Single Building District Improvement Plan

Advanced Technology Academy

Mrs. Cynthia Andersen, CEO
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DEARBORN, MI 48126-3755
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Goals Summary

Goal 1: All students at Advanced Technology Academy will become proficient in grade level mathematics content.

Goal 2: All students at Advanced Technology Academy will become proficient in science.

Goal 3: All students at Advanced Technology Academy will become proficient in reading.

Goal 4: All students at Advanced Technology Academy will become proficient in writing.

Goal 5: All students at Advanced Technology Academy will become proficient at grade level social studies content.

Goal 6: All students not mastering State academic achievement standards will demonstrate growth in each content area: mathematics, ELA, science and social studies.

Goal 7: All students at Advanced Technology Academy will be career and college ready in 21st century content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health and wellness awareness.

Goal 8: Increase parent/guardian/family participation & involvement in student achievement.

Activity Summary by Funding Source
Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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.
Executive Summary
Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school’s size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Advanced Technology Academy, a PreK - 12 public charter school, is located in Dearborn, Michigan. Authorized by Lake Superior State University, the Academy continues to expand and enhance its educational program with exciting new initiatives and opportunities for all students. The demand for this rigorous and relevant approach to education is evident by the Academy’s growing enrollment, with just over 50 students in 2001 to 1,425 students in 2012 - 2013.

The majority of the Academy’s students reside in Detroit (88%) and surrounding communities. Over the last three years, our percentage of Hispanic / Latino students has increased from 10% to 13% of total enrollment and our students with identified Special Education needs continues to increase, from 120 students (9% of enrollment) in 2011 - 12 to 156 students (11%) in 2012 - 2013.

As the Academy is not a ‘neighborhood’ school for the majority of its enrolled students, after-school student and family activity participation rates remain challenging.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement
To provide students with high-quality interdisciplinary learning experiences that challenge them academically and to develop students' problem-solving, critical thinking, and communication skills. By building strong local partnerships with business and higher education, Advanced Technology Academy (ATA) and our Ford PAS Business Education Advisory Council (BEAC) encourage and prepare students for success in college and professional careers in business, engineering, health care and technology.

Vision Statement
We will educate children with a rigorous curriculum in a safe and consistent environment where all students will develop the social, academic and technological skills needed to succeed in the global marketplace.

Belief Statements
ATA students will be:
- critical and independent thinkers;
- effective communicators;
- prepared to do well in college and in the workplace;
- socially responsible and culturally aware;
- technologically literate; and
- adept problem solvers and decisions makers.

With high expectations for post-secondary and career success for all students, the Academy continues to expand and enhance the educational programming and instructional delivery approaches for students. Offering electives in STEM (science, technology, engineering and mathematics) fields for grades K-12 and merging the last two years of high school with the first two years of college with concurrent enrollment opportunities for all high school students reflects the mission and vision of the school.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The Academy continues to graduate over 80% of its students and all graduating seniors are accepted to post-secondary institutions. Many seniors graduate with college credits through the Academy's concurrent-enrollment program from Lake Superior State University or Davenport University, saving families over one million dollars in free tuition.

Additional collaborations with post-secondary institutions continue for 2013 - 2014, involving initiatives for STEM and Business careers through Eastern Michigan University, University of Michigan - Ann Arbor, and University of Michigan - Flint.

Over the last three years, student achievement scores in most grade levels and content areas improved, reflecting academic growth. Despite these improvements, some students remain below state and national norms in terms of proficiency and college readiness benchmarks. Over the next three years, ATA will strive to increase the number of students who are at or above grade level in all content areas.
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Academy embarked on a new approach to delivering content education at the elementary school for 2012 - 2013. For grades 2 through 5, ATA implemented a departmentalized approach for core classes, with students changing classrooms and teachers for instruction in math, language arts, science and social studies. Each content teacher in the elementary school maintains an endorsement in their area, allowing students to receive daily specialized content instruction. For 2013 -2014, an innovative program to be piloted in the elementary special STEM class is "Engineering is Elementary" (EIE). With support from Eastern Michigan University, EIE will encourage all children to envision themselves as potential engineers, as students apply science knowledge in fun and meaningful ways.

At the middle and high school grades, also with support from Eastern Michigan University, ATA is expanding the program Project Lead the Way (PLTW). This research-based model emphasizes critical thinking, creativity, innovation and real-world problem solving through hands-on learning and provides students a foundation for post-secondary training and career success in STEM-related fields.

New for 2013 - 2014, the Academy further developed its career pathway offerings at the high school through its partnership with Ford Next Generation Learning’s (Ford NGL) career academies. Students may now elect to participate in a career academy within the school for business or STEM. The career academies offer electives and dual / concurrent-enrollment opportunities in their post-secondary interests. ATA is also pursuing an Early / Middle College designation so that the school may offer these students the opportunity of receiving an associate's degree and/or up to 60 transferable college credits in five years.

For additional information, please visit the Academy's web-site: www.atafordpas.org
Improvement Plan Stakeholder Involvement
Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.
Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

SIP Executive Team consists of CEO, CFO, Administrators, Principals and Directors - Monday Weekly Meetings
SIP Administrator Teams consist of the content Academic Leaders, Principals and Directors - Weekly / Monthly Meetings
District Content SIP Teams consist of Academic Leaders and PLC Leaders - Quarterly / Monthly Meetings
Building SIP Teams consist of the Principal and Staff - Monthly Meetings
Building SIP Content Teams consist of PLC Leaders and content Staff - Monthly Meetings

All staff are informed of their SI roles and responsibilities in their job descriptions, and these are revisited at the August all staff in-service.

Parent SIP Team consists of the Director of SI, Middle School Dean of Students and parents / guardians.

Parents volunteer for participation on the team. The meetings are publicized on the school calendar and all parents / guardians are welcome at any meeting. Meetings alternate between morning and afternoon to accommodate parent / guardian schedules.

Student participation comes via feedback from surveys. A student SIP Team will be piloted for 2013 - 2014.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

CEO, CFO, Administrators, Program Directors (Special Education, Title-I etc.), Principals, Academic Content Leaders, PLC Leaders, all Faculty, Parents, and Students.

Drafting of goals, objectives, strategies and activities was completed by Academic Leaders, based on outcomes from meetings where data from surveys, assessments and programs was analyzed. Administrators and principals reviewed before final submission.

Information, beyond achievement and program data, for the Comprehensive Needs Assessment was collected from all stakeholders via meetings and surveys.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

After the submission of the plan on 6/28, the documents will be uploaded to the Academy's website in August. All faculty and staff will be given a copy of the plan during the August in-service. All parents will be informed of how to access the plan from the August 2013 AER letter. All school improvement goals will be posted in all classrooms. Board members will receive a copy of the plan after the 6/28 submission and
be provided an overview of the SIP at the August meeting. Progress Bulletins from Assist will be issued quarterly and posted on-line for all stakeholders.
School Data Analysis
The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.
Student Enrollment Data

How do student enrollment trends affect staffing?

When classes sizes exceed 32, another section is added. In addition, support staff (counseling, deans and security) increased as enrollment grew over the last five years. As ELL and Special Education numbers increased, professional staff were added to maintain appropriate caseload numbers and student needs. These staffing adjustments are on-going based on need.

How do student enrollment trends affect staff recruitment?

Faculty and staff recruitment efforts continue throughout the year, as additional and/or specialized endorsements / credentials are needed to meet identified needs.

How do student enrollment trends affect budget?

The budget is adjusted accordingly twice a year to reflect additional staffing / facility requirements resulting from newly identified needs from enrolled students.

How do student enrollment trends affect resource allocations?

Staffing, facility and instructional resources are re-allocated to the appropriate grade level and/or sub-group as needed throughout the year.

How do student enrollment trends affect facility planning and maintenance?

Enrollment numbers are always considered in setting and revising all line item budget categories for facility and maintenance departments. For 2013 - 2014, an additional pre-school room is being built to accommodate increased enrollment.

How do student enrollment trends affect parent/guardian involvement?

Over the last 5 years, parent / guardian participation rates have remained about the same, despite increases in enrollment.

How do student enrollment trends affect professional learning and/or public relations?

As any sub-group increases, the Academy offers targeted professional development and public outreach to address their identified specific needs. The Academy's Hispanic / Latino student enrollment has increased from 11% to 13% over the last three years. As a result, the Academy increased its ELL staffing and its collaborations and outreach with Latino Family Services for support for students and families.
staff received training for differentiation of lessons in the general classroom to support ELLs in 2011 - 2012 and this support and staff development will continue for 2013 - 2014.

For 2013 - 2014, the Academy is also training all staff on Ruby Payne’s A Framework for Understanding Proverty; and Research-Based Strategies for Narrowing the Achievement Gap for Under-Resourced Students.

What are the challenges you noticed based on the student enrollment data?

Ensuring that staff are supported with appropriate resources and training for differentiating instruction based on enrollment trends are the challenges.

What action(s) will be taken to address these challenges?

Increasing staff to the ELL program; providing training to staff on differentiating instruction for identified sub-groups; increasing parent outreach to non-English speaking families; and recruiting Spanish speaking staff are proposed.

What are the challenges you noticed based on student attendance?

Students whose absences exceed 10 or more per class hour are more likely to have a failing grade in a core content area. First hour attendance is the lowest for all hours and for all grades K - 12.

What action(s) will be taken to address these challenges?

Automated calls to parents will continue for next year to alert parents when their student reaches the threshold of 10 days. Principals, deans and REACH Coordinators will continue to meet with parents and students with chronic attendance issues.

In addition, for 2013 - 2014, the Academy will be implementing a one year action plan pilot for improving attendance. This action plan is based on Joyce Epstein’s six step model for building partnerships between the school and its families.
Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

ACT Plan and ACT data indicate English Language Arts in the 9th - 11th grades; MEAP, ACT Explore data indicate reading for grades 6 - 8; NWEA data for grades 6 - 8 inconclusive; MEAP for grades 3 - 5 in reading and math; NWEA inconclusive for grades 3 - 5. With 2012 - 2013 being the first year for using NWEA, no conclusions are being drawn for determining "highest" levels of student achievement.

Which content area(s) show a positive trend in performance?

All data indicate student scores are improving in nearly all content areas in all grades by all assessments.

In which content area(s) is student achievement above the state targets of performance?

None

What trends do you notice among the top 30% percent of students in each content area?

The top 30% are consistent among all content areas in their achievement / proficiency levels.

What factors or causes contributed to improved student achievement?

Reading strategy course for teachers in 2011 - 2012; change to Math In Focus math program in 2011 - 2012; blocked scheduling for 9th graders in English and Math; differentiated classroom instruction resources from NWEA's DesCartes program; and departmentalized elementary classrooms for 2012 - 2013.

How do you know the factors made a positive impact on student achievement?

Improvements in student assessment scores and survey responses.

Which content area(s) indicate the lowest levels of student achievement?

Mathematics, science and social studies based on ACT Suite, MME and MEAP data.
Which content area(s) show a negative trend in achievement?

No negative trends; students have below grade level assessments but are improving each year and demonstrating one or more grade levels of growth with NWEA data.

In which content area(s) is student achievement below the state targets of performance?

All content areas.

What trends do you notice among the bottom 30% of students in each content area?

They are consistently below in all content areas and have increased attendance and/or behavior issues.

What factors or causes contributed to the decline in student achievement?

Student achievement is not declining. Scores are low (students are below grade level) but improving.

How do you know the factors made a negative impact on student achievement?

NA - student scores are not declining.

What action(s) could be taken to address achievement challenges?

Planned actions for 2013 - 2014: Expanding the PBIS model (incentives / rewards) to include academic behaviors; increasing block scheduling to include math and ELA for 10 -12 graders; implementing 6+1 writing program school-wide; continuing after-school tutoring program; including informational text reading in all content areas; continuing to utilize NWEA differentiation Descartes software; increasing project-based cross-curricular lessons; including standardized test prep in all grades; including basic skills on district Common Assessments; and including CCSS skills practice sets in all grades and content areas.
Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?
Response:

• African American or Black
• White
• Hispanic or Latino
• Male
• Female
• Economically Disadvantaged
• English Language Learners (ELLs)

Statement or Question: For which subgroup(s) is the achievement gap closing?*
Response:

• African American or Black
• Hispanic or Latino
• Male
• Female
• Economically Disadvantaged
• English Language Learners (ELLs)

In what content areas is the achievement gap closing for these subgroups?*
All content areas - scores remain low but improving.

How do you know the achievement gap is closing?*
Increases in assessment scores.

What other data support the findings?
Increases in the number of businesses hiring ATA students for paid summer internships; increases in participation in extracurricular academic clubs; and increases in student course passing rates.

What factors or causes contributed to the gap closing? (Internal and External)*
Professional development and changes in instructional delivery based on reading strategies, differentiation and departmentalization.
How do you know the factors made a positive impact on student achievement?

Survey and assessment data.

What actions could be taken to continue this positive trend?

Introduction of Ruby Payne and continuation of Joyce Epstein professional development for staff; continued sessions with motivational speaker for students / parents; student ownership of academic success through data notebooks and goal setting sheets.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?
Response:

• Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*
Response:

• Students with Disabilities

In what content areas is the achievement gap greater for these subgroups?*

All content areas.

How do you know the achievement gap is becoming greater?*  
Assessment scores.

What other data support the findings?*

Poor attendance and significantly below grade level scores on NWEA

What factors or causes contributed to the gap increasing? (Internal and External)*

CCSS are proving difficult for their mastery.
How do you know the factors lead to the gap increasing?*

Assessment data and IEP goals / objectives.

What actions could be taken to close the achievement gap for these students?*

Increased resource room support and extended learning opportunities.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

Comparable to all students in all content areas.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

All students with disabilities and those that struggle participate in the RTI process where tiered services are assigned based on identified need.

How are students designated ‘at risk of failing’ identified for support services?

Students with NWEA scores 1.5 grade levels below the national norm, a partially proficient / not proficient score on the MEAP or MME, 65% or below on district common assessments, and additional at-risk criteria listed on the 31-a and Title-I checklists.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

After-school tutoring for grades 2 - 12; push-in / pull-out services for grades K - 10; and summer school for grades 2 - 12.

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<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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<tbody>
<tr>
<td>What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?</td>
<td>36.0</td>
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</table>

What is the school doing to inform students and parents of Extended Learning Opportunities?

Letters and enrollment packets are sent to each family with a student meeting eligibility requirements. Service availability and program descriptions are announced on the website and presented at conferences, workshops and events.
What impact might this data have on student achievement?

Veteran teachers often have more developed resources for differentiating instruction for a variety of learners and better honed classroom management and student motivation skills.

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<tr>
<th>Label</th>
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<tr>
<td></td>
<td>What is the total FTE count of teachers in your school?</td>
<td>84.99</td>
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<td></td>
<td>How many teachers have been teaching 0-3 years?</td>
<td>50.0</td>
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<tr>
<td></td>
<td>How many teachers have been teaching 4-8 years?</td>
<td>30.0</td>
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<tr>
<td></td>
<td>How many teachers have been teaching 9-15 years?</td>
<td>8.0</td>
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<tr>
<td></td>
<td>How many teachers have been teaching &gt;15 years?</td>
<td>1.0</td>
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</table>

What impact might this data have on student achievement?

Sick (less than 2 days per FTE) and professional development (less than 2 days per FTE) absence numbers were not deemed as a hinderance to student learning. The professional development absences contributed to improving instructional best-practices in the classroom.

With approximately 85 FTEs and 172 instructional days, there were a possible 14,620 instructional days for all teachers, the combined sick and professional development absences account for 1.8% of days when students received instruction from a substitute.
Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

The students at all grade levels indicated that teachers, learning, technology, and activities were the things they liked best about the school. They liked teachers who offered help when needed. They also like teachers who treated them with respect and those who cared about them.

Which area(s) show a positive trend toward increasing student satisfaction?

The offering of after-school activities and sports is starting to show a positive trend. It is important to the students that the school offers them more than just academics.

What area(s) indicate the lowest overall level of satisfaction among students?

The areas indicating the lowest overall level of satisfaction include the food, activities, and wearing uniforms.

Which area(s) show a trend toward decreasing student satisfaction?

The lack of certain after-school activities and a football team show a trend toward decreasing student satisfaction.

What are possible causes for the patterns you have identified in student perception data?

Students want teachers who care, who treat them fairly and with respect, and who make learning fun. There is also a need for the school to provide more student identified after-school activities and to continue to build the athletic program.

What actions will be taken to improve student satisfaction in the lowest areas?

Recognizing the lack of appeal for the cafeteria food selections, a new food service provider has been procured. The new provider began serving food for summer school and will continue in the 2013-2014 school year.

ATA instituted additional athletic programs and plans to continue this trend. New sports for the 2012-2013 year included flag football and tennis. Volleyball will begin in the 2013-2014 school year. The feasibility of constructing a football field is being explored for the future.
Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The highest level of satisfaction among parents centered around the academics and the safe environment of the Academy.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

One positive trend was in the area of communication. Parents liked that they are able to monitor student progress and attendance in real-time from the on-line secure location provided by the Academy's student information system PowerSchool.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Relating to the trend of communication, parents indicated that updates need to made in a timely fashion.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

With minimal response from parents, the area of communication may show the trend of decreasing satisfaction.

What are possible causes for the patterns you have identified in parent/guardian perception data?

During the 2012-2013, a new student information system was instituted. Parents are able to log-in and view student grades and attendance. Because of the move to a new system, some teachers were not always timely with updates.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

Updating grades on a weekly basis will be required of teachers and monitored by school leaders. Professional development of PowerSchool continues for 2013 - 2014 for staff and for parents at the September Title-I and Curriculum Night.
Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The highest levels of satisfaction appear to be in the areas of leadership, appreciation and communication. The staff report that the leaders of the school understand what is happening in the classroom and are very supportive. The leaders listen and support the staff. Appreciation is also an important area of satisfaction. Most staff members feel that they are appreciated. Communication is key. Staff members feel well informed about important decisions. Having ownership is important to success.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

The concept of teamwork and everyone being involved in what is best for the students increases staff satisfaction.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The areas indicating low satisfaction include pay rate, time for implementation of initiatives, and student behavioral issues.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Focusing on too many new initiatives appears to be decreasing staff satisfaction.

What are possible causes for the patterns you have identified in staff perception data?

Teamwork continues to be a positive trend because most staff members find value in working together for a common purpose—to educate our students. Focusing on what helps our students leads to positive outcomes for all.

Many things were introduced to the staff this year, sometimes causing frustration and uncertainty. A new student information system was adopted, testing for academic student growth using NWEA was initiated, and plans for a new campus began. Time to adjust and fewer new initiatives will help to decrease dissatisfaction in these areas.
How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

Results are used to address specific reported risky behaviors.

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Administrators and principals collaborate with Academic and PLC leaders, staff, student and parents to base curriculum, instruction and assessment decisions on the analysis of data (student achievement, process and perception).

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

Curriculum maps, lesson plans, professional development, and walk-throughs / classroom observations by principals.
Single Building District Additional Requirements
Diagnostic
Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.
# Single Building District Additional Requirements Diagnostic

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<th>Assurance</th>
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<tbody>
<tr>
<td>Literacy and math are tested annually in grades 1-5.</td>
<td>Yes</td>
<td>NWEA assessments and Running Records are administered three times a year for these grade levels.</td>
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<td>Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.</td>
<td>Yes</td>
<td><a href="http://www.atafordpas.org/budget.html">http://www.atafordpas.org/budget.html</a> From this link or the large icon (named Transparency Reporting) from <a href="http://www.atafordpas.org">www.atafordpas.org</a> - all AER information and documentation is available.</td>
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<tr>
<td>Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.</td>
<td>Yes</td>
<td>The Academy implemented Career Cruising (<a href="http://www.careercruising.com">www.careercruising.com</a>) as its EDP provider for 2012 - 2013. All files are kept electronically on a secure web-based site. All students and parents have a secure log-in to view the document at all times. All students in grades 7 - 12 have an EDP and they are reviewed and updated annually.</td>
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<tr>
<td>Our school reviews and annually updates the EDPs to ensure academic course work alignment.</td>
<td>Yes</td>
<td>EDPs are reviewed annually with the counselor and student. Parents have real time on-line access to the EDP.</td>
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</table>
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.

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<th>Attachment</th>
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<tbody>
<tr>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>John Gates, General Counsel 4801 Oakman Blvd Dearborn, MI 48126 <a href="mailto:jgates@atafordpas.org">jgates@atafordpas.org</a> 313.625.4700</td>
<td></td>
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<tr>
<td>The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.</td>
<td>Yes</td>
<td>2013 - 2014 Family Enrichment Plan</td>
<td></td>
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<tr>
<td>The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.</td>
<td>Yes</td>
<td>ATA Compact 2013 - 2014</td>
<td></td>
</tr>
<tr>
<td>The School has additional information necessary to support your improvement plan.</td>
<td>Yes</td>
<td>The Academy disseminates the SI plan to all stakeholders at the beginning of the school year and posts the plan on the website with the required transparency reporting requirements of PA 125 AER. In addition, there are meetings throughout the year with stakeholders on implementing, monitoring and evaluating of the SI Plan. All research used to support the strategies and activities in the SI plan is available in the district office and with the Academy's Academic leaders.</td>
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<tr>
<td>The School Improvement Team reviews the CIMS data.</td>
<td>Yes</td>
<td>CIMS data reviewed by SIP, RtI and Special Education teams.</td>
<td></td>
</tr>
<tr>
<td>CIMS data is used to prepare our Improvement Plan.</td>
<td>Yes</td>
<td>CIMS data is used in preparation of the SI plan. This year, with low proficiency scores for all students, the Special Education students were included as part of all students for increased differentiation of instruction in the classrooms and access to extended learning opportunities.</td>
<td></td>
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<tr>
<td>The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).</td>
<td>Yes</td>
<td>Documentation for compliance with this statement is in the Student Handbook, Faculty Handbook, Welcome Packet and on the Academy's website in the Acceptable Use document.</td>
<td></td>
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<tr>
<td>The district has a process to monitor adult and student use of the internet.</td>
<td>Yes</td>
<td>Teachers have access to the program Lanschool in the classrooms to view the screen of all students on a computer. This allows immediate alerts to keep students on current tasks. IT monitors all content accessed on the computer for students and adults via an automatic reporting system of attempted access to inappropriate sites.</td>
<td></td>
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<tr>
<td>The district has an Internet Safety Policy in place.</td>
<td>Yes</td>
<td>Student Handbook, Welcome Packet and on Academy's website.</td>
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<tr>
<td>The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.</td>
<td>Yes</td>
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<tr>
<td>The district has a process to provide public notice and hearings about the Internet Safety Policy.</td>
<td>Yes</td>
<td>Student Handbook &amp; Welcome Packet distribution and on-line at Academy's website.</td>
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### Assurance

The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

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<td>Yes</td>
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**Comment**

- IT department has an email ticket system to monitor daily technology needs of teachers and students in the classroom. IT department has a replacement and upgrade schedule for hardware, software and wiring that is updated yearly. IT department reviews staff and student survey responses related to telecommunication services and hardware needs.

**Attachment**

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### Assurance

The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

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**Comment**

- Increased wiring and computers in the classrooms with Project Lead the Way curriculum; all offices and single computer rooms will receive software updates during Summer 2013; 125 computers will be replaced district-wide as specified in the annual upgrade plan; and through the Academy's e-rate budget district-wide upgrades for all servers and wireless networks are planned for 2013 - 2014.

**Attachment**

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### Assurance

The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

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<td>Yes</td>
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**Comment**

- Promethean boards installed in over 90% of classrooms district-wide; teacher / classroom access to ipads, ipods and Google Chrome Books, adaptive technologies for students with identified special needs; and on-going professional development for staff for instructional support with the following: Apple products, Promethean Boards, Wikpages and other teacher websites, and Google Apps for education.

**Attachment**

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### Assurance

The district adjusts its curriculum to include technology literacy for all students.

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<td>Yes</td>
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**Comment**

- Each year, based on the assessment of the MET standards, each grade level adjusts its curriculum and daily lesson plans to reflect areas of technology needs of the students. Students in grades K - 8 have designated technology specials and access to technology in classrooms and media center. In grades 9 - 12, students have technology built into specific courses and access to technology in the media center. All grades have regular access to computer labs within each school for all content areas.

**Attachment**
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<tr>
<td>The district adjusts its instructional program to promote technology literacy. If &quot;yes&quot;, specify the adjustments in the comments section.</td>
<td>Yes</td>
<td>The instructional program is adjusted to students’ proficiency levels on the MET standards.</td>
<td></td>
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<tr>
<td>The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.</td>
<td>Yes</td>
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<tr>
<td>The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.</td>
<td>Yes</td>
<td>John Gates, General Counsel 4801 Oakman Blvd Dearborn, MI 48126 313.625.4700 <a href="mailto:jgates@atafordpas.org">jgates@atafordpas.org</a></td>
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<tr>
<td>The District has a District Board Policy that is related to Parent Involvement.</td>
<td>Yes</td>
<td></td>
<td>Parent Involvement Board Policy</td>
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</tbody>
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Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. 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 Gap Statements and Causes for Gaps included in the Goals information address all four measures 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

How was the comprehensive needs assessment conducted?

Administrative and academic leaders met throughout the year with PLC content leaders and faculty to discuss student and staff needs as they related to instructional strategies and approaches, professional development needs and student achievement. All stakeholders were provided opportunities for input during meetings and on-line surveys.

What were the results of the comprehensive needs assessment?

Despite gains in almost all content areas at all grade levels, students' proficiency scores continue to be below State averages and ACT college readiness benchmarks. Students come to the Academy 1 - 3 grade levels below current grade. Attendance issues impact student achievement. Parent participation rates are higher at the elementary school.

What conclusions were drawn from the results?

The following school-wide reform actions were identified as the top priorities for 2013 - 2014: additional instructional resources for all content areas; focused instructional approaches in the content areas to meet demands of the Common Core State Standards and differentiation needs; and increases in individualized targeted instructional programming for the lowest achieving students.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Staff provided recommendations for professional development needs; students reported wanting more hands-on activities, and parents would like more assistance with motivating their students. The Academy's demographic data indicate an increase in Hispanic / Latino and Romanian students. See previous answers for conclusions on student achievement and school programs.

How are the school goals connected to priority needs and the needs assessment?

The priority needs for school-wide reforms identified above are addressed in the School Improvement Plan.

How do the goals portray a clear and detailed analysis of multiple types of data?

All School Improvement goals have objectives tied to student achievement improvement on either state (MEAP / MME) or norm-referenced assessments (NWEA, ACT Explore, and ACT Plan). In addition to the ability to measure student achievement on state and national assessments, the Academy has internal Common Assessment / Semester Exams to compare to school cohorts, surveys and program
outcome data.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

Because student proficiency levels are comparatively low to state and national norms, all of the school population will benefit from the school-wide reform strategies. Children that are deemed "disadvantaged" or "at-risk" are provided with increases in support services for academics, behavior and social needs. In addition to content goals, there are goals that address parental involvement and career readiness.
Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State’s standards?

Objectives in math, reading, writing, social studies, and science all contain strategies related to improvement on the State's assessments (MEAP, MME). These strategies include increased professional development offerings and purchasing additional instructional resources aligned to the CCSS and differentiating instruction.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Research-based best-practice strategies, as listed in the goals of the improvement plan, are in place to increase the quality of instruction. The strategies and activities indicating increased daily practice, block scheduling, and after-school programming indicate the increase in quantity of time spent on instruction for student achievement.

Instructional delivery primarily focuses on Marzano’s A Handbook for Classroom Instruction that Works.

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

All of the strategies in the SIP specify a research link and align with the findings of the needs assessment to improve student achievement and proficiency levels for all students.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

The Project Lead the Way program is continuing and expanding for those students who are selected for accelerated learning in STEM content / careers. Additional science goals support progress for all students in STEM. The Academy offers the Algebra I course to high achieving 8th grade students. ATA offers concurrent-enrollment opportunities for all high school students. High school students have the opportunity to earn 32 college credits during their 4 years.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

All strategies related to student growth in math, reading, writing, and science, as measured on NWEA assessments, lead to differentiation of instruction. Students who need the most instructional support receive additional assistance through the after-school programming, push-in / pull-out remediation services from a highly-qualified teacher and/or paraprofessional, and summer school.
Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes - all instructional paraprofessionals meet the NCLB requirements for highly qualified.

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes - all teachers meet the NCLB requirements for highly qualified.
Component 4: Strategies to Attract Highly Qualified Teachers

What is the school’s teacher turnover rate for this school year?

15% of the 2011 - 2012 faculty did not return for 2012 - 2013 - reasons for turnover from exit interviews: staying home with new child; found a new job; moved out of state; and termination

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

While 17% of the Academy's teachers are in their first year, over 50% have over 5 years of experience.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The Academy offers a comprehensive professional development calendar. A supportive 3-year mentoring program is in place for all new teachers. All faculty may participate in the 401K plan with up to a 5% match from the Academy. ATA contributes to the medical and dental benefits, which includes a no monthly deduction optical plan.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The Academy is a single building school/district - the initiatives are same as in the previous answer.

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

No - turnover rate is not high.
Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

The staff received professional development in Collins Writing, Best-Practice Reading Strategies, Math In-Focus, and Project Lead the Way. These are aligned with the school improvement goals in writing, reading, math, and science. For the 2013 - 2014 school year, Ruby Payne, argumentive writing, 6+1 writing, Math In Focus, STEM and NWEA professional development opportunities are planned.

Describe how this professional development is “sustained and ongoing.”

The professional development is “sustained and ongoing” through the continuation of training / workshops in all instructional initiatives each year. In addition, mentoring teachers and PLC Leaders work with new staff members to acquaint them with school-wide instructional initiatives. Academic and PLC leaders work with content staff throughout the year on implementation and monitoring of initiatives. All initiatives are revisited through the year during Wednesday staff meetings and scheduled professional development days. Staff are offered professional development opportunities outside of the school as related to SI goals and school-wide instructional strategies.
Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Through input during the Parent SI Team meetings and parent surveys at workshops / trainings and EOY. Parent SI Team reviews final SI at the August meeting.

How were parents involved in the implementation of the schoolwide plan?

Through the Parent SI Team meetings and participation in parent events throughout the year.

How were parents involved in the evaluation of the schoolwide plan?

Parent SI Team meetings and EOY survey.

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 - Family Enrichment Plan 2013 - 2014 - to be included in the AER Transparency folder on the website in August and attached as file in the Single Building requirements.

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

All activities required in ESEA Section 1118 (e) 1-5, 14 and (f) are detailed in the Family Enrichment Plan for 2013 - 2014, including events / meetings and the dates, times and locations. This document is made available publicly before the start of the school year.

How will the parent involvement component of the schoolwide plan be evaluated?

Participation and response rates, sign-in sheets, and recommendations are reviewed annually by the Parent SIP Team, PLC groups, building and district administrators and the board of directors.

How will the results of the evaluation be used to improve the schoolwide program?

Types of events, supplemental program needs for students, times and locations of workshops, guest speakers and topics are adjusted based on enrollment and student achievement trends, parental feedback and participation rates.
How was the school-parent compact developed?

The first school-parent compact was initially developed with a focus group of parents in 2008 and every year after, including this year, the document is discussed / revised with parent input from parent-teacher conferences in the Spring and at the May Parent SI Team meeting.

How is the parent compact used at elementary-level parent teacher conferences?

Parents are explained the expectations for each stakeholder as it relates to expectations for parents, students, teachers, principals and the school. Parents sign the compact and are given a hard copy to keep. The compact is also included in all students’ Welcome Packets. At Spring conferences, teachers revisit the stakeholder domains in the compact and ask if there are areas where the compact should be revised or expanded; and how each stakeholder performed to the expectations.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

The compact is shared similarly at the middle and high schools as it is in the elementary school. Parents and students sign a copy and receive a hard copy. It is included in the Welcome Packet and discussed at both the Fall and Spring conferences regarding the expectations by all stakeholders.

How does the school provide individual student academic assessment results in a language the parents can understand?

When parents receive assessment results from the MEAP, MME, NWEA and ACT Suite assessments, they are invited to attend either an after-school or evening session called “Making Sense of the Data”. At those sessions, teachers, principals and administrators present how to read and interpret individual results and explain how a student’s score compares to local, state and national norms. There is a Q&A session that follows the presentation. The letter to parents on the review session is provided in the necessary home language of the parents and an appropriate translator is available at the sessions. After the session, a FAQ document on each assessment is prepared and made available on the website for parents to reference. This year, the Academy plans to video tape the presentation and make it available on the website.
Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

The elementary school principal visited 10 local preschools and held 3 open houses over the school year. Four additional open houses are planned for the summer. At the open houses, parents and students have the opportunity to visit classrooms, meet teachers, and ask questions about the curriculum and other school policies and programs. During the visits, an overview of the school is presented, including the dates of the open houses and parent nights offered at the school. Prospective parents are always welcomed at parent nights and other school activities such as Book Bingo and Dr. Seuss Night.

There are two roundup dates in June and one in August.

Periodically, Academy pre-school students participate in activities with students in the upper grades. In addition, the high school psychology class visits the pre-school and conducts activities with the preschoolers based on a child development study.

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?

ATA preschool parents are invited into the preschool classrooms on a regular basis and preschool teachers continually discuss the skills and curriculum of the program as well as what skills they need to be successful in the kindergarten program. In addition to this, all parents and future kindergarten students attend a mandatory kindergarten roundup in June. At this time, parents meet the teachers, see the classrooms, and students are assessed. Upon the completion of the assessment, kindergarten teachers conference with parents to address the skills that need attention over the summer to ensure their young learners are ready for kindergarten by September. Parents are invited to attend ATA parent nights for additional training throughout the year.

All preschool teachers participate in the professional development opportunities as the K-2 teachers and are members of the grade school PLCs groups.
Component 8: Teacher Participation in Making Assessment Decisions

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

There are 4 Academic Leaders at ATA (Math, Science, ELA, Social Studies). These leaders meet with building level content PLC leaders. At each school (elementary, middle, high) teachers are assigned to a content-based PLC team. Teachers meet with PLC Leaders to discuss assessment needs. Teachers develop, review, and revise district common assessments under the guidance of the Academic and PLC Leaders.

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

Teachers are given access to all student assessment data as it becomes available. Staff received, and will continue to receive as needed, professional development on analyzing the data and providing differentiated instruction to improve student achievement based on domain analysis for their content areas for NWEA, ACT Suite, MDE, MME and Common Assessments.
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State’s academic achievement assessment standards at an advanced or proficient level?

Grade level cut scores for MAP testing in NWEA, grade / course level averages for common assessments, quarter and semester course grades, college readiness standards for ACT Suite assessments, and teacher observations make up the school's criteria for identifying students in need of differentiation and additional academic supports to meet the MDE's academic achievement proficiency standards. Students who meet the criteria for having difficulty mastering the standards begin the Academy's RTI process, a three-tiered educational intervention program.

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?

Tier one interventions begin with differentiated instruction by the classroom teacher. Tier two involves students being assigned to a paraprofessional and/or Title-I teacher for small group and/or one-on-one additional educational instruction (services may be pull-out or push-in depending on the need and/or content area). Additional support at tier two includes short, specific direct instruction through after school tutoring sessions and, if necessary, summer school. Tier three services indicate a student continues to have difficulty mastering state benchmarks and has been given a Special Education diagnosis. At this level the student receives additional resources through the Special Education Department.

How are students’ individual needs being addressed through differentiated instruction in the classroom?

All students who are identified as having difficulty mastering the standards and are in the RTI process have their instruction differentiated based on their individual scores in content domains. For grades K - 10, NWEA provides a tool called Descartes which identifies the CCSS that each individual student is ready to be instructed on; needs to have reinforced; and those that are mastered. For grades 3 - 9, MEAP provides domain scores within the content areas of reading, writing, language arts, mathematics and science that are used to identify individual areas of deficiency. For grades 7 - 11, the ACT Suite provides content college readiness benchmarks and content domains for assessing individual needs.

Based on this data, classroom teachers, PLC and Academic leaders work to coordinate differentiated resources and interventions for all learners.
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

ATA coordinates and integrates all funding sources (Title-I, Title-II, Title-III, general fund, 31-a At-Risk, Lake Superior State University (LSSU), and other local grants) to ensure a continuum within a high quality educational instructional program. The program at the Academy includes all goals from the School Improvement Plan, School-Wide Reform Strategies and Supplemental Services for Struggling Students.

Coordination and integration planning is done through the budgeting process with recommendations from all stakeholders and the School Improvement Executive and Administrative Teams and CFO.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

1. Comprehensive Needs Assessment: General Fund; Title I, State Section 31a At-Risk; LSSU for Programs: NWEA Assessments (General Fund, LSSU) and After-school tutoring (Title I, General Fund)
2. Schoolwide Reform Strategies: General Fund, Title I, Title II, 21st Century for Programs: Amistad / REACH School Model (General Fund, Title II); ATA Schoolwide Improvement Plan (General Fund, Title I)
3. Instruction by Highly Qualified Professional Staff: General Fund; Title I; Title II; 31-a for Programs: Staff in-services and workshops for teachers and paraprofessionals (General Fund, Title II, 31-a); and Professional development and training (General Fund, Title II)
4. Strategies to Attract High Quality, Highly Qualified Teachers to High Needs Students: General Fund
   Title II for Programs: Staff in-services and workshops for teachers and paraprofessionals (General Fund, Title II); Professional development and training (General Fund, Title II); and Financial incentives to attract and retain teachers who demonstrate success with improving achievement high needs students (Title II)
5. High Quality and On-going Professional Development General Fund: Title I, Title II for Programs: Staff in-services and workshops for teachers and paraprofessionals (General Fund, Title II); Professional development and training (General Fund, Title II); Mentoring and coaching of teachers and principals during first 3 years in position (General Fund)
6. Parent Involvement: General Fund, Title I for Programs: Parent training and workshops: child and adolescent development and behavior; student achievement; Ford PAS; Personal Finance; academic support; skill development; and presentation of other local resources for identified areas of need (General Fund, Title-I); Parent resource room (Title I, General Fund); Parent Participation in SIP and Title I program/budget planning (General Fund, Title-I)
7. Pre-School Transition Strategies: General Fund, State MSRP, State Section 31a At-Risk for Programs: GSRP pre-school program (General Fund, State GSRP); Kindergarten Round-Up (General Fund); Inter-school coordination enhanced by single campus (General Fund); and Individual and small-group interventions and support groups (General Fund, Section 31a)
8. Teacher Participation in Making Assessment Decisions: General Fund, LSSU for Programs: SIP / PLC team meetings (General Fund); Curriculum Committee Meetings (General Fund); training and support in use of NWEA assessments (General Fund, LSSU)
9. Timely and Additional Assistance to Students Having Difficulty Mastering Standards: General Fund
   Title I, State Section 31a At-Risk, 21st Century for Programs: Paraprofessional / teacher classroom push-in or pull-out support (Section 31a, Title I); After-school tutoring and enrichment programs (Title I, General
Fund); Summer school and camps (Title I, 21st Century, General Fund); Coordinated Learning Experiences (General Fund); Vision and Hearing Screening (General Fund)

10. Coordination and Integration of Federal, State and Local Programs and Resources: General Fund
Title I for Program: Office of School Improvement coordinates with Director of State and Federal Programs, CEO and CFO (General Fund, Title I)

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

This description is included in the previous question.

How does the school coordinate and integrate the following Federal, State and local 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 offers a GSRP program and coordinates services within the school's general funded kindergarten program and professional development opportunities for staff.

The Academy does not receive any specific Federal or State funds to provide violence prevention, nutrition, vocational and/or technical education job training programs under NCLB. ATA does make available the location of other agencies that do provide these services at parent/guardian meetings, workshops and trainings.
Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

The Academy's Executive and Administrative SI teams, in conjunction with the Office of School Improvement and Title-I, is responsible for the formal review of the implementation, monitoring and evaluation of the school-wide program and all school improvement goals and objectives.

These weekly team meetings, in conjunction with the Academic and PLC leader meetings, will use the tools from Oakland / Wayne Country RESA collaborative trainings "Riding the Wave" for implementation, monitoring and evaluation framework for 2013 - 2014.

Evaluating implementation is on-going and not limited to a one time annual process.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

State annual assessments are used in the eligibility and exit criteria for school-wide supplemental programming and assessing the achievement of school improvement objectives tied to School Improvement Plan goals related to school-wide reform strategies.

All School Improvement Teams are involved in the review of the State's MEAP and MME, NWEA, ACT Suite and Common Assessments. These assessments, along with process and perception data, are included in the "Riding the Wave" tools.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Effectiveness is determined by the objectives in the school improvement plan for content goals and supplemental programming objectives. Grade level improvements, increases in college readiness and percentage increases in State proficiency targets are used as achievement measures. In addition to assessment data, PBIS data, student portfolios, grades, GPA and teacher observations are also considered in evaluating individual student growth.

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?

For 2013 - 2014, the process will be reflected in the implementation of "Riding the Wave" protocols at the SIP team meetings. All stakeholders (board, administrators, faculty / staff, parents, students and business and post-secondary partners) have access to documentation, assessment results, and surveys to provide input for program revisions.
ATA School Improvement Plan 2013 - 2014
Overview

Plan Name

ATA School Improvement Plan 2013 - 2014

Plan Description

SIP for the 2013 - 2014 School Year
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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
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<tbody>
<tr>
<td>1</td>
<td>All students at Advanced Technology Academy will become proficient in grade level mathematics content.</td>
<td>Objectives:3 Strategies:3 Activities:11</td>
<td>Academic</td>
<td>$23706</td>
</tr>
<tr>
<td>2</td>
<td>All students at Advanced Technology Academy will become proficient in science.</td>
<td>Objectives:8 Strategies:10 Activities:14</td>
<td>Academic</td>
<td>$102396</td>
</tr>
<tr>
<td>3</td>
<td>All students at Advanced Technology Academy will become proficient in reading.</td>
<td>Objectives:5 Strategies:5 Activities:14</td>
<td>Academic</td>
<td>$18580</td>
</tr>
<tr>
<td>4</td>
<td>All students at Advanced Technology Academy will become proficient in writing.</td>
<td>Objectives:3 Strategies:3 Activities:8</td>
<td>Academic</td>
<td>$1200</td>
</tr>
<tr>
<td>5</td>
<td>All students at Advanced Technology Academy will become proficient at grade level social studies content.</td>
<td>Objectives:7 Strategies:12 Activities:12</td>
<td>Academic</td>
<td>$2500</td>
</tr>
<tr>
<td>6</td>
<td>All students not mastering State academic achievement standards will demonstrate growth in each content area: mathematics, ELA, science and social studies.</td>
<td>Objectives:4 Strategies:1 Activities:3</td>
<td>Academic</td>
<td>$191848</td>
</tr>
<tr>
<td>7</td>
<td>All students at Advanced Technology Academy will be career and college ready in 21st century content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health and wellness awareness.</td>
<td>Objectives:1 Strategies:2 Activities:6</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>8</td>
<td>Increase parent/guardian/family participation &amp; involvement in student achievement.</td>
<td>Objectives:1 Strategies:1 Activities:2</td>
<td>Organizational</td>
<td>$1500</td>
</tr>
</tbody>
</table>
Goal 1: All students at Advanced Technology Academy will become proficient in grade level mathematics content.

Measurable Objective 1:
65% of Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency in norm-referenced assessment in Mathematics by 06/06/2014 as measured by the students' meeting or exceeding their projected RIT score increase in NWEA mathematics from Fall 2013 to Spring 2014, and/or having grade level equivalent scores at Spring assessment.

Strategy 1:
Common Core Standards Practice - Students will engage in daily practice with targeted common core mathematics content standards.

Research Cited: Marzano’s A Handbook for Classroom Instruction that Works:Section 4 Homework and Practice

<table>
<thead>
<tr>
<th>Activity - Common Core Reinforcement</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase Common Core Clinic practice books for grades K - 8; and Common Core Buckledown books for grades 3 through 8</td>
<td>Getting Ready</td>
<td>07/01/2013</td>
<td>07/31/2013</td>
<td>$7356</td>
<td>General Fund</td>
<td>Academic Leader will purchase in July</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Differentiate Instruction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide differentiated instruction based on NWEA RIT scores w/ Decartes resources.</td>
<td>Direct Instruction</td>
<td>10/01/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principals, Academic Leaders, PLC Leaders and Content Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Common Core Bellringers</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing Bellringers as warm-up and exit ticket instructional resources for mathematics classes / courses K - 12.</td>
<td>Getting Ready</td>
<td>07/01/2013</td>
<td>07/31/2013</td>
<td>$800</td>
<td>General Fund</td>
<td>Academic Leader will purchase in July</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Implement Common Core Practices</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use Common Core Clinics, Common Core Buckledown, and Bellringers in their daily instruction and document in their lesson plans.</td>
<td>Implementatio n</td>
<td>07/01/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Faculty, PLC Leaders &amp; Principals</td>
</tr>
</tbody>
</table>

Measurable Objective 2:
A 10% increase of Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in mathematics college readiness benchmarks in Mathematics by 06/06/2014 as measured by ACT mathematics content domain.

**Strategy 1:**
ACT Preparation - Students will have daily designated time to practice ACT test problems and review test taking strategies.
Research Cited: Marzano's A Handbook for Classroom Instruction that Works: Module 26 Skills and Practices

<table>
<thead>
<tr>
<th>Activity - Block Scheduling Mathematics</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9 - 11 will have their mathematics classes blocked for two periods. Grades 7 - 8 will have more time on mathematics tasks in their electives.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Principals, counselors and faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ACT Suite Preparation</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase ACT Coach books</td>
<td>Getting Ready</td>
<td>07/01/2013</td>
<td>07/31/2013</td>
<td>$2550</td>
<td>General Fund</td>
<td>Academic Leader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ACT Practice Problems &amp; Test Taking Skills</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement daily time for students to practice ACT problems and learn test taking strategies.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teachers, Academic Leader &amp; Principal</td>
</tr>
</tbody>
</table>

**Measurable Objective 3:**
75% of All Students will demonstrate a proficiency of improvement in scores in grades K - 5 and for grades 6 - 12 a passing score in Mathematics by 06/06/2014 as measured by Common Assessments and/or Semester / Final Exams.

**Strategy 1:**
Targeted Curriculum - Teachers will implement best practices and research-based instructional approaches and resources in the mathematics classroom.

<table>
<thead>
<tr>
<th>Activity - Informational Text Readings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will incorporate informational text readings in the classroom to support CCSS Literacy Standards.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$3000</td>
<td>General Fund</td>
<td>Principals, Academic Leader, PLC Leaders, &amp; Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Singapore Mathematics</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
**Goal 2: All students at Advanced Technology Academy will become proficient in science.**

**Measurable Objective 1:**
100% of All Students will Demonstrate a proficiency in measuring length, volume, and mass in Science by 05/30/2014 as measured by authentic assessment of student use of measuring tools.

**Strategy 1:**
Allow students to practice measuring, using various units - Students will practice measuring by using models, measuring and drawing tools, and data collection instruments.

Research Cited: [www.nsta.org/about/standardsupdate/.../201112_Framework-Bybee.pdf](http://www.nsta.org/about/standardsupdate/.../201112_Framework-Bybee.pdf)

<table>
<thead>
<tr>
<th>Activity - Measuring and estimating opportunities</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers provide measuring tools, such as meter sticks, balances (triple beam or digital), graduated cylinders, and temp/pH probes (LabQuest 2)</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$3948</td>
<td>General Fund</td>
<td>All science/STEM teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Construction opportunities</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will construct science-related models and projects</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$2000</td>
<td>General Fund</td>
<td>All science / STEM / PLTW teachers</td>
</tr>
</tbody>
</table>
### Measurable Objective 2:
100% of All Students will Demonstrate a proficiency in using technology in Science by 05/30/2014 as measured by teacher evaluation of technology use by students in their classrooms.

### Strategy 1:
utilize technology in the classroom - Teachers will utilize computer labs, data collection tools, labware, and available science resources to expand the use of technology to facilitate student achievement


<table>
<thead>
<tr>
<th>Activity - Data collection</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use data collection tools, such as calculators, computers, and probes to collect data for production of graphs, tables, charts, spreadsheets</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$3948</td>
<td>General Fund</td>
<td>Matthew Menna, Dave Brown, Eric Richardson, MaryJo Ferguson</td>
</tr>
</tbody>
</table>

### Measurable Objective 3:
100% of All Students will Demonstrate a proficiency due to using data to drive instruction in Science by 05/30/2014 as measured by evaluation of NWEA and ACT data.

### Strategy 1:
Use NWEA and ACT data to target lower-achieving students - Data will be used to focus on students who perform at low levels on assessments


<table>
<thead>
<tr>
<th>Activity - technology in the classroom</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will incorporate technology in providing hands-on, real-world, science-related lessons</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$5000</td>
<td>General Fund</td>
<td>All K-12 science teachers</td>
</tr>
</tbody>
</table>

### Measurable Objective 4:
10% of All Students will Demonstrate a proficiency in scoring as college-ready on ACT exams in Science by 05/30/2014 as measured by reviewing college readiness results from ACT reports.

### Strategy 1:
Departmentalized content instruction - The academy will continue to provide science-specific content instruction in grades 2-5, with a dedicated science-endorsed
teacher, during an hour of daily instruction.


Canady and Rettig (2008). Elementary School Scheduling: Enhancing Instruction for Student Achievement

### Strategy 2:

**Professional Development** - The academy will provide teachers with opportunities to increase their knowledge regarding best practices in improving student science achievement and instructional approaches.

Research Cited: (Darling-Hammound, 1997, pg. 8) North Central Regional Education Laboratory: Highly-qualified professional development is intricately linked to improved teaching and learning

<table>
<thead>
<tr>
<th>Activity - Science Content Hour Instruction for grades 2-5</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation of one science teacher for grades 2 &amp; 3 Allocation of one science teacher for grades 4 &amp; 5</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/13/2014</td>
<td>$80000</td>
<td>General Fund</td>
<td>Theresa Sharkey, Jim Lundie</td>
</tr>
</tbody>
</table>

### Strategy 1:

**Grade-level meetings** - Teachers will utilize grade-level meetings to plan collaborative learning activities with non-science content area teachers

Research Cited: oregonliteracypd.uoregon.edu

<table>
<thead>
<tr>
<th>Activity - Best practices in Science</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration with special education, ELL, and Title-1 staff for differentiation and co-teaching, Project-Lead-the-Way training at Eastern Michigan University</td>
<td>Professional Learning</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$5000</td>
<td>Title II Part A</td>
<td>All science teachers, including Title 1 staff, James Nelson, Matthew Menna, Stephanie Green</td>
</tr>
</tbody>
</table>

### Measurable Objective 5:

100% of All Students will Collaborate to better understand science concepts in Science by 05/30/2014 as measured by PLC leaders will identify teachers who have performed an exercise with a science teacher of a different grade level, and with a grade level teacher of non-science content.

<table>
<thead>
<tr>
<th>Activity - Include English Language Arts Standards for Science &amp; Technical subjects</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite specific textual evidence, determine central ideas and conclusions, follow written multistep procedures, determine the meaning of symbols in scientific or technical context, and evaluate multiple sources of information presented in diverse formats</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All K-12 science teachers</td>
</tr>
</tbody>
</table>
Activity - Include literacy strategies in instruction
Include strategies, such as reading aloud, graphic organizing, and structured note taking
Activity Type: Direct Instruction
Begin Date: 09/03/2013
End Date: 05/30/2014
Resource Assigned: $0
Source Of Funding: No Funding Required
Staff Responsible: All K-12 science teachers

Strategy 2:
Content meetings - Science teachers will collaborate to allow students to participate in non grade level science activities
Research Cited: www.teachingchannel.org › Tchers' voice › Lily Jones

Activity - Build a science and non-science related learning activity
Collaborative groups will plan a cross-content related activity to show connection between science and a non-science curriculum
Activity Type: Direct Instruction
Begin Date: 09/03/2013
End Date: 05/30/2014
Resource Assigned: $0
Source Of Funding: No Funding Required
Staff Responsible: All K-12 teachers

Activity - Allow students to participate in non grade level science activities
Science activities will be planned by different grade level teachers to allow different age groups to learn from each other, especially during science content laboratories & projects
Activity Type: Tutoring
Begin Date: 09/03/2013
End Date: 05/30/2014
Resource Assigned: $0
Source Of Funding: No Funding Required
Staff Responsible: All K-12 science teachers

Measurable Objective 6:
50% of All Students will Demonstrate a behavior in learning science content in Science by 05/30/2014 as measured by the district leader, who will keep track of professional development training.

Strategy 1:
obtain training for specific STEM-related curriculum - Teachers will attend professional development sessions to accrue and expand STEM-related instructional techniques
Research Cited: www.whitehouse.gov › The Administration

Activity - professional development
conferences - Michigan Science Teacher's Association, MACUL training - Wayne County Regional Educational Services Administration offerings, Eastern Michigan University Project Lead-the-Way summer training sessions
Activity Type: Professional Learning
Begin Date: 06/18/2013
End Date: 05/30/2014
Resource Assigned: $2000
Source Of Funding: Title I Part A
Staff Responsible: K-12 science teachers

Measurable Objective 7:
100% of All Students will Demonstrate a behavior in aligning science lessons to Next Generation Science Standards in Science by 05/30/2014 as measured by PLC leaders who will evaluate curriculum maps, as well as classroom presentation of curriculum.

Strategy 1:
Insure coverage of standards - Science faculty will correlate all standards to a grade level or specific science / STEM class, by completing curriculum maps and common assessments during the pre-instructional (August) professional development period.
Strategy 1:
Dedicate August professional development time to Next Generation Science Standards review - Teachers will collaborate to minimize repeated exposure to grade-level standards, while building on previous themes.

Measurable Objective 8:
100% of all students will collaborate to build on previous science themes in Science by 06/13/2014 as measured by success on common assessment portions of semester tests.

Goal 3: All students at Advanced Technology Academy will become proficient in reading.

Measurable Objective 1:
65% of Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, and Tenth grade students will demonstrate proficiency in reading in English Language Arts by 06/06/2014 as measured by meeting or exceeding the projected RIT score on the reading assessment in NWEA from fall to spring 2014.

Strategy 1:
Common Core Standard Practice - Students will complete practice exercises focusing on the Common Core standards that apply to reading informational text and literature.

### Strategy 1:
SIOP - Teachers will use the SIOP method with English Learners


### Measurable Objective 2:
70% of English Learners students will demonstrate a behavior of improving in language arts in English Language Arts by 06/06/2014 as measured by reading portion of the WIDA ELA Access test.

### Activity - SIOP Training

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members are offered the opportunity to attend a free workshop on the SIOP method during the summer.</td>
<td>Professional Learning</td>
<td>07/01/2013</td>
<td>07/31/2013</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

### Activity - Common Core Clinic

Teachers will receive PD on using Common Core Clinics in the content areas. PD is from Triumph Learning, titled Literacy in the Content Areas.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
| Teachers will receive PD on using Common Core Clinics in the content areas. PD is from Triumph Learning, titled Literacy in the Content Areas. | Professional Learning | 08/19/2013 | 08/30/2013 | $0 | No Funding Required | District Leader, ELA PLC{}

### Activity - Bellringers

Purchase Bellringers as warm-up and exit ticket instructional resources for grades K-12.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase Bellringers as warm-up and exit ticket instructional resources for grades K-12.</td>
<td>Getting Ready</td>
<td>07/01/2013</td>
<td>07/31/2014</td>
<td>$700</td>
<td>General Fund</td>
<td>PLC ELA District Leader</td>
</tr>
</tbody>
</table>

### Activity - Common Core Reading Practice

Teachers will implement the strategy by using exercises in the Common Core Clinic Workbooks.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement the strategy by using exercises in the Common Core Clinic Workbooks.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>ELA faculty</td>
</tr>
</tbody>
</table>

### Activity - Bellringers

Teachers will use Bellringers as warm-ups and exit tickets and will document in lesson plans.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use Bellringers as warm-ups and exit tickets and will document in lesson plans.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
</tbody>
</table>

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**SY 2012-2013**

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Strategy 1:
Targeted Curriculum - Teachers will implement best practices and research-based instructional approaches in the ELA classroom.
Research Cited: ASCD: 21st Century Skills Curriculum and Instruction - white paper

Measurable Objective 3:
75% of All Students will Demonstrate a proficiency of improvement in reading scores in Grades K - 8 and for grades 9-12, a passing score, in English Language Arts by 06/06/2014 as measured by Common Assessments and/or Semester / Final Exams.

Activity - Informational Text
An increase in direct instruction of reading informational text will be implemented in the ELA Classroom.

Activity - Academic Vocabulary
Teachers will use Marzano's Vocabulary techniques as part of curriculum

Activity - Library Enhancement
Purchase non-fiction library for elementary school use.

Measurable Objective 4:
100% of All Students will Demonstrate a behavior of improvement in foundational reading skills in English Language Arts by 06/06/2014 as measured by common assessment scores or semester exam scores.

Strategy 1:
Marzano Vocabulary - Teachers will use Marzano best practice teaching methods for vocabulary development

Activity - Marzano Vocabulary Techniques
Use ASCD PD In Focus to view videos and/or read articles to review/learn the Marzano techniques for vocabulary instruction. This can be done on an as-needed basis throughout the school year.

Activity - Academic Vocabulary Instruction
Measurable Objective 5:
A 10% increase of Seventh, Eighth, Ninth, Tenth and Eleventh grade students will demonstrate a proficiency in college readiness benchmarks for reading in English Language Arts by 06/06/2014 as measured by the ACT reading content domain.

Strategy 1:
ACT Preparation - Students will have daily designated time to practice ACT test problems and review test-taking strategies.

Measurable Objective 1:
65% of Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate a proficiency in writing in English Language Arts by 06/06/2014 as measured by meeting or exceeding the projected RIT score on the language assessment in NWEA from fall to spring 2014.

Strategy 1:
Common Core Standard Practice - Students will complete practice exercises focusing on the Common Core standards that apply to the foundational skills of grammar, usage, mechanics and spelling.
Measurable Objective 2:
75% of All Students will Demonstrate a proficiency of improvement in foundational grammar, usage, mechanics, and spelling skills scores in Grades K - 8 and for grades 9-12, a passing score, in English Language Arts by 06/06/2014 as measured by common assessment or semester exam scores.

Strategy 1:
Targeted Curriculum - Teachers will implement best practices and research-based instructional approaches in the ELA classroom.
Research Cited: ASCD: 21st Century Skills Curriculum and Instruction - white paper
### Strategy 1:

**ACT Preparation** - Students will have daily designated time to practice ACT test problems and review test-taking strategies.


### Goal 5:

**All students at Advanced Technology Academy will become proficient at grade level social studies content.**

**Measurable Objective 1:**

10% of All Students will Demonstrate a proficiency develop compelling and supporting questions and plan inquiries in Social Studies by 06/09/2014 as measured by The criteria for success will be the percentage of students demonstrating proficiencies in developing questions and planning inquiries. Common Assessments; Student Portfolios; MEAP & MME Assessment Data; Teacher Created Assessments; Student Grades.

**Strategy 1:**

Construct Supporting and Compelling Questions - By the end of grade 2 students will be able to: make connections between supporting and compelling questions; identify main ideas within a supporting question. By end of grade 5 students will be able to: explain how supporting questions help answer compelling questions; identify disciplinary concepts and ideas mentioned/implied by supporting question. By end of grade 8 students will be able to: explain how the relationship between supporting questions and compelling questions is mutually reinforcing; describe ways to represent concepts and ideas through modeling, discourse, mapping and narrative. By the

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**Single Building District Improvement Plan**

Advanced Technology Academy

<table>
<thead>
<tr>
<th>Activity - 6 + 1 Writing PD</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty will receive PD in implementing the 6 + 1 Traits of Writing program.</td>
<td>Professional Learning</td>
<td>08/19/2013</td>
<td>08/30/2013</td>
<td>$600</td>
<td>General Fund</td>
<td>Director of School Improvement and PLC Leaders</td>
</tr>
</tbody>
</table>

**Measurable Objective 3:**

10% of Seventh, Eighth, Ninth, Tenth and Eleventh grade students will Demonstrate a proficiency by reaching college readiness in written English in English Language Arts by 06/06/2014 as measured by the ACT English content domain.

**Strategy 1:**

ACT Preparation - Students will have daily designated time to practice ACT test problems and review test-taking strategies.


<table>
<thead>
<tr>
<th>Activity - Block Scheduling</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school ELA classes will be scheduled for a block of two periods.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Counselors, Principals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - ACT Practice Problems and Test-Taking Skills</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement daily time for students to practice ACT problems and learn test-taking strategies.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
</tbody>
</table>
end of grade 12 students will be able to: explain how supporting questions contribute to inquiry; use technology to demonstrate how professionals represent disciplinary and interdisciplinary concepts/ideas.

By the end of grade 2 students will be able to: explain why the compelling question is important to them; they will identify disciplinary concepts found/implied in a compelling question. By the end of grade 5 students will be able to: explain why compelling questions are important to others; identify disciplinary concepts/ideas found within them that are open to different interpretations. By the end of grade 8 students will be able to: explain how historical, civic and economic experts justify compelling questions; explain the disagreements that experts have in interpreting and applying compelling questions to concepts and ideas. By end of grade 12 students will be able to: explain how experts justify compelling questions, cite where experts account for significance of questions; explain the disagreements experts have about interpretations and applications of disciplinary concepts and ideas.

Research Cited: The College, Career and Civic Life Framework for Social Studies State Standards by Council of Chief State School Officers; Building Literacy in Social Studies by Donna Ogle, Ron Klemp, Bill McBride; Social Studies for the Twenty First Century Third Edition by Jack Zevin; Strategies that Work Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Annie Goodvis

<table>
<thead>
<tr>
<th>Activity - Guided Reading</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will guide the reading process through modeling their inner dialogue through discourse, coding text, listing questions, categorizing questions, note taking while reading, creating question webs,</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All pre K - 12th grade teachers will be responsible for teaching students how to construct compelling and supporting questions.</td>
</tr>
</tbody>
</table>

**Measurable Objective 2:**
10% of All Students will Demonstrate a proficiency in geographic reasoning in Social Studies by 06/09/2014 as measured by Common Assessments; Student Portfolios; MEAP & MME Assessment Data; Teacher Created Assessments; Student Grades.

**(shared) Strategy 1:**
Geographic Representations - By the completion of grade 2 students will be able to: construct maps and graphs; use maps, graphs, photographs to describe places; use maps, globes and other geographic models to identify cultural and environmental characteristics of places. By the completion of grade 5 students will be able to: construct geographic representations including maps of places; use maps, satellite images and photographs to explain relationships between the location of places and their environmental characteristics; use maps to describe locations of cultural and environmental characteristics. By the completion of grade 8 students will be able to: construct maps to explain spatial patterns of cultural and environmental characteristics; use maps to explain changes in environmental characteristics; use manual and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental characteristics. By the end of grade 12 students will be able to: use geospatial and other technologies to create maps to display and explain spatial patterns; explain relationships between locations of places and regions political and economic dynamics by using maps, satellite images, and photographs; analyze variations in spatial patterns of cultural and environmental characteristics.
using geographic data.


<table>
<thead>
<tr>
<th>Activity - Use geographic representation tools</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies classes will utilize geospatial tools to learn about, demonstrate, and analyze environmental and cultural characteristics. Lessons will be scaled upon the grade level but the activities will be similar in nature. Students will explain relationships between the locations of places and regions using maps, satellite images, photographs and other tools. Students will also use geographic data to analyze spatial patterns.</td>
<td>Direct Instruction</td>
<td>09/10/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Every social studies teacher will be responsible for implementing lessons regarding geospatial representations into their curriculum.</td>
</tr>
</tbody>
</table>

**Measurable Objective 3:**
10% of All Students will Demonstrate a proficiency be knowledgeable about American democracy and able to actively participate in civic and democratic processes in Social Studies by 06/09/2014 as measured by Students applying civic virtues and democratic principles when working with others; use appropriate deliberative processing in various settings; personally analyze their impact on their surroundings through their actions, interests, and perspectives.

**Strategy 1:**
Participation and Deliberation - By the completion of grade 2 students will be able to: apply civic virtues when participating in school settings; describe democratic principles; make group decisions; respond attentively to others; compare their point of view to others’ perspectives. By the completion of grade 5 students will be able to: apply civic virtues and democratic principles in school settings; identify core democratic principles that guide government, society and communities; use deliberative processes when making decisions; indentify beliefs, experiences, perspectives, and values that underlie points of view about civic issues. By the completion of grade 8 students will be able to: apply civic virtues and democratic principles in school and community settings; analyze how founding primary documents of the United States and other countries influence social political systems; compare various deliberative processes; explain the relevance of personal interests and perspectives, civic virtues and democratic principles when addressing issues in society. By the completion of grade 12 students will be able to: apply civic virtues and democratic principles when working with others; evaluate various social/political systems throughout history; use appropriate deliberative processes in multiple settings; analyze the impact of personal interests/perspectives on application of civic virtues, democratic principles, constitutional rights and human rights.


<table>
<thead>
<tr>
<th>Activity - Promoting Civic Engagement</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Each social studies class will be based upon a civic engagement theme that is carried out throughout the school year. The theme will be implemented by infusing various activities correlated to it into the classrooms through: field trips; role playing activities/simulations of the democratic process; daily viewings of CNN news for schools (beginning in the 4th grade); deliberations about local, state and federal government; and collaborative assignments. Advanced Technology Academy has a graduation requirement that all students must participate in some form of community service.

Measurable Objective 4:
10% of All Students will Demonstrate a proficiency be able to reason and draw conclusions in Social Studies by 06/09/2014 as measured by Common Assessments; Student Portfolios; MEAP & MME Assessment Data; Teacher Created Assessments; Student Grades.

Strategy 1:
Causation and Argumentation - By the completion of grade 2 students will be able to: generate possible reasons for an event and select the most likely reason why an event or development may be a certain way. By the completion of grade 5 students will be able to: explain probable causes and effects for events and developments; use evidence to develop claims; summarize the central claim in a secondary document. By the completion of grade 8 students will be able to: explain multiple causes and effects of events; evaluate relative influences of various causes of events; organize evidence into a coherent argument about the past; compare central arguments in secondary works of history on related topics in multiple media. By the completion of grade 12 students will be able to analyze multiple causes and effects of event in the past; distinguish between long term causes and triggering events in developing a historical document; integrate evidence from multiple sources into a reasoned argument about the past; critique the central arguments written in secondary documents on related topics in multiple media in regards to historical accuracy.

Strategy 2:

Developing Claims and Using Evidence - By the end of grade 5 students will be able to: identify evidence from multiple sources to answer compelling questions; use evidence to develop claims in response to compelling questions. By the end of grade 8 students will be able to: identify evidence to support claims, noting limitations of the resources; develop claims and counterclaims that point out the strengths and limitations of both. By the end of grade 12 students will be able to: identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise and strengthen claims; refine claims and counterclaims attending to precision, significance, knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Research Cited: The College, Career and Civic Life Framework for Social Studies State Standards by Council of Chief State School Officers; Building Literacy in Social Studies by Donna Ogle, Ron Klemp, Bill McBride; Social Studies for the Twenty First Century Third Edition by Jack Zevin; Strategies that Work Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Annie Goodvis

Students will preview texts; activate prior knowledge; organize information; understand maps; interpret graphs; analyze charts; summarize key concepts; interpret primary source documents; answer document-based questions; evaluate internet sources.

Every social studies class will instruct students how to identify and analyze cause and effect throughout history. Beginning in the 4th grade students will begin to write argumentative essays. Argumentative essays will be scaffolded by grade level. Each essay will vary in regards to criteria but they will all incorporate reading primary and secondary text and vocabulary. Some argumentative essays will include data, timelines and graphs. This will be a new endeavor during the 2013 - 2014 school year so professional development, It will also entail a continuous review of argumentative writing process and student work. Throughout the year a portfolio of student work will be maintained.

Activity - Develop Claims and Using Evidence

Guided reading activities: determining author's purpose; scavenger hunt; jigsaw reading; activating prior knowledge; teaching context clues; structural analysis; determining main idea; organizing information; analyzing charts; understanding maps; interpreting graphs; summarizing key concepts.

Direct Instruction 09/02/2013 06/09/2014 $1500 Title II Part A

Every social studies teacher will implement reading strategies throughout their curriculum. 4th - 12th grade social studies teachers will all be responsible for conducting at least 2 argumentative writing exercises into their curriculum.
Strategy 3:
Gathering and Evaluating Sources - By the end of grade 2 students will be able to: gather relevant information from one or more resources while using the central purpose to guide the selection; evaluate a source by distinguishing between fact and opinion. By the end of grade 5 students will be able to: gather relevant information from various sources using the origin, structure and context to guide the selection; use distinction between fact and opinion to determine credibility of multiple sources. By the end of grade 8 students will be able to: gather relevant information from multiple resources while using origin, authority, structure, context and corroborative value of the sources to guide the selection; evaluate the credibility of sources by determining their relevance and use. By the end of grade 12 students will be able to: gather relevant information from multiple sources representing a range of views, origin, authority, structure, context and corroborative value of the sources to guide the selection; evaluate the credibility of a source by examining how experts value the source.

Research Cited: The College, Career and Civic Life Framework for Social Studies State Standards by Council of Chief State School Officers; Building Literacy in Social Studies by Donna Ogle, Ron Klemp, Bill McBride; Social Studies for the Twenty First Century Third Edition by Jack Zevin; Strategies that Work Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Annie Goodvis

<table>
<thead>
<tr>
<th>Activity - Research</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
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<tbody>
<tr>
<td>Social studies courses will scaffold students ability to gather and evaluate sources through modeled instruction, lecture, and inquiry based lessons. Several reading strategies will be implemented; activate prior knowledge; organize information; understand maps; interpret graphs; analyze charts; summarize key concepts; interpret primary source documents; answer document-based questions; evaluate internet sources</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All social studies teachers are required to teach students how to gather and evaluate sources.</td>
</tr>
</tbody>
</table>

Strategy 4:
Critique - By the end of grade 2 students will be able to: ask and answer questions about arguments; ask and answer questions about explanations. By the end of grade 5 students will be able to: critique explanations and explanations. By the end of grade 8 students will be able to: critique arguments for credibility and explanations. By the end of grade 12 students will be able to: critique the use of claims and evidence in arguments for credibility and supporting details of explanations.

Research Cited: The College, Career and Civic Life Framework for Social Studies State Standards by Council of Chief State School Officers; Building Literacy in Social Studies by Donna Ogle, Ron Klemp, Bill McBride; Social Studies for the Twenty First Century Third Edition by Jack Zevin; Strategies that Work Teaching Comprehension to Enhance Understanding by Stephanie Harvey and Annie Goodvis

<table>
<thead>
<tr>
<th>Activity - Critiquing Sources</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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### Strategy 5:
Communicate Conclusions - By the end of grade 2 students will be able to: construct an argument with reasons; construct explanations using correct sequence and relevant information; present a summary of an argument using print, oral and digital technologies. By the end of grade 5 students will be able to: construct arguments using claims and evidence from multiple sources; construct explanations using reasoning, correct sequence, examples, and details with relevant information and data; present a summary of arguments and explanations to people outside of the classroom using multiple print and technologies. By the end of grade 8 students will be able to: construct arguments using claims and evidence from multiple sources using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations; present adaptations or arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and technology. By the end of grade 12 students will be able to: construct arguments using claims with evidence from multiple sources, while acknowledging counterclaims and weaknesses; construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data while acknowledging the strengths and weaknesses of the explanation given its purpose; present adaptations of arguments and explanations that feature ideas and perspectives on issues/topics to reach a range of audiences and venues outside of the classroom using print and technology.

Research Cited: The College, Career and Civic Life Framework for Social Studies State Standards by Council of Chief State School Officers; Building Literacy in Social Studies by Donna Ogle, Ron Klemp, Bill McBride; Social Studies for the Twenty First Century Third Edition by Jack Zevin; Strategies that Work Teaching Comprehension to Enhance Understanding by Stepahnie Harvey and Annie Goodvis

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<tr>
<th>Activity - Communicate Conclusions</th>
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<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the social studies curriculum teachers will teach students how to construct arguments and explanations. These lessons will be scaffolded based upon students grade level.</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All social studies teachers are required to instruct students how to critique resources.</td>
</tr>
</tbody>
</table>

**Measurable Objective 5:**
10% of All Students will Demonstrate a proficiency demonstrate knowledge of earth’s human systems and physical systems. in Social Studies by 06/09/2014 as measured by Common Assessments; Student Portfolios; MEAP & MME Assessment Data; Teacher Created Assessments; Student Grades.
Strategy 1:
Geographic Representations - By the completion of grade 2 students will be able to: construct maps and graphs; use maps, graphs, photographs to describe places; use maps, globes and other geographic models to identify cultural and environmental characteristics of places. By the completion of grade 5 students will be able to: construct geographic representations including maps of places; use maps, satellite images and photographs to explain relationships between the location of places and their environmental characteristics; use maps to describe locations of cultural and environmental characteristics. By the completion of grade 8 students will be able to: construct maps to explain spatial patterns of cultural and environmental characteristics; use maps to explain changes in environmental characteristics; use manual and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental characteristics. By the end of grade 12 students will be able to: use geospatial and other technologies to create maps to display and explain spatial patterns; explain relationships between locations of places and regions political and economic dynamics by using maps, satellite images, and photographs; analyze variations in spatial patterns of cultural and environmental characteristics using geographic data.


<table>
<thead>
<tr>
<th>Activity - Use geographic representation tools</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social studies classes will utilize geospatial tools to learn about, demonstrate, and analyze environmental and cultural characteristics. Lessons will be scaled upon the grade level but the activities will be similar in nature. Students will explain relationships between the locations of places and regions using maps, satellite images, photographs and other tools. Students will also use geographic data to analyze spatial patterns.</td>
<td>Direct Instruction</td>
<td>09/10/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Every social studies teacher will be responsible for implementing lessons regarding geospatial representations into their curriculum.</td>
</tr>
</tbody>
</table>

Strategy 2:
Global Interconnections: Changing Spatial Patterns - By the completion of grade 2 students will be able to: describe changing environmental characteristics and its impact on world regions; explain how consumption of products connect people; identify how catastrophic events affect peoples' lives. By the completion of grade 5 students will be able to: explain how environmental and spatial patterns affect world regions; describe how catastrophic events in a region can affect another region. By the completion of grade 8 students will be able to: analyze how cultural and environmental characteristics vary among different areas of the world and influence the spatial patterns of world trade; explain how changes in population distribution patterns affect change in land use in particular places. By the completion of 12th grade students will be able to: evaluate how changes in cultural and environmental characteristics influence spatial patterns of land use; explain how economic globalization and expanding use of scarce resources contribute to conflict and cooperation; evaluate economic and political consequences of environmental changes.

### Strategy 3:
**Human - Environment Interaction** - By the completion of grade 2 students will be able to: explain how climate and other environmental characteristics affect people's lives in a region; describe how human activities affect cultural and environmental characteristics of a region; identify cultural and environmental characteristics. By the completion of grade 5 students will be able to: explain how cultural and environmental factors affect the way people live and change over time; describe how environmental and cultural characteristics influence population distribution. By the completion of grade 8 students will be able to: explain how cultural patterns and economic decisions affect people's daily lives; analyze similarities and differences of cultural and environmental factors that make places different. By the completion of grade 12 students will be able to: analyze interactions between human and physical systems to explain reciprocal influences between them; evaluate how political and economic decisions influence cultural and environmental characteristics of regions; explain how physical and human characteristics of regions are connected to culture.


<table>
<thead>
<tr>
<th>Activity - Asking and answering questions about global interconnections</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn about global interconnections and human population by researching primary and secondary resources. Lessons will be guided through teacher modeling and inquiry based lessons. All lessons will be scaffolded upon grade level.</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Every social studies teacher will be expected to teach lessons regarding global interconnections and human population.</td>
</tr>
</tbody>
</table>

### Measurable Objective 6:

<table>
<thead>
<tr>
<th>Activity - Observe, Investigate and Analyze Human Environment Interaction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the school year lessons will be implemented that instruct students about how the environment and cultural trends affect how people live throughout the world. These lessons will be scaffolded.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All social studies teachers will be responsible for implementing a curriculum that instructs about human-environment interaction.</td>
</tr>
</tbody>
</table>
Strategy 1:
Economic Decision Making - By the completion of second grade students will be able to: explain how scarcity necessitates decision making; identify gains and losses from making personal decisions; describe how human skills and knowledge produce products and services; describe goods and services within the local community and understand that products have prices. By the completion of grade 5 students will be able to: compare and identify how personal choices have an influence over how people live; identify examples of human capital, physical capital and natural resources; understand why and how businesses specialize in trade; explain the role of money; explain the relationship between human capital, productivity and future income. By the completion of grade 8 students will be able to: explain how economic decisions effect people, businesses and society; evaluate alternative approaches to economic problems; explain the various roles of markets, buyers, sellers and traders; explain how changes in supply and demand cause changes in prices, quality and quantity of goods, services, labor, credit and foreign currencies; analyze the role of entrepreneurship and market economies. By the completion of grade 12 students will be able to: analyze how incentives influence choices and result in policies; use marginal benefits and marginal costs to construct arguments for/against an approach to a solution or an economic issue.


Measurable Objective 7:
A total of 10 All Students will Demonstrate a proficiency be able to think with a historical perspective about events that have occured throughout the world. in Social Studies by 06/09/2014 as measured by Common Assessments; Student Portfolios; MEAP & MME Assessment Data; Teacher Created Assessments; Student Grades.

Strategy 1:
Historical Thinking - By the completion of grade 2 students will be able to: create a chronological sequence of events; compare historical facts to life today. By the completion of grade 5 students will be able to: create and use a chronological sequence of events; compare life in specific historical times to life today. By the completion of grade 8 students will be able to: analyze connections among events in broad historical contexts; classify historical events and developments of change. By the completion of grade 12 students will be able to: evaluate how historical events and developments shaped historical contexts; analyze change and continuity in historical eras.

Goal 6: All students not mastering State academic achievement standards will demonstrate growth in each content area: mathematics, ELA, science and social studies.

Measurable Objective 1:
A 10% increase of All Students will Demonstrate a proficiency improvement by the number of students who meet or exceed state benchmarks from 2012 - 2013 in Mathematics by 06/06/2014 as measured by MEAP for grades 3 - 9 and MME for grade 11.

(shared) Strategy 1:
One-on-One and Small Group Instruction - Title-I teachers and paraprofessionals will work one-one-one or in small groups with the most at-risk students to close the gap in all content areas by using targeted indiviudalized content goals from NWEA, ACT, MEAP and MME data.

Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD by MICHAEL F. HOCK, KIM A. PULVERS, DONALD D. DESHLER. AND JEAN B. SCHUMAKER (2001): "Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion.

Marzano, Pickering & Pollack, 2001: Homogeneous grouping by skill level has been demonstrated to be effective for instruction in the areas of mathematics and reading. Meta-analysis from NCREL: Increases in instructional time for struggling students, especially intensive instruction delivered by a trained adult can improve proficiency scores (AFT 1997).

Making the Most of Summer School: A Meta-Analytic and Narrative Review by Cooper, H., Charlton, K., Valentine, J.C., & Muhlenbruck, L.: Monographs of the Society for Research in Child Development, 65(1), 1-118 (2000) "This research synthesis used both meta-analytic and narrative procedures to integrate the results of 93 evaluations of summer school. Results revealed that summer programs focusing on remedial or accelerated learning or other goals have a positive impact on the knowledge and skills of participants. Although all students benefit from summer school, students from middle-class homes show larger positive effects than students from disadvantaged homes. Remedial programs have larger effects when the program is relatively small and when instruction is individualized. Remedial programs may
have more positive effects on math than on reading. Requiring parent involvement also appears related to more effective programs."

### Strategy 1: One-on-One and Small Group Instruction - Title-I teachers and paraprofessionals will work one-on-one or in small groups with the most at-risk students to close the gap in all content areas by using targeted individualized content goals from NWEA, ACT, MEAP and MME data.

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### Measurable Objective 3:
10% of All Students will Demonstrate a proficiency improvement by the number of students who meet or exceed state benchmarks from 2012 - 2013 in Social Studies by 06/06/2014 as measured by MEAP and MME.

### (shared) Strategy 1:
One-on-One and Small Group Instruction - Title-I teachers and paraprofessionals will work one-one-one or in small groups with the most at-risk students to close the gap in all content areas by using targeted individualized content goals from NWEA, ACT, MEAP and MME data.

Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD by MICHAEL F. HOCK, KIM A. PULVERS, DONALD D. DESHLER. AND JEAN B. SCHUMAKER (2001): “Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion.

Marzano, Pickering & Pollack, 2001: Homogeneous grouping by skill level has been demonstrated to be effective for instruction in the areas of mathematics and
reading. Meta-analysis from NCREL: Increases in instructional time for struggling students, especially intensive instruction delivered by a trained adult can improve proficiency scores (AFT 1997).

Making the Most of Summer School: A Meta-Analytic and Narrative Review by Cooper, H., Charlton, K., Valentine, J.C., & Muhlenbruck, L.: Monographs of the Society for Research in Child Development, 65(1), 1-118 (2000) "This research synthesis used both meta-analytic and narrative procedures to integrate the results of 93 evaluations of summer school. Results revealed that summer programs focusing on remedial or accelerated learning or other goals have a positive impact on the knowledge and skills of participants. Although all students benefit from summer school, students from middle-class homes show larger positive effects than students from disadvantaged homes. Remedial programs have larger effects when the program is relatively small and when instruction is individualized. Remedial programs may have more positive effects on math than on reading. Requiring parent involvement also appears related to more effective programs."

<table>
<thead>
<tr>
<th>Activity - Push-In &amp; Pull-Out Support</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>During non-core content instructional hours, the most at-risk students will work one-on-one or in small groups with a paraprofessional or Title-I teachers. During content instructional hours, a Title-I teacher or paraprofessional will work in the classroom with the most at-risk students.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$152321</td>
<td>Title I Part A, Section 31a</td>
<td>Title-I Director, Teachers &amp; Paraprofessionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - After-School</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be provided with extended learning opportunities after school with a highly qualified content edorsed teacher and/or highly qualified paraprofessional.</td>
<td>Academic Support Program</td>
<td>09/16/2013</td>
<td>05/30/2014</td>
<td>$12668</td>
<td>Title I Schoolwide</td>
<td>Title-I Director and Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Summer School</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide individualized remediation in mathematics based on identified deficiencies during the summer to the most at-risk students.</td>
<td>Academic Support Program</td>
<td>06/23/2014</td>
<td>08/08/2014</td>
<td>$26859</td>
<td>Title I Schoolwide</td>
<td>Title-I Director and Staff</td>
</tr>
</tbody>
</table>

**Measurable Objective 4:**
10% of All Students will Demonstrate a proficiency improvement by the number of students who meet or exceed state benchmarks from 2012 - 2013 in English Language Arts by 06/06/2014 as measured by MEAP, NWEA, ACT & MME.

**(shared) Strategy 1:**
One-on-One and Small Group Instruction - Title-I teachers and paraprofessionals will work one-on-one or in small groups with the most at-risk students to close the gap in all content areas by using targeted indiviudalized content goals from NWEA, ACT, MEAP and MME data.

Research Cited: The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD by MICHAEL F. HOCK, KIM A. PULVERS, DONALD D. DESHLER. AND JEAN B. SCHUMAKER (2001): "Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the
strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion.

Marzano, Pickering & Pollack, 2001: Homogeneous grouping by skill level has been demonstrated to be effective for instruction in the areas of mathematics and reading. Meta-analysis from NCREL: Increases in instructional time for struggling students, especially intensive instruction delivered by a trained adult can improve proficiency scores (AFT 1997).

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<table>
<thead>
<tr>
<th>Activity - Push-In &amp; Pull-Out Support</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>During non-core content instructional hours, the most at-risk students will work one-on-one or in small groups with a paraprofessional or Title-I teachers. During content instructional hours, a Title-I teacher or paraprofessional will work in the classroom with the most at-risk students.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$152321</td>
<td>Title I Part A, Section 31a</td>
<td>Title-I Director, Teachers &amp; Paraprofessionals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - After-School</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be provided with extended learning opportunities after school with a highly qualified content endorsed teacher and/or highly qualified paraprofessional.</td>
<td>Academic Support Program</td>
<td>09/16/2013</td>
<td>05/30/2014</td>
<td>$12668</td>
<td>Title I Schoolwide</td>
<td>Title-I Director and Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Summer School</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide individualized remediation in mathematics based on identified deficiencies during the summer to the most at-risk students.</td>
<td>Academic Support Program</td>
<td>06/23/2014</td>
<td>08/08/2014</td>
<td>$26859</td>
<td>Title I Schoolwide</td>
<td>Title-I Director and Staff</td>
</tr>
</tbody>
</table>

Goal 7: All students at Advanced Technology Academy will be career and college ready in 21st century content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health and wellness awareness.
Measurable Objective 1:
70% of Ninth, Tenth, Eleventh and Twelfth grade students will Complete a portfolio or performance in the 21st Century Skills in Career & Technical by 06/13/2014 as measured by by completing career classes in their chosen field by receiving a passing grade as measured by Common Assessments, and/or Semester/Final Exams or University Course Completion Tests or personal portfolios.

Strategy 1:
Career Cruising - Students will all register on Career Cruising software to assess the qualifications necessary for their chosen career pathway.
Research Cited: Ford NGL documentation

<table>
<thead>
<tr>
<th>Activity - EDP for NGL</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors will develop an educational plan for students to pursue classes in their chosen career field</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>01/31/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Counselors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Utilize Career Cruising</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in 9th and 10th grade will register on Career Cruising software and continue to measure their progress by re-visiting the site at least 3 times during the year.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/13/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Counselors and HS Principal</td>
</tr>
</tbody>
</table>

Strategy 2:
21st Century Content - Students will prepare for their 21st century content: global awareness, financial, economic, business and entrepreneurial literacy, civic literacy and health and wellness awareness
Research Cited: Ford NGL documentation

<table>
<thead>
<tr>
<th>Activity - Scheduling Global Awareness</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be scheduled for classes in global awareness through use of Ford NGL modules 13-14.</td>
<td>Getting Ready</td>
<td>07/08/2013</td>
<td>09/13/2013</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Counseling Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Critical Thinking Skills</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and thinking skills: critical thinking and problem solving skills, communications skills, creativity and innovation skills, collaboration skills, contextual learning skills and information and media literacy skills are presented through Ford NGL Modules and concurrent enrolled classes.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/13/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Career Academy Team, Counselors, and HS Principal</td>
</tr>
</tbody>
</table>

SY 2012-2013
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Goal 8: Increase parent/guardian/family participation & involvement in student achievement.

Measurable Objective 1:
Collaborate to increase parent/guardian/family attendance at conferences, events, workshops and Parent School Improvement Team meetings. by 06/06/2014 as measured by Conference attendance percentages, participation rates at events, workshops, trainings and/or meetings.

Strategy 1:
Action Team for Partnerships - By creating partnerships with families that are focused on addressing academic and behavior challenges, student achievement will improve.

Research Cited: Joyce L. Epstein & Associates School, Family and Community Partnerships: Your Handbook for Action
| Implement "actions" for outreach to parents / staff regarding attendance issues and improving reading and math. | Implementation | 12/02/2013 | 06/20/2014 | $1500 | Title I Schoolwide | School Improvement Director, Middle School Dean, Volunteer Parents and Staff |
## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source.

### Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School</td>
<td>Teachers will provide individualized remediation in mathematics based on identified deficiencies during the summer to the most at-risk students.</td>
<td>Academic Support Program</td>
<td>06/23/2014</td>
<td>08/08/2014</td>
<td>$26859</td>
<td>Title-I Director and Staff</td>
</tr>
<tr>
<td>Outreach Activities</td>
<td>Implement &quot;actions&quot; for outreach to parents / staff regarding attendance issues and improving reading and math.</td>
<td>Implementation</td>
<td>12/02/2013</td>
<td>06/20/2014</td>
<td>$1500</td>
<td>School Improvement Director, Middles School Dean, Volunteer Parents and Staff</td>
</tr>
<tr>
<td>After-School</td>
<td>Students will be provided with extended learning opportunities after school with a highly qualified content endorsed teacher and/or highly qualified paraprofessional.</td>
<td>Academic Support Program</td>
<td>09/16/2013</td>
<td>05/30/2014</td>
<td>$12668</td>
<td>Title-I Director and Staff</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$41027</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Section 31a

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push-In &amp; Pull-Out Support</td>
<td>During non-core content instructional hours, the most at-risk students will work one-on-one or in small groups with a paraprofessional or Title-I teachers. During content instructional hours, a Title-I teacher or paraprofessional will work in the classroom with the most at-risk students.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$54278</td>
<td>Title-I Director, Teachers &amp; Paraprofessionals</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>$54278</strong></td>
<td></td>
</tr>
</tbody>
</table>

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Common Core Clinic Workbooks</td>
<td>Purchase workbooks</td>
</tr>
<tr>
<td>ACT Suite Preparation</td>
<td>Purchase ACT Coach books.</td>
</tr>
<tr>
<td>Informational Text Readings</td>
<td>Teachers will incorporate informational text readings in the classroom to support CCSS Literacy Standards.</td>
</tr>
<tr>
<td>Bellringers</td>
<td>Purchase Bellringers as warm-up and exit ticket instructional resources for grades K-12.</td>
</tr>
<tr>
<td>Construction opportunities</td>
<td>Students will construct science-related models and projects</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>Students will utilize math journals that include writing prompts; and writing strategies from 6+1 Traits of Writing program.</td>
</tr>
<tr>
<td>Common Core Reinforcement</td>
<td>Purchase Common Core Clinic practice books for grades K - 8; and Common Core Buckledown books for grades 3 through 8</td>
</tr>
<tr>
<td>6 + 1 Writing PD</td>
<td>Faculty will receive PD in implementing the 6 + 1 Traits of Writing program.</td>
</tr>
<tr>
<td>ACT Suite Preparation</td>
<td>Purchase ACT Coach books.</td>
</tr>
<tr>
<td>Science Content Hour Instruction for grades 2-5</td>
<td>Allocation of one science teacher for grades 2 &amp; 3 Allocation of one science teacher for grades 4 &amp; 5</td>
</tr>
<tr>
<td>Library Enhancement</td>
<td>Purchase non-fiction library for elementary school use.</td>
</tr>
<tr>
<td>Measuring and estimating opportunities</td>
<td>Teachers provide measuring tools, such as meter sticks, balances (triple beam or digital), graduated cylinders, and temp/pH probes (LabQuest 2)</td>
</tr>
<tr>
<td>Activity Name</td>
<td>Activity Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Promoting Civic Engagement</td>
<td>Each social studies class will be based upon a civic engagement theme that is carried out throughout the school year. The theme will be implemented by infusing various activities correlated to it into the classrooms through: field trips; role playing activities/simulations of the democratic process; daily viewings of CNN news for schools (beginning in the 4th grade); deliberations about local, state and federal government; and collaborative assignments. Advanced Technology Academy has a graduation requirement that all students must participate in some form of community service.</td>
</tr>
<tr>
<td>6 + 1 Traits of Writing</td>
<td>Purchase resources for implementation of the 6 + 1 Traits of Writing program.</td>
</tr>
<tr>
<td>Technology in the classroom</td>
<td>Teachers will incorporate technology in providing hands-on, real-world, science-related lessons</td>
</tr>
<tr>
<td>ACT prep</td>
<td>Teachers will utilize ACT test preparation booklets to better prepare students for assessment</td>
</tr>
<tr>
<td>Common Core Bellringers</td>
<td>Purchasing Bellringers as warm-up and exit ticket instructional resources for mathematics classes / courses K - 12.</td>
</tr>
<tr>
<td>Data collection</td>
<td>Students will use data collection tools, such as calculators, computers, and probes to collect data for production of graphs, tables, charts, spreadsheets</td>
</tr>
</tbody>
</table>

**Total** $131882
### Title II Part A

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push-In &amp; Pull-Out Support</td>
<td>During non-core content instructional hours, the most at-risk students will work one-on-one or in small groups with a paraprofessional or Title-I teachers. During content instructional hours, a Title-I teacher or paraprofessional will work in the classroom with the most at-risk students.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$98043</td>
<td>Title-I Director, Teachers &amp; Paraprofessionals</td>
</tr>
<tr>
<td>professional development</td>
<td>conferences - Michigan Science Teacher's Association, MACUL training - Wayne County Regional Educational Services Administration offerings, Eastern Michigan University Project Lead-the-Way summer training sessions</td>
<td>Professional Learning</td>
<td>06/18/2013</td>
<td>05/30/2014</td>
<td>$2000</td>
<td>K-12 science teachers</td>
</tr>
</tbody>
</table>

| Total                                  | $103043                                                                                                                                  |                  |            |            |                   |                                                                                  |
Best practices in Science

Collaboration with special education, ELL, and Title-1 staff for differentiation and co-teaching, Project-Lead-the-Way training at Eastern Michigan University

Professional Learning

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$5000</td>
<td>All science teachers, including Title 1 staff, James Nelson, Matthew Menna, Stephanie Green</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
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<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize Career Cruising</td>
<td>Students in 9th and 10th grade will register on Career Cruising software and continue to measure their progress by re-visiting the site at least 3 times during the year.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>06/13/2014</td>
<td>$0</td>
<td>Counselors and HS Principal</td>
</tr>
<tr>
<td>Scheduling Financial Literacy</td>
<td>Students will be scheduled for classes in financial literacy through David Ramsey’s Financial Course curriculum.</td>
<td>Getting Ready</td>
<td>08/05/2013</td>
<td>09/23/2013</td>
<td>$0</td>
<td>Counseling Staff</td>
</tr>
<tr>
<td>Differentiate Instruction</td>
<td>Teachers will provided differentiated instruction based on NWEA RIT scores w/ Decartes resources.</td>
<td>Direct Instruction</td>
<td>10/01/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>Principals, Academic Leaders, PLC Leaders and Content Staff</td>
</tr>
<tr>
<td>Block Scheduling</td>
<td>High school ELA classes will be scheduled for a block of two periods.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, counselors</td>
</tr>
<tr>
<td>Bellringers</td>
<td>Purchase Bellringers as warm-up and exit ticket instructional resources for grades K-12. (Cost is covered in reading activity)</td>
<td>Getting Ready</td>
<td>07/01/2013</td>
<td>07/31/2013</td>
<td>$0</td>
<td>ELA PLC District Leader</td>
</tr>
<tr>
<td>Asking and answering questions about global interconnections</td>
<td>Students will learn about global interconnections and human population by researching primary and secondary resources. Lessons will be guided through teacher modeling and inquiry based lessons. All lessons will be scaffolded upon grade level.</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>Every social studies teacher will be expected to teach lessons regarding global interconnections and human population.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Instruction Type</td>
<td>Start Date</td>
<td>End Date</td>
<td>Cost</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>Lecture, textual reading using primary and secondary sources, mind mapping and note taking will be the primary activities in teaching about the economic system.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>Every social studies teacher will be required to teach their students about economics.</td>
</tr>
<tr>
<td><strong>EDP for NGL</strong></td>
<td>Counselors will develop an educational plan for students to pursue classes in their chosen career field.</td>
<td>Academic Support Program</td>
<td>09/03/2013</td>
<td>01/31/2014</td>
<td>$0</td>
<td>Counselors</td>
</tr>
<tr>
<td><strong>Develop Claims and Using Evidence</strong></td>
<td>Guided reading activities: determining author's purpose; scavenger hunt; jigsaw reading; activating prior knowledge; teaching context clues; structural analysis; determining main idea; organizing information; analyzing charts; understanding maps; interpreting graphs; summarizing key concepts.</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>All 4th - 12th grade social studies teachers are responsible for teaching students how to develop claims and use evidence.</td>
</tr>
<tr>
<td><strong>Observe, Investigate and Analyze Human Environment Interaction</strong></td>
<td>Throughout the school year lessons will be implemented that instruct students about how the environment and cultural trends affect how people live throughout the world. These lessons will be scaffolded.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>All social studies teachers will be responsible for implementing a curriculum that instructs about human - environment interaction.</td>
</tr>
<tr>
<td><strong>Common Core Writing Practice</strong></td>
<td>Teachers will implement the strategy by using exercises in the Common Core Clinic Workbooks (cost found in reading activities).</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
<tr>
<td><strong>Common Core Clinic</strong></td>
<td>Teachers will receive PD on using the Common Core Clinics in content areas. PD from Triumph Learning, titled Literacy in the Content Areas.</td>
<td>Professional Learning</td>
<td>08/19/2013</td>
<td>08/30/2013</td>
<td>$0</td>
<td>Director of School Improvement, PLC District Leaders</td>
</tr>
<tr>
<td><strong>Scheduling Global Awareness</strong></td>
<td>Students will be scheduled for classes in global awareness through use of Ford NGL modules 13-14.</td>
<td>Getting Ready</td>
<td>07/08/2013</td>
<td>09/13/2013</td>
<td>$0</td>
<td>Counseling Staff</td>
</tr>
<tr>
<td><strong>ACT Practice Problems &amp; Test Taking Skills</strong></td>
<td>Teachers will implement daily time for students to practice ACT problems and learn test taking strategies.</td>
<td>Implementation</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Teachers, Academic Leader &amp; Principal</td>
</tr>
<tr>
<td>Activity</td>
<td>Details</td>
<td>Method</td>
<td>Start Date</td>
<td>End Date</td>
<td>Cost</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Communicate Conclusions</td>
<td>Throughout the social studies curriculum teachers will teach students how to construct arguments and explanations. These lessons will be scaffolded based upon students grade level.</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>All social studies teachers are responsible for instructing students on how to construct arguments and explanations.</td>
</tr>
<tr>
<td>ACT Practice problems and Test Taking Skills</td>
<td>Teachers will implement time for students to practice ACT problems and learn test-taking strategies on a daily basis.</td>
<td>Implementatio n</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, and PLC Leaders</td>
</tr>
<tr>
<td>Implement Common Core Practices</td>
<td>Teachers will use Common Core Clinics, Common Core Buckledown, and Bellringers in their daily instruction and document in their lesson plans.</td>
<td>Implementatio n</td>
<td>07/01/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, PLC Leaders &amp; Principals</td>
</tr>
<tr>
<td>After-School Participation</td>
<td>Students will be invited to join after school activities and clubs that deal with Life skills: leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility</td>
<td>Career Preparation/Orientation</td>
<td>09/03/2013</td>
<td>06/13/2014</td>
<td>$0</td>
<td>Career Academy Team, Counselors, and HS Principals</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Teachers will guide the reading process through modeling their inner dialogue through discourse, coding text, listing questions, categorizing questions, note taking while reading, creating question webs,</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>All pre K - 12th grade teachers will be responsible for teaching students how to construct compelling and supporting questions.</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>Teachers will use Marzano's Vocabulary techniques as part of curriculum</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
<tr>
<td>Devkeiop historical thinking</td>
<td>Create timelines, research timelines, role play historical events, KWL activity, guided reading, model reading text by having a voice (think alouds) and questioning the author, vocabulary development, research primary and secondary text</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>Every social studies teacher will be required to teach students how to historically think.</td>
</tr>
<tr>
<td>Content standards discussion</td>
<td>Teachers will discuss scheduling of content with higher and lower grade level teachers</td>
<td>Professional Learning</td>
<td>08/19/2013</td>
<td>08/30/2013</td>
<td>$0</td>
<td>All K-12 science teachers</td>
</tr>
<tr>
<td>Block Scheduling</td>
<td>High school ELA classes will be scheduled for a block of two periods.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Counselors, Principals</td>
</tr>
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</tr>
<tr>
<td>School &amp; Parent Teams</td>
<td>Assemble school and parent teams to review protocols for implementing Action Teams.</td>
<td>Getting Ready</td>
<td>08/12/2013</td>
<td>11/29/2013</td>
<td>$0</td>
<td>School Improvement Director, Middle School Dean, Volunteer Teachers &amp; Parents</td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td>Learning and thinking skills: critical thinking and problem solving skills, communications skills, creativity and innovation skills, collaboration skills, contextual learning skills and information and media literacy skills are presented through Ford NGL Modules and concurrent enrolled classes.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/13/2014</td>
<td>$0</td>
<td>Career Academy Team, Counselors, and HS Principal</td>
</tr>
<tr>
<td>Research</td>
<td>Social studies courses will scaffold students ability to gather and evaluate sources through modeled instruction, lecture, and inquiry based lessons. Several reading strategies will be implemented; activate prior knowledge; organize information; understand maps; interpret graphs; analyze charts; summarize key concepts; interpret primary source documents; answer document-based questions; evaluate internet sources</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>All social studies teachers are required to teach students how to gather and evaluate sources.</td>
</tr>
<tr>
<td>Critiquing Sources</td>
<td>Students will preview texts; activate prior knowledge; organize information; understand maps; interpret graphs; analyze charts; summarize key concepts; interpret primary source documents; answer document-based questions; evaluate internet sources</td>
<td>Direct Instruction</td>
<td>09/02/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>All social studies teachers are required to instruct students how to critique resources.</td>
</tr>
<tr>
<td>August PD for NGSS review</td>
<td>Time will be allotted for science teachers to see an NGSS overview, and to develop curriculum maps, during their August PD</td>
<td>Academic Support Program</td>
<td>08/19/2013</td>
<td>08/30/2013</td>
<td>$0</td>
<td>All K-12 science teachers</td>
</tr>
<tr>
<td>Include English Language Arts Standards for Science &amp; Technical subjects</td>
<td>Cite specific textual evidence, determine central ideas and conclusions, follow written multistep procedures, determine the meaning of symbols in scientific or technical context, and evaluate multiple sources of information presented in diverse formats</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>All K-12 science teachers</td>
</tr>
<tr>
<td>Common Core Clinic</td>
<td>Teachers will receive PD on using Common Core Clinics in the content areas. PD is from Triumph Learning, titled Literacy in the Content Areas.</td>
<td>Professional Learning</td>
<td>08/19/2013</td>
<td>08/30/2013</td>
<td>$0</td>
<td>Director of School Improvement, ELA PLC District Leader</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
<td>Cost</td>
<td>Responsible Particulars</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Bellringers</td>
<td>Teachers will use Bellringers as warm-ups and/or exit tickets and will document in lesson plans.</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, PLC Leaders</td>
<td></td>
</tr>
<tr>
<td>Block Scheduling Mathematics</td>
<td>Grades 9 - 11 will have their mathematics classes blocked for two periods. Grades 7 - 8 will have more time on mathematics tasks in their electives.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Principals, counselors and faculty</td>
</tr>
<tr>
<td>Informational Text</td>
<td>An increase in direct instruction of reading informational text will be implemented in the ELA Classroom.</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
<tr>
<td>Allow students to participate in non grade level science activities</td>
<td>Science activities will be planned by different grade level teachers to allow different age groups to learn from each other, especially during science content laboratories &amp; projects</td>
<td>Tutoring</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>All K-12 science teachers</td>
</tr>
<tr>
<td>Use geographic representation tools</td>
<td>Social studies classes will utilize geospatial tools to learn about, demonstrate, and analyze environmental and cultural characteristics. Lessons will be scaled upon the grade level but the activities will be similar in nature. Students will explain relationships between the locations of places and regions using maps, satellite images, photographs and other tools. Students will also use geographic data to analyze spatial patterns.</td>
<td>Direct Instruction</td>
<td>09/10/2013</td>
<td>06/09/2014</td>
<td>$0</td>
<td>Every social studies teacher will be responsible for implementing lessons regarding geospatial representations into their curriculum.</td>
</tr>
<tr>
<td>Bellringers</td>
<td>Teachers will use Bellringers as warm-ups and/or exit tickets and will document in lesson plans.</td>
<td>Implementatio n</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
<tr>
<td>Build a science and non-science related learning activity</td>
<td>Collaborative groups will plan a cross-content related activity to show connection between science and a non-science curriculum</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>All K-12 teachers</td>
</tr>
<tr>
<td>Common Core Reading Practice</td>
<td>Teachers will implement the strategy by using exercises in the Common Core Clinic Workbooks.</td>
<td>Implementatio n</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>ELA faculty</td>
</tr>
<tr>
<td>Include literacy strategies in instruction</td>
<td>Include strategies, such as reading aloud, graphic organizing, and structured note taking</td>
<td>Direct Instruction</td>
<td>09/03/2013</td>
<td>05/30/2014</td>
<td>$0</td>
<td>All K-12 science teachers</td>
</tr>
<tr>
<td>ACT Practice Problems and Test-Taking Skills</td>
<td>Teachers will implement daily time for students to proactice ACT problems and learn test-taking strategies.</td>
<td>Implementatio n</td>
<td>09/03/2013</td>
<td>06/06/2014</td>
<td>$0</td>
<td>Faculty, Principals, PLC Leaders</td>
</tr>
</tbody>
</table>

**Total** $0