



# **School Improvement Plan**

Academy for Business and Technology  
Elementary

Academy for Business and Technology

Dr. Paul Merritt  
5277 Calhoun St  
Dearborn, MI 48126-3203

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## **Introduction**

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

# Improvement Plan Assurance

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

| <b>Label</b> | <b>Assurance</b>                             | <b>Response</b>           | <b>Comment</b>                | <b>Attachment</b> |
|--------------|--|---------------------------|-------------------------------|-------------------|
| 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, parents, community members, 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 2017 through June 2018. 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. These data work sessions are held on a monthly basis and the results are utilized immediately through focused lesson planning. The Academy has also implemented bi-weekly Item Analysis meetings. 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), Qualitative Reading Inventory (QRI), 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 February. 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 6-8 regularly 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 Advanc-Ed web-site.

Strengths/Concerns:

Students: The K-2 grade students gave the Academy an average of 78% satisfaction in the Section: About My School. The 3-5 grade

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students gave the Academy an 86% score on the Purpose and Direction standard. The Upper Elementary students also gave the Academy a score of 69% for Standard 3, Teaching and Assessing for Learning on the Elementary Survey. Standard 2, Governance and Leadership, received a satisfaction score of 56%. Students in grades 3-5 scored Standard 4, Resources and Support, and Standard 5, Using Results for Continued Support, the lowest level of satisfaction with a score of 65%. 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 81% on Standard 5: Using Results for Continuous Improvement. According to the Survey Response Counts, 82% of our parents believe our school's purpose statement is clearly focused on student success. Academy parents also scored a 80% satisfaction rating on Standard 3, Teaching and Assessing for Learning, and Standard 2, Governance and Leadership received 73% satisfaction. The level of satisfaction among Parents/Guardians was on Standard 4, Resources and Support Systems, was 78%. 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 87%. 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 76%. 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.

STUDENT ACHIEVEMENT DATA: Michigan Student Test of Educational Progress (M-STEP) for grades 3-5 and Northwest Evaluation Association (NWEA) scores for grades K-5 are the main indicators of student achievement. Additional student achievement data come from the Kent County Collaborative Core Curriculum (KC4) Assessments, individual reading inventories (DRA) and Qualitative Reading Inventory (QRI), student grades/report cards, and student portfolios/data folders.

Based on 2017 M-STEP data, Academy proficiency percentages were as follows:

Math: Grade 3: 22% , Grade 4: 21%, Grade 5: 0% (stable)

ELA: Grade 3: 21%, Grade 4: 30%, Grade 5: 28% Science: Grade 4: 14% (+12%)

Social Studies: Grade 5: 7%

Science: Grade 4: <5%

M-STEP math scores indicate that the Academy needs to re-evaluate how math is being taught across all grades. Reading M-STEP scores continue to improve due to the success of our RtI program and reading instructional initiatives. Science M-STEP scores have improved over last year, but we have yet to realize the results expected from our adoption the Interactive Science Program.

SCHOOL PROGRAM/PROCESS DATA: Program data comes from the Academy RtI, tutoring and summer school programs.

Recommendations for program change based on data come from any of the Academy committees or faculty/staff. Program decisions are usually made on a committee basis by faculty and staff to smooth the implementation of change.

The Academy continues to use PowerSchool this year to assist in the tracking of attendance as well as to maintain grades for the students. The school's social worker uses the School Wide Information System (SWIS) to monitor any office disciplinary referrals or suspensions that may occur during the school year. The RtI team uses NWEA testing and DRA/QRI for universal screening as well as benchmarking throughout the year. The RtI, after school tutoring and summer camp programs are paid for by the school. In addition to the RtI and PBIS

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support systems we offer ELL and general education after school tutoring and a summer program. These services are available to the students during and after the school day. The conclusion of the comprehensive needs assessment process was that these programs/processes continue to service our stakeholders well. We continue to believe, however, that every program/process needs annual reflection for continued improvement.

DEMOGRAPHIC DATA: Demographic data comes from the PowerSchool Student Record Data Base, the various eligibility documents for such programs as Title I,III, 31A, English Language Proficiency Assessment (ELPA), and Title X (McKinney-Vento).

### School Characteristics

The Academy for Business and Technology Elementary (ABTE) School will complete its fourteenth year of operation in June of 2017. The Academy is chartered through Eastern Michigan University and managed by The Leona Group, L.L.C. of East Lansing, Michigan. The student demographic data indicate that the Academy student population resides mostly in the city of Detroit, is equally male and female and is both academically and economically challenged. There appears also to be a slight trend toward an increase in the number of Limited English Proficient (LEP)/English Language Learners (ELL) students or those that speak a language other than English in the home. ABTE has thirteen (12) classrooms; 2 kindergartens, 2 first grades, 2 second grades, 2 third grades, 2 fourth grades and 2 fifth grades. In addition to the thirteen (12) full-time classroom teachers, the Academy employs full-time teachers in physical education/health, English as a second language, Reading and special education. Part-time teachers are employed for STEM (Science Technology Engineering, Mathematics) instruction. 10 of the classroom teachers are certified and highly qualified as required by the Michigan Department of Education, the remaining 2 are long-term substitutes with the required credentials.

The Academy's enrollment for the 2017-2018 school year is approximately 320 students. The ethnic breakdown of the student population over the past two years has been relatively stable. Current school enrollment trends show an increase in African-American students, a stable Arab-American enrollment with a decreasing Hispanic and Caucasian enrollment. The decrease in the Hispanic and Caucasian enrollment is minimal and may be explained by the number of charter school alternatives in the area. The increase in the African-American enrollment is largely due to the expanded initiative this year of busing students from nearby Detroit, River Rouge, Inkster, and Ecorse school districts.

### Perception Data

As a result of the perception data drawn from students, parents and staff/teachers our Academy has looked into adding a character education program to their current PBIS program. This program will address the concerns with bullying and focus on creating a more respectful atmosphere. In addition, the Academy is looking into a different cleaning company to address the cleanliness issues.

### Student Achievement Data

As a result of the student achievement data we have coordinated data profile folders for all students that are housed in the homeroom classes. Inside the folder are samples of the NWEA, M-STEP data reports, ELPA and DRA running records so that the classroom teacher, Rtl interventionist, tutoring teacher or summer program teacher can access data points regarding individual students. Inside these folders we have included goal sheets for Reading and Mathematics to also aid the teachers in tailoring instruction to meet individual student needs. Last year common core based supplemental materials for Mathematics, Science and Writing were purchased. These included an ELL component and digital component for our sub-group populations that are struggling. In addition to these changes technology has been embedded in the disciplines through blogging and a technology class which will reach all subgroup populations.

### School Program/Process Data

As a result of the school program/process data the Academy utilizes technology in every area of instruction that is possible. The teachers use computers throughout their instructional day as well as Promethean Boards and document cameras. The Academy continues to use PowerSchool this year to assist in the tracking of attendance as well as to maintain grades for the students. The school's social worker uses

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the School Wide Information System (SWIS) to monitor any office disciplinary referrals or suspensions that may occur during the school year. The RtI team uses NWEA, DRA, and QRI testing for universal screening as well as benchmarking throughout the year. Laptop computers, iPads and Chromebooks are used throughout the day to assist in instruction as well as remediation of some students that attend the Academy. Many programs are used during the school day as supplemental instruction for students in the area of math and reading. The programs are paid for by the school and are available to the students during and after the school day and at home. The school has implemented several programs to assist students in the areas of academic achievement and behavior modifications through the use of RtI and PBIS. Data is collected in the areas of reading, math and behavior and then a referral is made to the RtI team. With the referral, the student then begins to receive interventions. A monthly review of the students that are participating in the RtI program is held. It is during this review process that progress monitoring data, anecdotal notes, and class work is reviewed to help determine if the student is making adequate progress. The RtI team which consists of classroom teachers, special education teachers, RtI interventionists, social worker, ESL teachers, instructional coach, and the school leader review these students and devise a plan to help ensure success in the area of need. It is through the use of RtI and PBIS that the Academy has been able to meet the needs of our diverse student population. In addition to the RtI and PBIS support systems we offer ELL and general education after school tutoring and a summer program.

### Demographic Data

As a result of the demographic data we are empathetic to the needs of our families and the daily struggles that they encounter. We offer support services for our students and have referred families to other local services whenever possible. Homelessness has decreased, however we continue to take pride in the fact that all students will receive breakfast, hot lunch and a snack after school to ensure that they are receiving healthy, nutritious options while they are here. We are busing students from Detroit, River Rouge, Inkster and Ecorse and have offered an additional bus run after tutoring so that the bused students can receive tutoring. Our academy also offers inexpensive before and after school care to help working parents keep their children safe.

### **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, Science, Social Studies, Developmental Reading Assessment (DRA) and QRI 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 Survey Monkey or 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

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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. Professional Learning Community (PLC) book studies as a faculty/staff focus on this population and instructional strategies to allow for differentiation of instruction. School-wide entry level testing and the placement of students in a three tiered classroom support system have proved beneficial. Additionally, parents of students who test dramatically below grade level are counseled into the possibility of moving them closer to a grade that they test at so that the student can take an active role in the education process. This has been shown to be successful in the early elementary school grades and allows the student to improve their classroom achievement and their self-concept.

## **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, ELL, 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. 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.**

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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 RtI and those designed for English Language Learners(ELL) . The RtI or 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 ELL students are serviced as a part of the tier time as well as during special 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 and QRI 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. Finally, the percentage of students who are retained each year is an indication of whether student needs 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?<br/>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. Twice 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 2017-18 report, all instructional paraprofessionals meet the NCLB 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?<br/>NOTE: A schoolwide program must have all highly qualified instructional staff.</p> | Yes      | <p>The Academy authorizer, Eastern Michigan University, contracts with the Quality Performance Resource Group, LLC, to prepare a teacher employee audit as a means of insuring that all teachers meet the NCLB requirements for highly qualified status. In preparation for the audit, each teacher completes an Official Michigan Highly Qualified Elementary Teacher Report form. Based on the Spring 2017-18 report, all teachers meet the NCLB requirements for highly qualified status.</p> |            |

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

During the 2017-18 school year, two (2) teachers made up the turnover that occurred. With 16 classroom teachers, the turnover rate for this school year is 12.5%.

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

Kindergarten: 1) 20+ years 2) 1 years

First Grade: 1) 4 years 2) 7 years

Second Grade: 1) 13 years 2) 1 years

Third Grade: 1) 3 years 2) 10 years

Fourth Grade: 1) 4 years 2) 8 years

Fifth Grade: 1) 1 year 2) 1 year

ESL Teacher: 13 years

RTI Coordinator/Reading Specialist: 1 years

Instructional Coach: 15 years

Principal: 50 years

### **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, active participation in the decision-making process, and extensive 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?**

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Our Academy turnover rate was lower for the 2017-2018 school year. In fact, most of our teacher turnover rate over the last 4-5 years has been due to teachers leaving to take higher level positions in education or leaving the field of education. It is interesting to note that one of the strategies to attract highly qualified persons; namely, opportunities for advancement, is also a contributor to employee turnover. 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. The faculty, staff and administration become a PLC by reading and discussing a variety of books that address the issues revealed by our comprehensive needs assessment and the perceived needs of the community. Some of these PLC book reads have been "The Art and Science of Teaching" by Marzano, "Best Practice, Today's Standards for Teaching & Learning in America's Schools" by Zemelman et. al., "Beyond the RTI Pyramid, Solutions for the First Years of Implementation" by Bender, and "Vocabulary Games for the Classroom" by Carleton and Marzano, "Essentials of Evidence-Based Academic Interventions by Wendling and Mather, and "Classroom Instruction that Works by Dean, et.al, Mindset: The New Psychology of Success: How We Can Learn to Fulfill Our Potential by Carol S. Dweck, Ph.D. This year's PLC is "Teach Like a Champion" by Lemov,

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. This year students have been involved with blogging on classroom web sites in each of the core content areas. The intent being to provide practice in answering constructive response questions while integrating writing and technology. During the 2017-18 school years the data have indicated a need for professional development in reading, writing, math. and science.

### **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 insatiable appetite 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.

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|---|-----------------|----------------|-------------------|
|              | 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 Involvement Committee (PIC) 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 Rtl 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 daily in the evaluation of the plan as they reflect on the success of the various aspects of the plan on the achievement of their children. If school-wide strategies are not successful for children, parents express concerns and trigger reflection and change. There also is parent membership on the School Improvement Committee, which formally evaluates the school-wide plan periodically and at the close of the school year.

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|---|-----------------|----------------|-------------------|
|              | 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. Rtl 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 Parent Involvement Committee (PIC) works with the Academy to develop 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 ELL 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.

The Compact was then presented to the Board of Education and approved.

### 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      |         | Parent Student Compact 2017-2018.docx |

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

For parents of ELL 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.



## **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. We have elected to use the Kent County Collaborative Core Curriculum (KC4) which includes assessments. Teachers are required to include at least four (4) assessments each marking period, two (2) of which must be KC4. The remaining two (2) are suggested to be KC4-like assessments. Teachers may also submit assessment instruments to either the Principal or the Instructional Coach for approval as classroom assessments. This year the authorizer has required 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 standard based benchmark assessments for Science and Social Studies, 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. Teachers prepare data folders for each student and print out the grade level content expectations that have been achieved and those that have not for each student. 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 as 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. Why then would we not want to require teachers, paraprofessionals and tutors to use the information? 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 Response to Intervention (RtI) 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 SIP of 60 is on track to score proficient on the M-Step. Teachers and support staff monitor SIP 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/QRI, and local testing instruments are used to cover the core content areas of reading, mathematics and writing. In addition, standard based science and social studies benchmarks are given 3 times a year. Students are identified as performing below, at, or above grade level and the results are used to focus instruction both inside the classroom or during general education or English as a Second Language (ESL) tutoring which takes place on Tuesday-Thursday or Wednesday-Friday respectively. Classroom teachers compile a data folder for each student that includes results from each of the assessments taken. 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. All faculty and paraprofessional staff are involved each year in Professional Learning Community (PLC) book reads as a part of the Academy's professional development plan. Some of the books read recently include "Best Practice, Today's Standards for Teaching & Learning in America's Schools, 3rd ed." by Zemelman et.al., "The Art and Science of Teaching" by Marzano, "Classroom Instruction that Works, Research-based Strategies For Increasing Student Achievement" by Dean, et.al., "Teach Like a Champion" by Lemov and "How Teachers Can Turn Data into Action" by Daniel R. VENABLES.

Special Education teachers, ELL 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

## School Improvement Plan

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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.

## **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 fifteen (15) 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 six (6) 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 BrainPop, BrainPop Jr., Moby Max, Reading A-Z, Science A-Z, Vocabulary A-Z, Raz Kids, Tumble Books, and WriteSteps. 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.

Title III monies have grown to support our growing population segment that does not speak English at home. These monies have been used for ELL professionals and para-professionals, software purchases, parent involvement meetings, current hand-held instructional devices and software designed to aid ELL students.

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

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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
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 12 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 fifth 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 ELPA scores (Grades K-5) for WIDA students by class and grade.
- Review of school assessments such as Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI).
- Analysis of Benchmark testing three times yearly in reading, writing, science, social studies and mathematics.
- 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.
- Review of student portfolios to determine science, social studies, reading, writing and mathematics proficiency and progress.

#### 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 tutoring Program or to special education testing. Once in the MTSS, progress monitoring is accomplished using the DRA/QRI 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.

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 2018-2019**



## Overview

### Plan Name

Plan for School Improvement Plan 2018-2019

### 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: 1<br>Strategies: 4<br>Activities: 28 | Academic  | \$243382      |
| 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<br>Strategies: 9<br>Activities: 36 | Academic  | \$299185      |
| 3 | All students at the Academy for Business and Technology Elementary School will be proficient in Science at all grade levels.               | Objectives: 1<br>Strategies: 5<br>Activities: 17 | Academic  | \$110880      |
| 4 | All students at the Academy for Business and Technology Elementary School will be proficient in Social Studies at all grade levels.        | Objectives: 1<br>Strategies: 4<br>Activities: 12 | Academic  | \$19620       |

# 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 06/28/2019 as measured by the Michigan State assessments, KC4 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 (Wending & 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 - Student Data Folders and Electronic Snapshots  | Activity Type         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|-----------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| All staff members will be trained on accessing data and reports for the student data folders. All instructional staff will be trained on instructional goal setting for students using benchmark results. | Professional Learning | Tier 1 | Monitor | 08/20/2018 | 06/28/2019 | \$0               | No Funding Required | Instructional Coach, Teachers, Paraprofessionals, Principal |

| Activity - Best practices for teaching mathematics  | 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. | Professional Learning | Tier 1 | Monitor | 08/20/2018 | 06/28/2019 | \$0               | No Funding Required | All Teachers, Instructional Staff, Instructional Coach, Principal |

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| Activity - Grade Level Meetings   | 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.  | Teacher Collaboration    | Tier 1 | Evaluate | 09/04/2018 | 06/28/2019 | \$0               | No Funding Required | All teachers, Instructional Support Staff, Instructional Coach, Principal |
| Activity - Three-Phase Teaching Model   | Activity Type            | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| Teachers will be trained and be required to use the Three-Phase Teaching Model. This model suggests that in the first phase teachers are required to explicitly teach a lesson. In the second phase, teachers use cooperative groups or paired partnerships for the students to practice the skills they are required to learn. In the third phase, students work independently with less guided practice to successfully master a cross curricular performance task. | Professional Learning    | Tier 1 | Monitor  | 09/04/2018 | 06/28/2019 | \$0               | No Funding Required | All Teachers, Instructional Coach, Principal                              |
| Activity - Peer Observation   | 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  | 09/04/2018 | 06/28/2019 | \$500             | Title II Part A     | Teachers, Instructional Coach, Principal                                  |
| Activity - After School Tutoring  | 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 two (2) days a week, focusing on improving mathematics skills for students that are below grade level.   | Academic Support Program | Tier 2 | Monitor  | 09/04/2018 | 06/28/2019 | \$18002           | Title I Schoolwide  | Teachers, Tutors, Instructional Coach, Principal                          |
| Activity - After School ELL Tutoring  | Activity Type            | Tier   | Phase    | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |

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Academy for Business and Technology Elementary

|  |                          |             |              |                   |                 |                          |                          |  |
|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| The school will offer a free, after school tutoring program two (2) days a week, focusing on improving mathematics skills for ELL students who are below grade level.  | Academic Support Program | Tier 2      | Monitor      | 09/04/2018        | 06/28/2019      | \$10000                  | Title III                | Teachers, Tutors, Para-professionals, Instructional Coach, Principal |
| <b>Activity - Instructional Coach</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The Instructional 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      | 07/01/2018        | 07/01/2019      | \$75280                  | Title I Schoolwide       | Principal, Instructional Coach                                       |
| <b>Activity - Leadership Growth/Professional Development</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| School Leader and Instructional Coach will participate in professional development activities that help to improve teaching and learning.  | Professional Learning    | Tier 1      | Monitor      | 08/20/2018        | 07/15/2019      | \$4200                   | Title II Part A          | Instructional Coach, Principal                                       |
| <b>Activity - School Data Analysis</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| 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      | Evaluate     | 09/04/2018        | 06/28/2019      | \$500                    | Title I Schoolwide       | Teachers, Instructional Staff, Instructional Coach, Principal        |
| <b>Activity - Summer Specially Designed Program</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The school will offer a free summer academic specially designed program focusing on improving mathematic skills for students who are below grade level through science, technology, and mathematics integration. | Academic Support Program | Tier 2      | Monitor      | 06/25/2018        | 08/10/2018      | \$21000                  | Section 31a              | Summer School Teachers, Instructional Coach, Principal               |
| <b>Activity - Intervention Mathematics Teacher</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |

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Academy for Business and Technology 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      | 08/20/2018        | 06/28/2019      | \$40000                  | Title I Schoolwide       | Instructional Support Staff, Instructional Coach, Principal       |
| <b>Activity - Use of Manipulatives</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| The 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      | Implement    | 09/04/2018        | 06/28/2019      | \$2000                   | Section 31a              | Teachers, Instructional Coach, Principal                          |
| <b>Activity - ELL Small Group Instruction</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| 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      | 09/04/2018        | 06/28/2019      | \$0                      | No Funding Required      | Classroom Teachers, Instructional Support Staff                   |
| <b>Activity - Professional Development-PLC Books</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| The 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      | 08/20/2018        | 06/28/2019      | \$1200                   | Title I Schoolwide       | All Instructional Staff, Instructional Coach, Principal           |
| <b>Activity - Instructional Learning Cycles</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| All teachers and instructional staff will analyze their student's data (Northwest Evaluation Association (NWEA) or Unit 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      | 08/20/2018        | 06/28/2019      | \$0                      | Title I Schoolwide       | All teachers, instructional staff, Instructional Coach, Principal |
| <b>Activity - January Math Month</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |

## School Improvement Plan

Academy for Business and Technology Elementary

|  |                    |        |               |            |            |        |                    |   |
|--|--------------------|--------|---------------|------------|------------|--------|--------------------|---|
| January is Math Month. All staff members will participate in a month long celebration of math, including, but not limited to, Problems of the Day, Make & Take games, daily trivia, door decorating, math calendar, etc. | Direct Instruction | Tier 1 | Getting Ready | 09/04/2018 | 06/28/2019 | \$1000 | Title I Schoolwide | Instructional Staff, Instructional Coach, School Leader |
|--|--------------------|--------|---------------|------------|------------|--------|--------------------|---|

### Strategy 2:

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  | 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, Flocabulary, Moby Max, etc. | Academic Support Program | Tier 1 | Monitor | 09/04/2018 | 06/28/2019 | \$11000           | Title I Schoolwide | Teachers, Instructional Support Staff, Instructional Coach, Principal |

| Activity - Daily Practice of Basic Mathematics Skills   | 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 | 09/04/2018 | 06/28/2019 | \$3000            | Title I Schoolwide | Classroom Teachers, paraprofessionals |

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

## School Improvement Plan

Academy for Business and Technology Elementary

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|--|--------------------------|--------|---------|------------|------------|--------|--------------------|---|
| Teachers and instructional support staff will use enVision MATH to develop computational fluency, algebraic thinking, problem solving and analyzing fraction concepts. This supplemental program offers technology interactive integration along with manipulative kits that offers a more hands-on approach to supplement our mathematics curriculum. (online component and teacher/student resources). Also includes kits for differentiated centers to offer additional support in mathematics through D.I. pre-planned centers. Purchase consumables annually. | Academic Support Program | Tier 1 | Monitor | 09/04/2018 | 06/28/2019 | \$3000 | Title I Schoolwide | Teachers, Instructional Staff, Instructional Coach, Principal |
|--|--------------------------|--------|---------|------------|------------|--------|--------------------|---|

| Activity - Classroom Computer Lab   | 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 | 09/04/2018 | 06/28/2019 | \$28600           | Title I Schoolwide, Section 31a | Technology Teacher, Classroom Teacher, Instructional Coach, Principal |

| Activity - Instructional Best Practice  | 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 | Implement | 09/04/2018 | 06/28/2019 | \$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 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## School Improvement Plan

Academy for Business and Technology Elementary

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|---|--------------------------|--------|---------|------------|------------|-----|--------------------|--|
| 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 | 09/04/2018 | 06/28/2019 | \$0 | Title I Schoolwide | Teachers, Instructional Coach, Principal |
|---|--------------------------|--------|---------|------------|------------|-----|--------------------|--|

| Activity - Writing Sample Submission  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Teachers will assign a mathematics constructed response question or text dependent analysis to the students monthly, either on paper or through blogging and submit samples for review and progress monitoring. | Monitor       | Tier 1 | Monitor | 09/04/2018 | 06/28/2019 | \$0               | No Funding Required | Teachers, Instructional Coach, Principal |

### Strategy 4:

Alignment of curriculum, instruction, assessment - Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.

Category: Mathematics

Research Cited: Curriculum Crafter

Tier: Tier 1

| Activity - Curriculum Crafter  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                   |
|--|--------------------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program | Tier 1 | Monitor | 08/20/2018 | 06/28/2019 | \$850             | Title I Schoolwide | Instructional Staff, Instructional Coach, Principal |

| Activity - MobyMax   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                        |
|--|--------------------------|--------|---------|------------|------------|-------------------|--------------------|--|
| MobyMax finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. | Academic Support Program | Tier 1 | Monitor | 07/02/2018 | 06/28/2019 | \$1000            | Title I Schoolwide | Teachers, Instructional Coach, Principal |

## School Improvement Plan

Academy for Business and Technology Elementary

| Activity - FocalPointK12  | 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 | Getting Ready | 07/02/2018 | 06/28/2019 | \$1250            | Section 31a       | Instructional Staff, Support Staff, Instructional Coach, School Leader |
| Activity - FocalPointK12 Professional Development   | 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 | Getting Ready | 07/02/2018 | 06/28/2019 | \$1000            | Title II Part A   | Instructional Staff, Support Staff, Instructional Coach, School Leader |

## 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 06/30/2018 as measured by the Michigan State assessment, WIDA assessment, KC4 ELA Assessment Data and Northwest Evaluation Association (NWEA) benchmark assessment data..

### Strategy 1:

Additional Time and Assistance - 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 Para-educator | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Academy for Business and Technology Elementary

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|--|--------------------------|-------------|--------------|-------------------|-----------------|--------------------------|-------------------------------|--|
| Language support staff will provide a minimum of 100 minutes per week of 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 assessments.   | Academic Support Program | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$86000                  | Title III, Section 31a        | ELL Teacher, ELL paraprofessional, Instructional Coach, Principal      |
| <b>Activity - After-School Tutoring for ELL Students</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>      | <b>Staff Responsible</b>   |
| The 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      | 09/05/2017        | 06/29/2018      | \$12210                  | Title III                     | Language Support Staff, Instructional Coach, Principal                 |
| <b>Activity - Summer School ELL Program, Teacher</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>      | <b>Staff Responsible</b>   |
| The 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      | 06/26/2017        | 08/04/2017      | \$2775                   | Title III                     | ELL Language Teacher, support staff, Instructional Staff, Principal    |
| <b>Activity - Parent ELL Activity Night</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>      | <b>Staff Responsible</b>   |
| An 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      | 09/05/2017        | 06/29/2018      | \$800                    | Title I Schoolwide, Title III | Administrators, Instructional Coach, ESL teachers, Instructional Staff |

### (shared) Strategy 2:

Alignment of curriculum, instruction, assessment - Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.

## School Improvement Plan

Academy for Business and Technology Elementary

Category: English/Language Arts

Research Cited: Curriculum Crafter

Tier: Tier 1

| Activity - Curriculum Crafter  | Activity Type                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|---------------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program        | Tier 1 | Monitor   | 08/14/2017 | 06/29/2018 | \$850             | Title I Schoolwide | Instructional Staff, Instructional Coach, Principal                       |
| Activity - Naiku   | Activity Type                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| Naiku has built-in professionally developed benchmark assessments for mathematics and reading aligned to the Common Core State Standards. The teachers will be able to use these assessments to benchmark their students at anytime for data driven decisions.   | Technology , Direct Instruction | Tier 1 | Implement | 07/01/2017 | 06/29/2018 | \$700             | Section 31a        | Instructional Staff, Support Staff, Instructional Coach, School Leader    |
| Activity - Naiku Professional Development  | Activity Type                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| The staff will receive training on Naiku. 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 | Implement | 07/01/2017 | 06/29/2018 | \$1000            | Title II Part A    | Instructional Teachers, Support Staff, Instructional Coach, School Leader |

### Strategy 3:

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 Act

Tier: Tier 1

## School Improvement Plan

Academy for Business and Technology Elementary

| Activity - Monitoring  | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|--------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| 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 student's attendance, academics, and behavior and refer the student to the appropriate staff member if needed. | Direct Instruction | Tier 1 | Implement | 07/01/2017 | 06/29/2018 | \$0               | Title I Schoolwide | pupil accountant, school leader, social worker, instructional coach |

### 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 proficiency increasing their skills in Informational Text and Comprehension in English Language Arts by 06/30/2018 as measured by the Michigan State assessments, KC4 assessments and Northwest Evaluation Association (NWEA) benchmark assessment data..

### Strategy 1:

Best Practice in Teaching Reading - Teachers will plan and provide reading lessons that include the use of non-linguistic representations of concepts (where possible), cooperative learning activities, and instructional best practices (such as effective questioning to extend thinking, cuing techniques, graphic organizers, and reading workshop).

Category: English/Language Arts

Research Cited: Classroom Instruction that Works 2nd Edition (Dean, et. al., 2012); Best Practice: Bringing Standards to Life in America's Schools (Zemelman et. al., 2012); Building a Reading Life (Calkins & Tolan, 2010); Pathways to the Common Core: Accelerating Achievement (Calkins et. al., 2012)

Tier: Tier 1

| Activity - Teachers will incorporate Reading Workshop  | 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, teacher will use more books and read alouds during instruction. | Professional Learning | Tier 1 | Implement | 09/04/2017 | 06/29/2018 | \$1000            | Title I Schoolwide | Reading Specialist, Instructional Coach, Teachers, Principal |

| Activity - Informational Text Cross Curricular Integration  | 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 | 09/05/2017 | 06/29/2018 | \$800             | Title I Schoolwide | Reading Specialist, Teachers, Instructional Coach, Principal |

## School Improvement Plan

Academy for Business and Technology Elementary

| Activity - MDE School Improvement/Assessment Conference  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible              |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| Instructional Coach will attend the conference to bring back interventions that are cross grade level and for all facets of instruction and support. | Professional Learning | Tier 1 | Implement | 05/01/2017 | 07/01/2018 | \$400             | Title II Part A   | Instructional Coach, Principal |

### Strategy 2:

Response to Intervention and Positive Behavior Intervention Support - Teachers will provide reading instruction and intervention to students that is well-organized, creative, interesting and relevant to students, focussing on various types of reading.

Category: English/Language Arts

Research Cited: What Works in Schools: Translating Research into Action (Marzano, et. al., 2003), Pathways to Common Core: Accelerating Achievement (Calkins, et. al., 2012)

Tier: Tier 1

| Activity - Author Study  | Activity Type  | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|--|----------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Teachers will provide opportunities for students to study and learn about different authors of children's books during the year and through an Author Study during Reading Month. Each classroom will create a report which they will display on their door during Reading Month. (For example but not limited to Butcher block paper, copy paper, construction paper and other supplies are needed) | Implementation | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$500             | Title I Schoolwide | All teachers, Rtl Interventionist, Reading Specialist, Instructional Coach, Principal |

| Activity - Before, During and After Reading  | 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. In addition, purchase resources from Teacher Pay Teacher. | Academic Support Program, Implementation | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$1700            | Title III, Section 31a | Reading Specialist, All Teachers, Rtl interventionist, Para-educators, Instructional Coach, Principal |

| Activity - Daily Reading to Students | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Academy for Business and Technology Elementary

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|---|------------------------|--------|---------|------------|------------|--------|--------------------|---|
| 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 | 09/05/2017 | 06/29/2018 | \$1000 | Title I Schoolwide | All Teachers, para-educators, Reading Interventionist, Instructional Coach, Principal |
|---|------------------------|--------|---------|------------|------------|--------|--------------------|---|

| Activity - Tier Time Reading Specialist (1) & Reading Interventionists (1)   | 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 Reading Interventionist will push into the classroom and work with tier 2 children who need additional interventions. The Reading Specialist will pull tier 3 students out for additional interventionist during this tier time or during their special classes. The Reading Specialist will also assist teachers with reading instruction, remediation, and assessment for our low performing readers. | Academic Support Program | Tier 3 | Monitor | 08/14/2017 | 06/29/2018 | \$108000          | Title I Schoolwide, Section 31a | Reading Specialist, Teachers, Reading Interventionist, Instructional Coach, Principal |

| Activity - Developmental Reading Assessment   | 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 | 09/05/2017 | 06/29/2018 | \$1500            | Section 31a       | General Education Teachers, Reading Specialist, Interventionist |

| Activity - Online Computer Applications   | 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, Headsprout and Raz Kids on a weekly basis. | Technology    | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$1500            | Title I Schoolwide | All teachers, instructional coach |

| Activity - Social Work Support | 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

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|---|----------------------------|--------|---------|------------|------------|---------|-------------|--------------------------|
| 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 | 09/05/2017 | 06/29/2018 | \$25500 | Section 31a | Social Worker, Principal |
|---|----------------------------|--------|---------|------------|------------|---------|-------------|--------------------------|

| Activity - Trade Book for Events   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|--------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| To help promote reading outside of the classroom, high interest trade books will be given to students through out the school year. These books can be purchased through but not limited to Scholastic Book Orders, Scholastic Warehouse Sale, book sales, etc. | Parent Involvement | Tier 3 | Implement | 09/05/2017 | 06/29/2018 | \$3000            | Title I Schoolwide | Reading Specialist, Rtl Interventionist, Instructional Staff, Instructional Coach, School Leader |

| Activity - Motivation for Reading   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Teachers will provide students with various activities to promote reading, such as but not limited to School-wide Read In, School-wide Buddy Reading, School-wide DEAR, Reading Month Kick-Off activities, etc. | Academic Support Program | Tier 1 | Implement | 01/08/2018 | 04/27/2018 | \$500             | Title I Schoolwide | Reading Specialist, Rtl Interventionist, Instructional Staff, Instructional Coach, School Leader |

### Strategy 3:

Writing Across the Curriculum - The Academy for Business & Technology Elementary School will utilize technology, constructed response questions, problem solving and journals to embed writing into Reading.

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 - Reading Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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## School Improvement Plan

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|  |  |             |              |                   |                 |                          |                          |   |
|--|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| 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 the Performance Series. Teachers will be required to keep a Reading word wall with current vocabulary necessary for their current topic. | Academic Support Program                     | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$0                      | No Funding Required      | Teachers, Instructional Coach, Principal                              |
| <b>Activity - Writing Sample Submission</b>  | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will assign a Reading constructed response question to the students monthly, either on paper or through blogging and submit samples for review and progress monitoring.   | Technology , Academic Support Program        | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$0                      | No Funding Required      | Teachers, Instructional Coach, Principal                              |
| <b>Activity - Annual Publishing of Writing</b>   | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| 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      | 09/05/2017        | 06/29/2018      | \$2000                   | Title I Schoolwide       | Teachers, Instructional Coach, Principal                              |
| <b>Activity - Best Practice in Teaching Writing</b>  | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will work in small groups during professional development days reviewing writing samples of students to brainstorm, research and plan for the implementation of best practices in each grade level.   | Professional Learning                        | Tier 1      | Monitor      | 08/14/2017        | 06/29/2018      | \$0                      | No Funding Required      | Teachers, Instructional Support Staff, Instructional Coach, Principal |
| <b>Activity - Motivation for Writing</b>   | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will celebrate writing through a variety of activities during the year. (e.g. author studies, poetry month, writing contest, Write-A-Thon, Publishing Parties, etc.)  | Academic Support Program, Direct Instruction | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$500                    | Title I Schoolwide       | Teachers, Reading Specialist, Instructional Coach, Principal          |
| <b>Activity - Weekly Writing with Relevant and Meaningful Prompts</b>  | <b>Activity Type</b>                         | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |

## School Improvement Plan

Academy for Business and Technology 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 WriteSteps. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0 | No Funding Required | Classroom Teachers, Instructional Coach, Para-educators, Principal |
|---|--------------------------|--------|---------|------------|------------|-----|---------------------|--|

### (shared) Strategy 4:

Alignment of curriculum, instruction, assessment - Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.

Category: English/Language Arts

Research Cited: Curriculum Crafter

Tier: Tier 1

| Activity - Curriculum Crafter  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                   |
|--|--------------------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program | Tier 1 | Monitor | 08/14/2017 | 06/29/2018 | \$850             | Title I Schoolwide | Instructional Staff, Instructional Coach, Principal |

| Activity - Naiku   | Activity Type                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|---------------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Naiku has built-in professionally developed benchmark assessments for mathematics and reading aligned to the Common Core State Standards. The teachers will be able to use these assessments to benchmark their students at anytime for data driven decisions. | Technology , Direct Instruction | Tier 1 | Implement | 07/01/2017 | 06/29/2018 | \$700             | Section 31a       | Instructional Staff, Support Staff, Instructional Coach, School Leader |

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

## School Improvement Plan

Academy for Business and Technology Elementary

|   |                       |        |           |            |            |        |                 |   |
|---|-----------------------|--------|-----------|------------|------------|--------|-----------------|---|
| The staff will receive training on Naiku. 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 | Implement | 07/01/2017 | 06/29/2018 | \$1000 | Title II Part A | Instructional Teachers, Support Staff, Instructional Coach, School Leader |
|---|-----------------------|--------|-----------|------------|------------|--------|-----------------|---|

### Measurable Objective 3:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on the Reading comprehension in English Language Arts by 06/30/2017 as measured by Michigan State Assessment, KC4 ELA Assessment Data, Performance Series grade level benchmark assessment data. .

### Strategy 1:

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: What Works in Schools: 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 Understanding (Fisher & Frey, 2007)

Tier: Tier 1

| Activity - After School Tutoring  | 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 | 09/05/2017 | 06/29/2018 | \$18000           | Title I Schoolwide | Principal, Instructional Coach, After-School Tutors |

| Activity - Assistance for Struggling Readers | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Academy for Business and Technology 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, and Tumblebooks)  | Academic Support Program | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$8000                   | Title I Schoolwide       | Principal, All Teachers, Reading Interventionist, Instructional Support Staff, Instructional Coach |
| <b>Activity - Parent/Community Involvement</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The 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)<br><br>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. | Parent Involvement       | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$1000                   | Title I Schoolwide       | Literacy Committee, Reading Specialist/Interventionists, Instructional Coach, Principal            |
| <b>Activity - Data Analysis</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The school will use MI School Data portal along with Performance Series 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      | 09/05/2017        | 06/29/2018      | \$0                      | No Funding Required      | Principal, Instructional Coach, All Teachers   |
| <b>Activity - Summer Specially Designed Program</b>   | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The 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      | 06/25/2018        | 08/10/2018      | \$18000                  | Title I Schoolwide       | Principal, Instructional Coach, Summer Program Instructors   |

### Measurable Objective 4:

## School Improvement Plan

Academy for Business and Technology Elementary

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 in Writing at all grade levels in English Language Arts by 06/29/2018 as measured by a Michigan State assessment, Write Step, and grade level benchmark assessment data. .

### Strategy 1:

Writing Workshop - The Writing Workshop will help to teach opinion, information and narrative writing with increasing complexity and sophistication. It will foster higher level thinking by providing opportunities to synthesize, analyze and critique writing samples.

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 - The Craft of Writing  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| Teachers in all grades will help students learn the mechanics and the craft of writing through programs such as but not limited to WriteSteps program. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Teachers, Instructional Support, Instructional Coach, Principal |

| Activity - Writer of the Month  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|---------------------|---|
| The Academy will select a K-2/3-5 writer of the month focusing each month on a specific trait (e.g. voice, details, etc.) | Academic Support Program | Tier 1 | Implement | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Reading Specialist, Classroom Teachers, Instructional Coach, Instructional Staff, Principal |

| Activity - Improve Spelling and Mechanics/Conventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Academy for Business and Technology Elementary

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|--|--------------------------|--------|---------|------------|------------|--------|---------------------------------|---|
| Teachers will provide writing instruction on a weekly basis that allows students an opportunity to improve their spelling skills, as well as their mastery of writing mechanics/conventions across the curriculum. This will include resources like but not limited to Words I Use When I Write (K-2, 3-5), My Word Book (K) or Words Their Way. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$1950 | Section 31a, Title I Schoolwide | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal |
|--|--------------------------|--------|---------|------------|------------|--------|---------------------------------|---|

### Strategy 2:

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

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  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------|--------|---------|------------|------------|-------------------|---------------------|---|
| 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 | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Teachers, Instructional Support Staff, Instructional Coach, Principal |

| Activity - Teacher-Student Conferences   | 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. | Communication | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Teachers, Instructional Support Staff, Instructional Coach, Principal |

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

## School Improvement Plan

Academy for Business and Technology Elementary

### Measurable Objective 1:

10% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency appropriate to their grade level in Science by 06/29/2018 as measured by Michigan's State assessment, KC4 Social Studies Assessment Data and grade level benchmark assessment data..

### Strategy 1:

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.

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

Tier: Tier 1

| Activity - Real Life Connections  | Activity Type                         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|---------------------------------------|--------|---------|------------|------------|-------------------|--------------------|---|
| 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 | 09/05/2017 | 06/29/2018 | \$850             | Title I Schoolwide | Classroom Teachers, Tutors, Instructional Coach and Principal   |
| Activity - Collaboration about Best Practice  | Activity Type                         | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
| Grade level and/or grade span teachers will meet weekly to focus on and collaborate about instructional best practices. Literature will be used to focus these meetings. Teachers will engage in PLC (Professional Learning Communities) by collaboratively reading a selected book. Additional Professional Development from Wayne RESA.   | Professional Learning                 | Tier 1 | Monitor | 08/14/2017 | 06/29/2018 | \$4000            | Title II Part A    | Teachers, Special Education Teachers, ELL Teachers, Para-educators, Instructional Coach and Principal |

## School Improvement Plan

Academy for Business and Technology Elementary

| Activity - Cooperative Groups  | 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 through STEM education. A STEM teacher who can implement cooperative groups. | Materials     | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$51000           | Title I Schoolwide | Teachers, Instructional Support Staff, Instructional Coach, Principal |

| Activity - Professional Development-Science Standards  | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding                   | Staff Responsible                                       |
|--|-----------------------|--------|---------------|------------|------------|-------------------|-------------------------------------|---|
| Staff members will attend a professional development session on interactive science and the Next Generation Science Standards that Michigan has adopted. Teachers may attend professional development such as but not limited to Google Classroom, Promethean Planet | Professional Learning | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$12200           | Title II Part A, Title I Schoolwide | Instructional Staff, Instructional Coach, School Leader |

### Strategy 2:

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.

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);

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

Tier: Tier 1

| Activity - Science A-Z Integration   | 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 | 09/05/2017 | 06/29/2018 | \$680             | Title I Schoolwide | Teachers, Instructional Support Staff, Instructional Coach, Principal |

| Activity - Utilize Online Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|



## School Improvement Plan

Academy for Business and Technology 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, Curriculum Crafter (KC4) assessments, and Pearson Interactive Science assessments will monitor progress of students.   | Technology , Academic Support Program | Tier 2      | Monitor      | 09/06/2016        | 06/23/2017      | \$1000                   | Title I Schoolwide       | Teachers, Instructional Support Staff, Instructional Coach, Principal |
| <b>Activity - Promethean Planet Integration</b>   | <b>Activity Type</b>                  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Teachers will integrate technology activities, flip charts and video clips from resources such as but not limited to Promethean Planet to help keep children engaged in science and STEM activities. Maintain/replace projector, pens, lenses, bulbs and speakers annually.   | Academic Support Program              | Tier 1      | Monitor      | 09/05/2017        | 06/29/2018      | \$5000                   | Title I Schoolwide       | Teachers, Instructional Support Staff, Instructional Coach, Principal |
| <b>Activity - Analyzing and Interpreting Data</b>   | <b>Activity Type</b>                  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| 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      | 09/05/2017        | 06/29/2018      | \$2000                   | Title I Schoolwide       | Teachers, Support Instructional Staff, Instructional Coach, Principal |
| <b>Activity - Instructional Best Practice</b>   | <b>Activity Type</b>                  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| 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, and for STEM education. | Technology                            | Tier 1      | Implement    | 09/05/2017        | 06/29/2018      | \$15000                  | Title I Schoolwide       | Instructional Staff, Instructional Coach, School Leader               |

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

## School Improvement Plan

Academy for Business and Technology Elementary

Tier: Tier 1

| Activity - Problem Solving Strategies  | 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 | 09/05/2017 | 06/29/2018 | \$9000            | Title I Schoolwide, No Funding Required | Teachers, Instructional Support Staff, Instructional Coach, Principal           |
| Activity - Science Investigation PowerPoint Presentations each semester  | 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 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). School competition science fair (supplies for Science Fair Night). | Academic Support Program, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/29/2018 | \$1500            | Title I Schoolwide, Title I Schoolwide  | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal |
| Activity - Vocabulary Activities   | 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 in the Curriculum Crafter. 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   | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required                     | All Teachers, Instructional Support Staff, Instructional Coach, Principal       |

### Strategy 4:

Alignment of curriculum, instruction, assessment - Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.

Category: Science

Research Cited: Curriculum Crafter

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Academy for Business and Technology Elementary

Tier: Tier 1

| Activity - Curriculum Crafter  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                   |
|--|--------------------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program | Tier 1 | Monitor | 08/14/2017 | 06/29/2018 | \$850             | Title I Schoolwide | Instructional Staff, Instructional Coach, Principal |

### Strategy 5:

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);

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

Tier: Tier 1

| Activity - High Touch High Tech  | 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 | 09/05/2017 | 06/29/2018 | \$5000            | Title I Schoolwide | Instructional Staff, Instructional Coach, School Leader |

| Activity - Science Night  | 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. | Academic Support Program, Community Engagement | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$600             | Title I Schoolwide | Instructional Staff, Instructional Coach, School Leader, Science Committee |

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| Activity - Earth Day  | 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 | Implement     | 09/05/2017 | 06/29/2018 | \$200             | Title I Schoolwide | Instructional Staff, Instructional Coach, School Leader, Science Committee |
| Activity - Science Assembly   | 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.                  | Academic Support Program | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$2000            | Title I Schoolwide | Science Committee, Instructional Staff, Instructional Coach, School Leader |

## 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 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency appropriate to their grade level in Social Studies by 06/29/2018 as measured by the Michigan State assessments, KC4 Social Studies Assessment Data and grade level benchmark assessment data. .

### Strategy 1:

Curriculum Integration and Assessments - Staff will help students to build a sense of responsibility for their school and community through curriculum and assessment.

Category: Social Studies

Research Cited: Best Practice: 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

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Academy for Business and Technology Elementary

| Activity - Classroom and Community  | 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 | 09/05/2017 | 06/29/2018 | \$1600            | Title I Schoolwide, Title I Schoolwide | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal                  |
| Activity - Effective Evaluations  | 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 Curriculum Crafter under alternate assessments. | Evaluation         | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required                    | Classroom Teachers, Special Education Teachers, Instructional Coach, Principal                   |
| Activity - Real World Documents   | 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 | 09/05/2017 | 06/29/2018 | \$4370            | Section 31a, Title I Schoolwide        | Classroom teachers, Instructional Coach, Principal   |
| Activity - Observing, Discussing and Debating   | Activity Type      | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                      | Staff Responsible  |
| 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 such as role playing social issues.   | Direct Instruction | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required                    | Classroom teachers, instructional support staff, bilingual staff, instructional coach, Principal |

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| Activity - Engaging, Hands-On Instructional Activities   | 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 | 09/05/2017 | 06/29/2018 | \$2400            | Title III, Section 31a | Classroom teachers, Instructional support staff, Instructional Coach, Principal |

| Activity - Cooperative Groups   | 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 | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Teachers, Instructional Support Staff, Instructional Coach, Principal |

| Activity - Professional Development-PLC Books   | 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 | 09/05/2017 | 06/29/2018 | \$0               | Title I Schoolwide | Instructional Staff, Instructional Coach, Principal |

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

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|  |                        |        |         |            |            |        |                    |   |
|--|------------------------|--------|---------|------------|------------|--------|--------------------|---|
| Teachers will set aside class time regularly (at least bi-weekly) for discussions about current events which will result in a written response 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 | 09/05/2017 | 06/29/2018 | \$3500 | Title I Schoolwide | Classroom teachers, instructional coach |
|--|------------------------|--------|---------|------------|------------|--------|--------------------|---|

| Activity - Promethean Planet Integration  | Activity Type | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible                                  |
|---|---------------|--------|---------|------------|------------|-------------------|---------------------------------|--|
| Use Promethean Planet to show video clips, use flip charts and graphic organizers to motivate and engage students to write in Social Studies. Some Promethean Boards need to have speakers, pens and projectors maintained/replaced annually. | Technology    | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$7000            | Section 31a, Title I Schoolwide | Classroom Teachers, Instructional Coach, Principal |

### Strategy 3:

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

Category: Social Studies

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

Tier: Tier 1

| Activity - Social Studies Vocabulary   | 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 Performance Series. Teachers will be required to keep a Social Studies word wall with current vocabulary necessary for their current topic. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Teachers, Instructional Coach, Principal |

| Activity - Writing Sample Submission   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|--------------------------|--------|---------|------------|------------|-------------------|---------------------|--|
| Teachers will assign a Social Studies constructed response questions to the students monthly, either on paper or through blogging and submit samples for review and progress monitoring. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0               | No Funding Required | Teachers, Instructional Coach, Principal |

### Strategy 4:

Alignment of curriculum, instruction, assessment - Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the

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common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.

Category: Social Studies

Research Cited: Curriculum Crafter

Tier: Tier 1

| Activity - Curriculum Crafter  | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                   |
|--|--------------------------|--------|---------|------------|------------|-------------------|--------------------|---|
| Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program | Tier 1 | Monitor | 08/14/2017 | 06/29/2018 | \$750             | Title I Schoolwide | Instructional Staff, Instructional Coach, Principal |



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

| Activity Name  | Activity Description   | Activity Type                            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|--|--------|---------|------------|------------|-------------------|--|
| After School ELL Tutoring                                | The school will offer a free, after school tutoring program two (2) days a week, focusing on improving mathematics skills for ELL students who are below grade level.  | Academic Support Program                 | Tier 2 | Monitor | 09/04/2018 | 06/28/2019 | \$10000           | Teachers, Tutors, Para-professionals, Instructional Coach, Principal                                     |
| Integrated ESL with ELL Teacher and ELL Paraprofessional | Language support staff will provide a minimum of 100 minutes per week of 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 assessments.   | Academic Support Program                 | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$36000           | ELL Teacher, ELL paraprofessional, Instructional Coach, Principal  |
| After-School Tutoring for ELL Students                   | 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 | 09/05/2017 | 06/29/2018 | \$12210           | Language Support Staff, Instructional Coach, Principal   |
| Before, During and After Reading                         | 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. In addition, purchase resources from Teacher Pay Teacher. | Academic Support Program, Implementation | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$850             | Reading Specialist, All Teachers, Rtl Interventionist, Paraprofessionals, Instructional Coach, Principal |

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|   |  |                                      |        |           |            |            |        |   |
|---|--|--------------------------------------|--------|-----------|------------|------------|--------|---|
| Parent ELL Activity Night                   | 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   | 09/05/2017 | 06/29/2018 | \$400  | Administrators, Instructional Coach, ESL teachers, Instructional Staff          |
| Engaging, Hands-On Instructional Activities | 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 | 09/05/2017 | 06/29/2018 | \$1200 | Classroom teachers, Instructional support staff, Instructional Coach, Principal |
| Summer School ELL Program, Teacher          | 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   | 06/26/2017 | 08/04/2017 | \$2775 | ELL Language Teacher, support staff, Instructional Staff, Principal             |

### Title II Part A

| Activity Name                                | Activity Description  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|-----------------------|--------|-----------|------------|------------|-------------------|---|
| Leadership Growth/Professional Development   | School Leader and Instructional Coach will participate in professional development activities that help to improve teaching and learning.                                       | Professional Learning | Tier 1 | Monitor   | 08/20/2018 | 07/15/2019 | \$4200            | Instructional Coach, Principal  |
| Naiku Professional Development               | The staff will receive training on Naiku. 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 | Implement | 07/01/2017 | 06/29/2018 | \$1000            | Instructional Teachers, Support Staff, Instructional Coach, School Leader |
| MDE School Improvement/Assessment Conference | Instructional Coach will attend the conference to bring back interventions that are cross grade level and for all facets of instruction and support.                            | Professional Learning | Tier 1 | Implement | 05/01/2017 | 07/01/2018 | \$400             | Instructional Coach, Principal  |

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|  |   |                       |        |               |            |            |        |   |
|--|---|-----------------------|--------|---------------|------------|------------|--------|---|
| FocalPointK12 Professional Development     | 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 | Getting Ready | 07/02/2018 | 06/28/2019 | \$1000 | Instructional Staff, Support Staff, Instructional Coach, School Leader                                |
| Peer Observation                           | 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       | 09/04/2018 | 06/28/2019 | \$500  | Teachers, Instructional Coach, Principal  |
| Professional Development-Science Standards | Staff members will attend a professional development session on interactive science and the Next Generation Science Standards that Michigan has adopted. Teachers may attend professional development such as but not limited to Google Classroom, Promethean Planet  | Professional Learning | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$7200 | Instructional Staff, Instructional Coach, School Leader   |
| Collaboration about Best Practice          | Grade level and/or grade span teachers will meet weekly to focus on and collaborate about instructional best practices. Literature will be used to focus these meetings. Teachers will engage in PLC (Professional Learning Communities) by collaboratively reading a selected book. Additional Professional Development from Wayne RESA. | Professional Learning | Tier 1 | Monitor       | 08/14/2017 | 06/29/2018 | \$4000 | Teachers, Special Education Teachers, ELL Teachers, Para-educators, Instructional Coach and Principal |

### No Funding Required

| Activity Name                      | Activity Description  | Activity Type      | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|------------------------------------|---|--------------------|--------|---------|------------|------------|-------------------|--|
| Observing, Discussing and Debating | 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 such as role playing social issues. | Direct Instruction | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0               | Classroom teachers, instructional support staff, bilingual staff, instructional coach, Principal |

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|                           |  |                          |        |         |            |            |     |   |
|---------------------------|--|--------------------------|--------|---------|------------|------------|-----|---|
| Social Studies Vocabulary | 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 Performance Series. Teachers will be required to keep a Social Studies word wall with current vocabulary necessary for their current topic. | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Coach, Principal                              |
| Writing Sample Submission | Teachers will assign a Social Studies constructed response questions to the students monthly, either on paper or through blogging and submit samples for review and progress monitoring.   | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Coach, Principal                              |
| Cooperative Groups        | Teachers will provide students in all grade levels with regular opportunities to participate in cooperative group projects.  | Direct Instruction       | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Support Staff, Instructional Coach, Principal |
| Pre-Writing Activities    | 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 | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Support Staff, Instructional Coach, Principal |
| The Craft of Writing      | Teachers in all grades will help students learn the mechanics and the craft of writing through programs such as but not limited to WriteSteps program.   | Academic Support Program | Tier 1 | Monitor | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Support, Instructional Coach, Principal       |
| Writing Sample Submission | Teachers will assign a mathematics constructed response question or text dependent analysis to the students monthly, either on paper or through blogging and submit samples for review and progress monitoring.  | Monitor                  | Tier 1 | Monitor | 09/04/2018 | 06/28/2019 | \$0 | Teachers, Instructional Coach, Principal                              |
| Data Analysis             | The school will use MI School Data portal along with Performance Series 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 | 09/05/2017 | 06/29/2018 | \$0 | Principal, Instructional Coach, All Teachers                          |

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|   |   |                                      |        |           |            |            |     |   |
|---|---|--------------------------------------|--------|-----------|------------|------------|-----|---|
| Three-Phase Teaching Model                          | Teachers will be trained and be required to use the Three-Phase Teaching Model. This model suggests that in the first phase teachers are required to explicitly teach a lesson. In the second phase, teachers use cooperative groups or paired partnerships for the students to practice the skills they are required to learn. In the third phase, students work independently with less guided practice to successfully master a cross curricular performance task. | Professional Learning                | Tier 1 | Monitor   | 09/04/2018 | 06/28/2019 | \$0 | All Teachers, Instructional Coach, Principal  |
| 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   | 09/05/2017 | 06/29/2018 | \$0 | Classroom Teachers, Instructional Coach, Para-educators, Principal                          |
| Teacher-Student Conferences                         | 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.  | Communication                        | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Support Staff, Instructional Coach, Principal                       |
| Best practices for teaching mathematics             | 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.   | Professional Learning                | Tier 1 | Monitor   | 08/20/2018 | 06/28/2019 | \$0 | All Teachers, Instructional Staff, Instructional Coach, Principal                           |
| Writing Sample Submission                           | Teachers will assign a Reading constructed response question to the students monthly, either on paper or through blogging and submit samples for review and progress monitoring.  | Technology, Academic Support Program | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Coach, Principal  |
| Writer of the Month                                 | The Academy will select a K-2/3-5 writer of the month focusing each month on a specific trait (e.g. voice, details, etc.)   | Academic Support Program             | Tier 1 | Implement | 09/05/2017 | 06/29/2018 | \$0 | Reading Specialist, Classroom Teachers, Instructional Coach, Instructional Staff, Principal |

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|   |   |                          |        |           |            |            |     |  |
|---|---|--------------------------|--------|-----------|------------|------------|-----|--|
| Best Practice in Teaching Writing             | Teachers will work in small groups during professional development days reviewing writing samples of students to brainstorm, research and plan for the implementation of best practices in each grade level.  | Professional Learning    | Tier 1 | Monitor   | 08/14/2017 | 06/29/2018 | \$0 | Teachers, Instructional Support Staff, Instructional Coach, Principal          |
| Effective Evaluations                         | 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 Curriculum Crafter under alternate assessments. | Evaluation               | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$0 | Classroom Teachers, Special Education Teachers, Instructional Coach, Principal |
| Student Data Folders and Electronic Snapshots | All staff members will be trained on accessing data and reports for the student data folders. All instructional staff will be trained on instructional goal setting for students using benchmark results.   | Professional Learning    | Tier 1 | Monitor   | 08/20/2018 | 06/28/2019 | \$0 | Instructional Coach, Teachers, Paraprofessionals, Principal                    |
| Reading Vocabulary                            | 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 the Performance Series. Teachers will be required to keep a Reading word wall with current vocabulary necessary for their current topic.  | Academic Support Program | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Coach, Principal                                       |
| Problem Solving Strategies                    | 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 | 09/05/2017 | 06/29/2018 | \$0 | Teachers, Instructional Support Staff, Instructional Coach, Principal          |
| Grade Level Meetings                          | 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.  | Teacher Collaboration    | Tier 1 | Evaluate  | 09/04/2018 | 06/28/2019 | \$0 | All teachers, Instructional Support Staff, Instructional Coach, Principal      |

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|                             |   |                          |        |         |            |            |     |   |
|-----------------------------|---|--------------------------|--------|---------|------------|------------|-----|---|
| ELL Small Group Instruction | 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 | 09/04/2018 | 06/28/2019 | \$0 | Classroom Teachers, Instructional Support Staff                           |
| Vocabulary Activities       | 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 in the Curriculum Crafter. 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 | 09/05/2017 | 06/29/2018 | \$0 | All Teachers, Instructional Support Staff, Instructional Coach, Principal |

### Section 31a

| Activity Name   | Activity Description   | Activity Type            | Tier   | Phase   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|--|--------------------------|--------|---------|------------|------------|-------------------|---|
| Classroom Computer Lab  | 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 | 09/04/2018 | 06/28/2019 | \$19600           | Technology Teacher, Classroom Teacher, Instructional Coach, Principal                 |
| Tier Time Reading Specialist (1) & Reading Interventionists (1) | 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 Reading Interventionist will push into the classroom and work with tier 2 children who need additional interventions. The Reading Specialist will pull tier 3 students out for additional interventionist during this tier time or during their special classes. The Reading Specialist will also assist teachers with reading instruction, remediation, and assessment for our low performing readers. | Academic Support Program | Tier 3 | Monitor | 08/14/2017 | 06/29/2018 | \$55000           | Reading Specialist, Teachers, Reading Interventionist, Instructional Coach, Principal |

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|  |   |                                 |        |               |            |            |         |   |
|--|---|---------------------------------|--------|---------------|------------|------------|---------|---|
| FocalPointK12  | 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 | Getting Ready | 07/02/2018 | 06/28/2019 | \$1250  | Instructional Staff, Support Staff, Instructional Coach, School Leader          |
| Promethean Planet Integration                            | Use Promethean Planet to show video clips, use flip charts and graphic organizers to motivate and engage students to write in Social Studies. Some Promethean Boards need to have speakers, pens and projectors maintained/replaced annually.   | Technology                      | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$2000  | Classroom Teachers, Instructional Coach, Principal                              |
| Integrated ESL with ELL Teacher and ELL Paraprofessional | Language support staff will provide a minimum of 100 minutes per week of 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 assessments.  | Academic Support Program        | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$50000 | ELL Teacher, ELL paraprofessional, Instructional Coach, Principal               |
| Use of Manipulatives                                     | 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 | Implement     | 09/04/2018 | 06/28/2019 | \$2000  | Teachers, Instructional Coach, Principal  |
| Social Work Support                                      | 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       | 09/05/2017 | 06/29/2018 | \$25500 | Social Worker, Principal  |
| Improve Spelling and Mechanics/Conventions               | Teachers will provide writing instruction on a weekly basis that allows students an opportunity to improve their spelling skills, as well as their mastery of writing mechanics/conventions across the curriculum. This will include resources like but not limited to Words I Use When I Write (K-2, 3-5), My Word Book (K) or Words Their Way.  | Academic Support Program        | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$1200  | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal |
| Real World Documents                                     | 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     | 09/05/2017 | 06/29/2018 | \$2500  | Classroom teachers, Instructional Coach, Principal                              |



## School Improvement Plan

Academy for Business and Technology Elementary

|   |  |  |        |           |            |            |         |  |
|---|--|--|--------|-----------|------------|------------|---------|--|
| Developmental Reading Assessment            | 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   | 09/05/2017 | 06/29/2018 | \$1500  | General Education Teachers, Reading Specialist, Interventionist                                      |
| Engaging, Hands-On Instructional Activities | 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 | 09/05/2017 | 06/29/2018 | \$1200  | Classroom teachers, Instructional support staff, Instructional Coach, Principal                      |
| Before, During and After Reading            | 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. In addition, purchase resources from Teacher Pay Teacher. | Academic Support Program, Implementation | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$850   | Reading Specialist, All Teachers, Rtl interventionist, Par-educators, Instructional Coach, Principal |
| Summer Specially Designed Program           | The school will offer a free summer academic specially designed program focusing on improving mathematic skills for students who are below grade level through science, technology, and mathematics integration.   | Academic Support Program                 | Tier 2 | Monitor   | 06/25/2018 | 08/10/2018 | \$21000 | Summer School Teachers, Instructional Coach, Principal   |
| Naiku                                       | Naiku has built-in professionally developed benchmark assessments for mathematics and reading aligned to the Common Core State Standards. The teachers will be able to use these assessments to benchmark their students at anytime for data driven decisions.   | Technology, Direct Instruction           | Tier 1 | Implement | 07/01/2017 | 06/29/2018 | \$700   | 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 |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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## School Improvement Plan

Academy for Business and Technology Elementary

|  |   |                          |        |           |            |            |        |   |
|--|---|--------------------------|--------|-----------|------------|------------|--------|---|
| Current Events                             | Teachers will set aside class time regularly (at least bi-weekly) for discussions about current events which will result in a written response 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   | 09/05/2017 | 06/29/2018 | \$3500 | Classroom teachers, instructional coach   |
| Professional Development-PLC Books         | 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 | 09/05/2017 | 06/29/2018 | \$0    | Instructional Staff, Instructional Coach, Principal                                     |
| Parent/Community Involvement               | 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)<br><br>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. | Parent Involvement       | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$1000 | Literacy Committee, Reading Specialist/Interventionists, Instructional Coach, Principal |
| Improve Spelling and Mechanics/Conventions | Teachers will provide writing instruction on a weekly basis that allows students an opportunity to improve their spelling skills, as well as their mastery of writing mechanics/conventions across the curriculum. This will include resources like but not limited to Words I Use When I Write (K-2, 3-5), My Word Book (K) or Words Their Way.  | Academic Support Program | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$750  | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal         |
| enVision MATH                              | Teachers and instructional support staff will use enVision MATH to develop computational fluency, algebraic thinking, problem solving and analyzing fraction concepts. This supplemental program offers technology interactive integration along with manipulative kits that offers a more hands-on approach to supplement our mathematics curriculum. (online component and teacher/student resources). Also includes kits for differentiated centers to offer additional support in mathematics through D.I. pre-planned centers. Purchase consumables annually.                            | Academic Support Program | Tier 1 | Monitor   | 09/04/2018 | 06/28/2019 | \$3000 | Teachers, Instructional Staff, Instructional Coach, Principal                           |
| Online Computer Applications               | Teachers will provide students with time to access online computer applications such as but not limited to Moby Max, Headsprout and Raz Kids on a weekly basis.   | Technology               | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$1500 | All teachers, instructional coach   |

## School Improvement Plan

Academy for Business and Technology Elementary

|                                     |   |                                      |        |               |            |            |         |  |
|-------------------------------------|---|--------------------------------------|--------|---------------|------------|------------|---------|--|
| Intervention<br>Mathematics Teacher | 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       | 08/20/2018 | 06/28/2019 | \$40000 | Instructional Support Staff, Instructional Coach, Principal                |
| Utilize Online Resources            | 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, Curriculum Crafter (KC4) assessments, and Pearson Interactive Science assessments will monitor progress of students.   | Technology, Academic Support Program | Tier 2 | Monitor       | 09/06/2016 | 06/23/2017 | \$1000  | Teachers, Instructional Support Staff, Instructional Coach, Principal      |
| Science A-Z Integration             | 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       | 09/05/2017 | 06/29/2018 | \$680   | Teachers, Instructional Support Staff, Instructional Coach, Principal      |
| Instructional Best Practice         | 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, and for STEM education. | Technology                           | Tier 1 | Implement     | 09/05/2017 | 06/29/2018 | \$15000 | Instructional Staff, Instructional Coach, School Leader                    |
| Science Assembly                    | Students will participate in a science related assembly such as but not limited to endangered species, environment, wild life, habitat, etc.  | Academic Support Program             | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$2000  | Science Committee, Instructional Staff, Instructional Coach, School Leader |
| Instructional Best Practice         | 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 | Implement     | 09/04/2018 | 06/28/2019 | \$20000 | Instructional Staff, Instructional Coach, School Leader                    |

## School Improvement Plan

Academy for Business and Technology Elementary

|                               |  |  |        |               |            |            |         |  |
|-------------------------------|--|--|--------|---------------|------------|------------|---------|--|
| Science Night                 | 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.  | Academic Support Program, Community Engagement | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$600   | Instructional Staff, Instructional Coach, School Leader, Science Committee |
| Real Life Connections         | 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       | 09/05/2017 | 06/29/2018 | \$850   | Classroom Teachers, Tutors, Instructional Coach and Principal              |
| Promethean Planet Integration | Teachers will integrate technology activities, flip charts and video clips from resources such as but not limited to Promethean Planet to help keep children engaged in science and STEM activities. Maintain/replace projector, pens, lenses, bulbs and speakers annually.  | Academic Support Program                       | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$5000  | Teachers, Instructional Support Staff, Instructional Coach, Principal      |
| High Touch High Tech          | 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 | 09/05/2017 | 06/29/2018 | \$5000  | Instructional Staff, Instructional Coach, School Leader                    |
| Cooperative Groups            | 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 through STEM education. A STEM teacher who can implement cooperative groups. | Materials                                      | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$51000 | Teachers, Instructional Support Staff, Instructional Coach, Principal      |

## School Improvement Plan

Academy for Business and Technology Elementary

|                           |   |                          |        |           |            |            |         |  |
|---------------------------|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Mathematics Vocabulary    | 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   | 09/04/2018 | 06/28/2019 | \$0     | Teachers, Instructional Coach, Principal   |
| Daily Reading to Students | 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   | 09/05/2017 | 06/29/2018 | \$1000  | All Teachers, para-educators, Reading Interventionist, Instructional Coach, Principal            |
| Curriculum Crafter        | Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.                        | Academic Support Program | Tier 1 | Monitor   | 08/14/2017 | 06/29/2018 | \$850   | Instructional Staff, Instructional Coach, Principal  |
| Motivation for Reading    | Teachers will provide students with various activities to promote reading, such as but not limited to School-wide Read In, School-wide Buddy Reading, School-wide DEAR, Reading Month Kick-Off activities, etc.   | Academic Support Program | Tier 1 | Implement | 01/08/2018 | 04/27/2018 | \$500   | Reading Specialist, RtI Interventionist, Instructional Staff, Instructional Coach, School Leader |
| After School Tutoring     | 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   | 09/05/2017 | 06/29/2018 | \$18000 | Principal, Instructional Coach, After-School Tutors  |

## School Improvement Plan

Academy for Business and Technology Elementary

|  |  |  |        |           |            |            |         |   |
|--|--|--|--------|-----------|------------|------------|---------|---|
| Real World Documents   | 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 | 09/05/2017 | 06/29/2018 | \$1870  | Classroom teachers, Instructional Coach, Principal                              |
| Instructional Coach  | 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   | 07/01/2018 | 07/01/2019 | \$75280 | Principal, Instructional Coach  |
| Science Investigation PowerPoint Presentations each semester | 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 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). School competition science fair (supplies for Science Fair Night). | Academic Support Program, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/29/2018 | \$1000  | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal |
| Curriculum Crafter   | Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed.   | Academic Support Program                     | Tier 1 | Monitor   | 08/20/2018 | 06/28/2019 | \$850   | Instructional Staff, Instructional Coach, Principal                             |
| After School Tutoring  | The school will offer a free after school tutoring program two (2) days a week, focusing on improving mathematics skills for students that are below grade level.  | Academic Support Program                     | Tier 2 | Monitor   | 09/04/2018 | 06/28/2019 | \$18002 | Teachers, Tutors, Instructional Coach, Principal                                |
| Daily Practice of Basic Mathematics Skills                   | 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   | 09/04/2018 | 06/28/2019 | \$3000  | Classroom Teachers, paraprofessionals   |

## School Improvement Plan

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|                               |  |                          |        |               |            |            |         |   |
|-------------------------------|--|--------------------------|--------|---------------|------------|------------|---------|---|
| Computer Applications         | 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, Flocabulary, Moby Max, etc.  | Academic Support Program | Tier 1 | Monitor       | 09/04/2018 | 06/28/2019 | \$11000 | Teachers, Instructional Support Staff, Instructional Coach, Principal                 |
| Annual Publishing of Writing  | 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       | 09/05/2017 | 06/29/2018 | \$2000  | Teachers, Instructional Coach, Principal  |
| January Math Month            | January is Math Month. All staff members will participate in a month long celebration of math, including, but not limited to, Problems of the Day, Make & Take games, daily trivia, door decorating, math calendar, etc.   | Direct Instruction       | Tier 1 | Getting Ready | 09/04/2018 | 06/28/2019 | \$1000  | Instructional Staff, Instructional Coach, School Leader                               |
| Author Study                  | Teachers will provide opportunities for students to study and learn about different authors of children's books during the year and through an Author Study during Reading Month. Each classroom will create a report which they will display on their door during Reading Month. (For example but not limited to Butcher block paper, copy paper, construction paper and other supplies are needed)           | Implementation           | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$500   | All teachers, RtI Interventionist, Reading Specialist, Instructional Coach, Principal |
| Classroom Computer Lab        | 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       | 09/04/2018 | 06/28/2019 | \$9000  | Technology Teacher, Classroom Teacher, Instructional Coach, Principal                 |
| Instructional Learning Cycles | All teachers and instructional staff will analyze their student's data (Northwest Evaluation Association (NWEA) or Unit 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       | 08/20/2018 | 06/28/2019 | \$0     | All teachers, instructional staff, Instructional Coach, Principal                     |

## School Improvement Plan

Academy for Business and Technology Elementary

|  |  |  |        |           |            |            |        |   |
|--|--|--|--------|-----------|------------|------------|--------|---|
| Problem Solving Strategies                                   | 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 | 09/05/2017 | 06/29/2018 | \$9000 | Teachers, Instructional Support Staff, Instructional Coach, Principal           |
| Science Investigation PowerPoint Presentations each semester | 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 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). School competition science fair (supplies for Science Fair Night). | Academic Support Program, Direct Instruction | Tier 1 | Implement | 09/05/2017 | 06/29/2018 | \$500  | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal |
| Teachers will incorporate Reading Workshop                   | Teachers will incorporate a reading workshop and/or phonics (RLAC) program into their daily reading instruction in order to increase student achievement. In addition, teacher will use more books and read alouds during instruction.   | Professional Learning                        | Tier 1 | Implement | 09/04/2017 | 06/29/2018 | \$1000 | Reading Specialist, Instructional Coach, Teachers, Principal                    |
| Analyzing and Interpreting Data                              | 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   | 09/05/2017 | 06/29/2018 | \$2000 | Teachers, Support Instructional Staff, Instructional Coach, Principal           |
| Classroom and Community                                      | 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 ( <a href="http://www.si.edu">www.si.edu</a> ). 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 | 09/05/2017 | 06/29/2018 | \$1300 | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal |



## School Improvement Plan

Academy for Business and Technology Elementary

|   |  |                          |        |               |            |            |         |  |
|---|--|--------------------------|--------|---------------|------------|------------|---------|--|
| Tier Time Reading Specialist (1) & Reading Interventionists (1) | 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 Reading Interventionist will push into the classroom and work with tier 2 children who need additional interventions. The Reading Specialist will pull tier 3 students out for additional interventionist during this tier time or during their special classes. The Reading Specialist will also assist teachers with reading instruction, remediation, and assessment for our low performing readers. | Academic Support Program | Tier 3 | Monitor       | 08/14/2017 | 06/29/2018 | \$53000 | Reading Specialist, Teachers, Reading Interventionist, Instructional Coach, Principal              |
| MobyMax   | MobyMax finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.   | Academic Support Program | Tier 1 | Monitor       | 07/02/2018 | 06/28/2019 | \$1000  | Teachers, Instructional Coach, Principal   |
| Parent ELL Activity Night                                       | 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       | 09/05/2017 | 06/29/2018 | \$400   | Administrators, Instructional Coach, ESL teachers, Instructional Staff                             |
| Professional Development-Science Standards                      | Staff members will attend a professional development session on interactive science and the Next Generation Science Standards that Michigan has adopted. Teachers may attend professional development such as but not limited to Google Classroom, Promethean Planet   | Professional Learning    | Tier 1 | Getting Ready | 09/05/2017 | 06/29/2018 | \$5000  | Instructional Staff, Instructional Coach, School Leader  |
| Assistance for Struggling Readers                               | 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, and Tumblebooks)   | Academic Support Program | Tier 1 | Monitor       | 09/05/2017 | 06/29/2018 | \$8000  | Principal, All Teachers, Reading Interventionist, Instructional Support Staff, Instructional Coach |

## School Improvement Plan

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|   |  |  |        |           |            |            |       |   |
|---|--|--|--------|-----------|------------|------------|-------|---|
| Informational Text Cross Curricular Integration | 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   | 09/05/2017 | 06/29/2018 | \$800 | Reading Specialist, Teachers, Instructional Coach, Principal        |
| Monitoring                                      | 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 student's attendance, academics, and behavior and refer the student to the appropriate staff member if needed.   | Direct Instruction                           | Tier 1 | Implement | 07/01/2017 | 06/29/2018 | \$0   | pupil accountant, school leader, social worker, instructional coach |
| Motivation for Writing                          | Teachers will celebrate writing through a variety of activities during the year. (e.g. author studies, poetry month, writing contest, Write-A-Thon, Publishing Parties, etc.)  | Academic Support Program, Direct Instruction | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$500 | Teachers, Reading Specialist, Instructional Coach, Principal        |
| Curriculum Crafter                              | Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program                     | Tier 1 | Monitor   | 08/14/2017 | 06/29/2018 | \$750 | Instructional Staff, Instructional Coach, Principal                 |
| Curriculum Crafter                              | Teachers will create, update and align curriculum in the web-based Curriculum Crafter tool. Crafter is aligned to the common core and provides a teacher-friendly platform for mapping. Revisions to the sequence and duration of instructional units is easily accomplished in Crafter. The teacher and Instructional Coach will meet every 6 weeks to see if instruction is on pace or whether revisions are needed. | Academic Support Program                     | Tier 1 | Monitor   | 08/14/2017 | 06/29/2018 | \$850 | Instructional Staff, Instructional Coach, Principal                 |
| School Data Analysis                            | 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 | Evaluate  | 09/04/2018 | 06/28/2019 | \$500 | Teachers, Instructional Staff, Instructional Coach, Principal       |

## School Improvement Plan

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|                                    |   |                          |        |           |            |            |         |  |
|------------------------------------|---|--------------------------|--------|-----------|------------|------------|---------|--|
| Classroom and Community            | 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 ( <a href="http://www.si.edu">www.si.edu</a> ). 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 | 09/05/2017 | 06/29/2018 | \$300   | Classroom Teachers, Instructional Support Staff, Instructional Coach, Principal                  |
| Promethean Planet Integration      | Use Promethean Planet to show video clips, use flip charts and graphic organizers to motivate and engage students to write in Social Studies. Some Promethean Boards need to have speakers, pens and projectors maintained/replaced annually.   | Technology               | Tier 1 | Monitor   | 09/05/2017 | 06/29/2018 | \$5000  | Classroom Teachers, Instructional Coach, Principal   |
| Summer Specially Designed Program  | 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   | 06/25/2018 | 08/10/2018 | \$18000 | Principal, Instructional Coach, Summer Program Instructors                                       |
| Trade Book for Events              | To help promote reading outside of the classroom, high interest trade books will be given to students through out the school year. These books can be purchased through but not limited to Scholastic Book Orders, Scholastic Warehouse Sale, book sales, etc.  | Parent Involvement       | Tier 3 | Implement | 09/05/2017 | 06/29/2018 | \$3000  | Reading Specialist, RtI Interventionist, Instructional Staff, Instructional Coach, School Leader |
| Earth Day                          | 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 | Implement | 09/05/2017 | 06/29/2018 | \$200   | Instructional Staff, Instructional Coach, School Leader, Science Committee                       |
| Professional Development-PLC Books | 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   | 08/20/2018 | 06/28/2019 | \$1200  | All Instructional Staff, Instructional Coach, Principal  |