31/2025	ONTARGET
Increase by 12% for Fall 2021-Spring 2022 NWEA Student Growth Data	08/31/2025	ONTARGET
Increase by 16% for Fall 2021-Spring 2022 NWEA Student Growth Data	08/31/2025	ONTARGET
Increase by 0% for 2022-23 Teacher Evaluation Data	08/31/2025	ONTARGET
Increase by 6% for ABTE M-Step Math Comparison Data Spring 2018-Spring 2022	08/31/2025	ONTARGET
Increase by 7% for ABTE NWEA Student Growth Analysis F2021-S2022	08/31/2025	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available

## MTSS-Whole Child

**Status:** ACTIVE

**Statement:** By August 2025 the school will strengthen attendance communication and improve parent relationships to reduce barriers that will lead to an increase of the percentage of students who are consistently attending school.

**Created Date:** 03/08/2023

**Target Completion Date:** 08/31/2025

**Data Set Name:** Attendance

Name	Data Source
School Attendance- Chronic Daily Absent Metrics	District Determined
ABT Chronically Absent Q1 and YTD	District Determined
75% Attendance Report ABT	District Determined
2021-22 ABTE Chronically and Not Chronically Absent Student Data	MiSchoolData
Tiered Fidelity Inventory (TFI) Template	SWIS

**Data Story Name:** MTSS - Whole Child

**Initial Data Analysis:** Middle/High

We lost students (enrollment) and scores have decreased. Daily attendance rates have decreased. Chronic absenteeism rates have decreased with most grades but not everybody. Enrollment numbers are on a downward trend.

Chronically absent attendance percentage in grade 6 decreased from 20-21 (7.1%) to 21-22 (6.5%)  
 Chronically absent attendance percentage in grade 7 decreased from 20-21 (7.1%) to 21-22 (3.2%)  
 Chronically absent attendance percentage in grade 8 decreased from 20-21 (7.1%) to 21-22 (6.5%)  
 Daily attendance rates in the middle school dropped from 20-21 (53.9%) to 21-22 (47.9%)  
 Chronically absent attendance percentage in grade 9 increased from 20-21 (18.8%) to 21-22 (37.5%)  
 Chronically absent attendance percentage in grade 10 decreased from 20-21 (31.3%) to 21-22 (12.5%)  
 Chronically absent attendance percentage in grade 11 remained the same from 20-21 (25%) to 21-22 (25%)  
 Chronically absent attendance percentage in grade 12 remained the same from 20-21 (25%) to 21-22 (25%)  
 Daily attendance rates in the high school dropped from 20-21 (71.9%) to 21-22 (64.4%)

Elementary

-Student enrollment is on a downward trend. In 2019-2020 - 273 students, 2020-2021 258 students, 2021-22 - 267 students , 2022-23 - 237 students- Average daily attendance 2018-19 - 86%, in 2019-20 - 89%, in 2020-21- 83%, 2021-22 - 84% and (as of February) 2022-23 - 86%-Chronically absent students: 2019-20 - 48%, 2020-21 - 62%, 2021-22 - 66%

and (as of February) 2022-23 - 66%

#### Perception Data:

-Referrals: there were 192 referrals written 2019-20 (beginning of the pandemic); there were 16 referrals written in 2020-21 (Hybrid); there were 543 referrals written in 2021-22; as of February 2023 there were 504 referrals written. -Referrals start low in September and gradually increase as the year progresses.

#### Student Responses:

-In winter 2023, 82% of the students in K-2 and 86% of the students in 3-5 believe the principal and teacher wants every student to learn. -In winter 2023, 75% in K-2 and 88% in 3-5 responded that they are learning new things that help them. -In winter 2023, 88% of the students in 3-5 believe that the teachers care about them. -In winter 2023, 80% of the students in 3-5 responded that their teacher tells my family how I am doing at school. -In winter 2023, 86% of the students in grades 3-5 responded that their teacher tells them when they are doing a good job. -In winter 2023, 59% of the students in grades 3-5 responded that their teacher makes learning fun. -In winter 2023, 61% of the students in grades 3-5 responded that they understand how the teacher grades the assignments.

#### Staff Responses:

-In winter 2023, 77% of the staff agree that the school's purpose statement is clearly focused on student success. -In winter 2023, 50% of the staff agree that it has a continuous process based on data, goals, actions, and measure of growth. -In winter 2023, 86% of the staff agree that the school leader's support an innovative and collaborative culture. -In winter 2023, 95% of the staff agree that our school leaders expect staff members to hold all students to high academic standards. -In winter 2023, 82% of the staff agree that the school leaders hold themselves accountable for student learning. -In winter 2023, 82% of the staff agree that the school leaders hold all staff members accountable for student learning. -In winter 2023, 87% of the staff agree that the school leaders provide opportunities for stakeholders to be involved in the school. -In winter 2023, 77% of the staff agree that all teachers in our school monitor and adjust curriculum, instruction and assessment based on data from assessments and examination of professional practice. -In winter 2023, 78% of the staff agree that all teachers in our school personalized instructional strategies and intervest to address individual learning needs of students. -In winter 2023, 91% of the staff agree that our school maintains facilities that contribute to a safe environment.

#### Parent Responses:

-90% of the parents said that they would recommend the Academy to others-89% agree that their child is receiving a good education-80% agree that their child feels good about going to school-73% agree that discipline is handled appropriately -87% agree that their child is safe and secure -96% agree that the office treats them well when they call-81% agree that the school communicates well with the parents-64% agree that the lunch program offers healthy meals of good quality-84% agree that the Academy supports their child socially and emotionally-90% agree that the teachers are professional and do a good job-89% agree that the Academy is a good school

#### *Initial Initiative Inventory and Analysis:* Middle/High

Attendance Check In: Phone calls home and home visits are made for students with 2 or more consecutive days absent. A letter is sent home (check board policy on attendance).

Attendance Letters/Contracts: Meet with student and parents to create an attendance contracts

Student meetings: Setting individualized growth plans discussed during the student meetings

PBIS Rewards Program

Wellness Room: Wellness room for students and staff - bikes and stationary equipment to utilize on break, comfortable relaxing environment with tvs as well. PBIS Gator Room for students.

Elementary

Attendance:

Attendance Contracts: Parent meetings were scheduled to review and sign Attendance Contracts with parents and administration. Academics were also discussed during the meetings.

Attendance Letters: Letters were sent home for chronically absent students. The first letter for those students that missed 10 days; the second letter for those that missed 20 days and the third letter for those that missed 30 days.

Automatic daily calls for students that are absent went out to the parents.

Behavior

Positive Behavior Intervention Support: positive dojo points given to students via Class Dojo; students received rewards for positive dojo points.

Restorative Practice: students had the opportunity to conference with peers and administration to discuss issues/problems.

Alternative to Suspension: other consequences were implemented before suspension (i.e. time outs, restorative circle, detention, reflection writing, etc.).

Parent Meetings: parent meetings were scheduled to discuss behavior contracts.

*Gap Analysis:* The issues of chronically absent attendance and daily attendance rates were previously identified by the leadership as an area of weakness for the school. Even though trends are moving in a positive direction due to new school initiatives, the numbers are still below the state standards. A formal plan to increase communication with parents concerning the importance of daily attendance, an explanation of chronic absenteeism, and encouragement of parental support for student attendance should be developed.

The gap between ABT Elementary not chronically absent students and the state target for not chronically absent students is 58.57% and for ABT Middle High is 56.17%.

*District Data Story Summary:* The school has started a comprehensive attendance program that monitors student attendance and utilizes student contracts and phone calls for students with attendance issues. Based on the current data trends, attendance rates are improving for all but one grade band. However, the leadership committee believes adding a layer of focus on student engagement will increase these rates as well as parent involvement.

**Strategies:**

(1/1): MTSS - PBIS (Behavior)

Owner: Carmen Willingham

Start Date: 05/25/2023

Due Date: 08/31/2025

**Summary:** The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

**Buildings:** All Active Buildings

**Total Budget:** \$128,367.00

- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method	Audience
• School Board Meeting	• Community-at-Large
• Email Campaign	• Educators
• Presentations	• Staff
• District Website Update	• School Board
• Parent Newsletter	• Parents
• Social Media	

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Create an attendance/communication system - internally and externally	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Having a system of rewarding consistent attendance.	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Leader in Me	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i>				
• Academy for Business and Technology Elementary				
Community Liaison	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology Elementary</li> </ul>				
Purchasing PBIS Incentive Materials	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology Elementary</li> </ul>				
Full Time Behavior Advocate	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology Elementary</li> </ul>				
Homeless Student Supports	Alberta Galarza	07/01/2023	07/31/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology Elementary</li> </ul>				
School Check in System	Alberta Galarza	07/01/2023	07/31/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology Elementary</li> </ul>				
Improve Student Safety	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology Elementary</li> </ul>				
Family engagement and educational TV, radio and digital media ads promoting the importance of education, attending school, and family engagement in their children's education.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology High School</li> </ul>				
PowerSchool Enrollment software tool to complete online enrollment for parents and real time reports providing key performance indicators and customized data reports.	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING



Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology High School</li> </ul>				
Improve safety for students	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology High School</li> </ul>				
Homeless Student Supports	Carmen Willingham	07/01/2023	08/31/2024	UPCOMING
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>Academy for Business and Technology High School</li> </ul>				

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Implementation of whole-child system using the MTSS process and administer the SWPBIS Tiered Fidelity Inventory. for Tiered Fidelity Inventory (TFI) Template	08/31/2025	ONTARGET
Increase by 8% for School Attendance- Chronic Daily Absent Metrics	08/31/2025	ONTARGET
Increase by 8% for 2021-22 ABTE Chronically and Not Chronically Absent Student Data	08/31/2025	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

**Capacity - How well did we support progress towards our goal?**

No Data Available

**Impact - How did student outcomes improve?**

No Data Available

## Improve Graduation Rate

**Status:** ACTIVE

**Statement:** By August 2025 the school will establish a system to support the four-year on track graduation rate for all cohorts.

**Created Date:** 04/18/2023

**Target Completion Date:** 08/31/2025

**Data Set Name:** Graduation Rate

Name	Data Source
MI School Data	MiSchoolData
ABTD Partnership Planning Flow Chart	District Determined

**Data Story Name:** Graduation Rate

**Initial Data Analysis:** ABT is not meeting the state required 85%. Even though the rate did increase over the last year, the school district needs to see a larger closing of the gap.

**Initial Initiative Inventory and Analysis:** A formal system to monitor graduation rates included checking Seniors transcripts for credit deficiencies and utilizing 7th period pull-out to support seniors who needed extra encouragement and time to complete requirements. Also, students were given time in school day to complete credit recovery courses.

**Gap Analysis:** The plan put in place was not effective enough. Student with credit deficiencies needed to be identified sooner in academic career. 58.97% was graduation rate, ideal would be 67.01% or more

**District Data Story Summary:** To increase the graduation rate, we have selected the college and career readiness platform Xello (formerly Career Cruising). Students in grades 6-12 will use the program to explore future careers and explore colleges. Students will also use the program to explore military options. The goal is to have students begin as early as possible considering areas they may find interesting. Eleven and twelfth graders will create future minded plans, experience the Common App, and complete the FAFSA. This portfolio is electronic, cloud based, and can follow students to other schools or colleges. If this program is implemented with fidelity, graduation rates should stabilize and increase continually.

**Strategies:**

(1/1): MTSS Framework (General)

Owner: Carmen Willingham

Start Date: 04/18/2023

Due Date: 08/31/2025

**Summary:** "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

**Buildings**

- Academy for Business and Technology High School

Total Budget: \$3,380.00

- General Fund (Other)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- District Website Update

Audience

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
See ABTD Partnership Discussion Flow Chart	Carmen Willingham	07/01/2023	09/30/2023	UPCOMING
<b>Activity Buildings:</b> All Buildings in Implementation Plan				
Collaboratively completed Resource Allocation Review with partners through the discussion of current resources, resources needed, and necessary funding strategies to address root causes for identified goal areas and strategies we plan to	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING

Activity	Owner	Start Date	Due Date	Status
establish a Student Success Team to track academic progress quarterly beginning in 9th grade.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Connect Student Success Team with MTSS team	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Collaboratively completed Resource Allocation Review with partners through the discussion of current resources, resources needed, and necessary funding strategies to address root causes for identified goal areas and strategies we plan to implement the college and career readiness platform Xello. Students in grades 6-12 will use the program to explore future careers, explore colleges and military options.	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Eleventh and Twelfth graders will create future minded plans, experience the Common App, and complete the FASFA.	Carmen Willingham	07/01/2023	08/31/2025	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase by 8% for MI	06/25/2025	ONTARGET

Measure	Due Date	Status
School Data		

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available

## Improve Math M-Step and NWEA

**Status:** ACTIVE

**Statement:** Across all grade levels at ABT Elementary, increase overall math achievement for all students and identified subgroups (African American (K-5) & special education students (K-5)) by increasing student scores as measured by state and local assessments.

**Created Date:** 05/19/2023

**Target Completion Date:** 08/31/2025

**Data Set Name:** Elementary Math Data

Name	Data Source
2021-22 ABTE Index Score Overview	MiSchoolData
2021-22 ABTE School Grades	MiDataHub
Fall 2022 NWEA Student Growth Report	NWEA
2018-2022 M-STEP Trend	District Determined
F2021-S2022 NWEA Student Growth Report	NWEA
F2022-W2023 NWEA Student Growth Report	NWEA

**Data Story Name:** Elementary Math Data

**Initial Data Analysis:** Mathematics Data:

-M-Step: The pandemic affected the math scores negatively. Percent Proficient in 2018-19 - 11%, 2019-20 - 13% and 2021-22 - 3%.  
 -M-Step: The number of students assessed dropped 22 students from 2019 (142) to 2022 (120).  
 -NWEA: From fall 2021 to spring 2022 - 42.3% of students met their growth goal.  
 -NWEA: From fall 2021 to spring 2022 - more than 50% of 2nd and 3rd grade students met their growth goal.  
 -NWEA: From fall 2021 to spring 2022 - 18% of students scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 23% of students identified as economically disadvantaged scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 21% of students identified as English second language scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 21% of our male students scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 16% of our female students scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 7% of our students identified at special education scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 17% of our students identified as African American scored at or above grade level.  
 -NWEA: From fall 2021 to spring 2022 - 23% of our students identified as Hispanic scored at or above grade level.

**Initial Initiative Inventory and Analysis:** Eureka Math

All staff attended Eureka Math Implementation training as well Lesson Development

training conducted by Great Minds. The Academy purchased Math Consumables for all students as well as manipulatives to use in the classrooms. However, Eureka Math has not been implemented with fidelity across all grades.

Although training has been provided and resources have been purchased, there is a significant gap in mathematics. Currently, there is a Math tier time embedded in the schedules, however, this has not been consistently implemented across all of the grades. Also, we do not have a math MTSS monitoring system in place.

*Gap Analysis:* The gap between ABT Elementary students and the state average proficiency is 33.54% in mathematics.

*District Data Story Summary:* Strengths

-Students and parents believe that the Academy's staff cares about them-The staff believes that the school leader expects staff members to hold all students to high academic standards-Math NWEA: From fall 2021 to spring 2022 - more than 50% of 2nd through 5th grade students met their growth goal.-ELA NWEA: From fall 2021 to spring 2022 - 59% of students met their growth goal.

Growth Edges

-Increase proficiency on NWEA and M-STEP assessment in both ELA and Mathematics-  
Decrease the number of students who are chronically absent-Progress monitoring and implementation of Eureka Math program with fidelity -Continue the work with Literacy Essentials

Programs

-Wit & Wisdom (K-5), Foundations (K-3), Just Words (4-5), Geodes (K-3)-Eureka Math (K-5)-  
MTSS for Math and Reading

Major Challenges

-Attendance - Chronically absent students -Math Tier Time-Math Progress Monitoring  
Greatest Risk

The Academy uses NWEA data to identify students who are at high risk and who would benefit from additional interventions including after school tutoring, summer school, and/or daily interventions

Funding

-The ESSER grant has allowed us to purchase our new ELA program as well as professional development for staff in ELA and Mathematics. -The Academy needs to allocate additional funds to sustain the programs (consumable resources materials, professional development, online platforms).

**Strategies:**

**(1/1): Teacher Collaborative Routines**

**Owner:** Alberta Galarza

**Start Date:** 07/01/2023

**Due Date:** 06/30/2024

**Summary:** A staff with a collective belief that what they do CAN and WILL make a difference in student achievement provides the greatest chance of student success. Installation of these collaborative practices and routines leads to this collective teacher efficacy. These routines are designed to position classroom teachers in the collaborative role of guiding each other in the ongoing quest of instructional improvement.

**Buildings**

- Academy for Business and Technology Elementary

**Total Budget:** \$265,609.00

- Other Title Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Eureka Math Professional Development	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Eureka Math Consumables and Manipulatives	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Focal Point K-12	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Edmentum Exact Path: Math Learning Path	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING



Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
MTSS Coach to Support Instruction	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Paraprofessionals to Support Instruction	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Purchase Chromebooks and iPads	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
Title 1 Teacher to Support Instruction	Alberta Galarza	07/01/2023	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				
2024 Summer School	Alberta Galarza	06/29/2024	06/30/2024	UPCOMING
<i>Activity Buildings: All Buildings in Implementation Plan</i>				

### Evaluation Status:

#### Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase by 25% for F2022-W2023 NWEA Student Growth Report	08/31/2025	ONTARGET
Increase by 6% for 2018-2022 M-STEP Trend	08/31/2025	ONTARGET

#### Evaluate Goal: Impact Questions and Responses

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

**Capacity - How well did we support progress towards our goal?**

No Data Available

**Impact - How did student outcomes improve?**

No Data Available