



District Improvement Plan

University Preparatory Science and Math (PSAD)

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

University Prep Science & Math (UPSM) is a public charter school district founded in Detroit in 2008-09 to provide a specialized educational path preparing students for the Science, Technology, Engineering and Mathematics (STEM) careers of the global economy.

Through the Project Lead The Way (PLTW) engineering program and a strong emphasis on life sciences and technology, students are prepared to become innovative and productive leaders in STEM fields. UPSM schools are dedicated to academic excellence, personalized learning and hands-on career experiences through sophisticated community partnerships.

UPSM opened on the 11th floor of the Compuware Building downtown, with 162 mostly African American sixth and seventh graders, and a free and reduced lunch rate near 80 percent. The middle school is now located at the newly reopened Michigan Science Center; the high school opened in 2010-11 just east of Downtown on the Detroit River; the elementary school opened in August 2013 in the former site of Sydney Miller High School (historic Detroit school) with approximately 400 students. 2013-2014 was the first year that the district operated as a true K-12 school system.

UPSM Elementary has partnered with Mosaic Youth Theatre and introduce an integrated arts program. This will move the school--and eventually the district--from a STEM focus to a STEAM model. Research shows that adding the arts increases student creativity, achievement and engagement.

This year UPSM has about 1,400 students K-12. The district graduated its first class of 85 seniors in June 2014.

The district is still overwhelmingly (over 97 percent) African American, and approximately 64 percent of its students are eligible for free/reduced price lunch. The staff includes educators in all stages of their career, but many teachers are new to education (six or less years of experience).

One of the logistic challenges that the district faces is caused by the broad geographic area served. UPSM's students live in all parts of the city and suburbs, and reliable transportation can prove difficult, especially for economically disadvantaged students.

Student matriculation from 8th to 9th grade continues to be one of the greatest challenges facing the district; high performing students tend to leave UPSM for Cass, Renaissance and a host of private schools in the suburbs. Students coming to UPSM from outside the system in the 9th grade tend to arrive below grade level and present significant challenges academically.

System's Purpose

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

The University Prep Science & Math school district is one district within the UPrep Schools network. The district's strategic vision is the same of the network.

Mission Statement

We exist to give students the courage to pursue a future full of possibility.

Purpose Statement

We prepare students for success in life.

Core Values

- WE CARE ABOUT PEOPLE. In everything we do, we care about the needs of others while also taking care of ourselves.
- LEARNING IS EXCITING. We take joy in learning new things. We approach challenges by thinking about the new things we will discover.
- WE THINK BIG AND DO. Our goals push us to excel, and we work hard to accomplish those goals.
- WE WORK WELL BY OURSELVES AND IN TEAMS. We work hard on our own and contribute our personal best to the team, and our work together lets us all shine brighter.
- OUR ACTIONS HAVE A PURPOSE. Before we do anything, we know why we are doing it and how we will go about it.

University Prep Science & Math embodies these statements by offering programs targeted at preparing students for STEM fields, which will provide them with immediately applicable and marketable skills upon graduation from college. Through a variety of co-curricular and extra-curricular activities, the school reinforces the joy of learning. Purposeful teamwork is a hallmark of the projects that compose the milestones of the curriculum.

Notable Achievements and Areas of Improvement

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

Notable achievements at UPSM over the past three years include:

UPSM Elementary School opened in August 2013 with over 400 students in a highly competitive elementary school market. In the 2014-2015 school year, the school developed a significant partnership with St. John's Hospital for a school nurse and behavior therapist. UPSM ES students also formed an award-winning Chess team. The school partners with Mosaic Youth Theatre of Detroit and the Knight Foundation to infuse the arts into the curriculum. This winter, the school opened its new library. Third grade students also took second place in the 10 Marks National Math Championships.

UPSM Middle School has seen significant growth on the MEAP and MAP over the past three years. The results have ranked UPSM the top performing charter middle school in the state and one of the highest performing charters in the Grand Valley State University portfolio. MEAP ELA and MEAP Math scores significantly beat the state averages.

UPSM High School 11th graders' ACT scores improved from an average composite of 17.1 in 2013 to 18.4 in 2014. The school also showed an improvement in MME mathematics of over 10 percentage points.

EXPLORE, PLAN and ACT performance, particularly among 8th graders continues to show promise. UPSM 8th graders generally score at a 15 composite.

UPSM schools have grown their athletics and extracurricular programs significantly over the past three years. Each of the schools has several sports and a diversity of clubs and after school activities to enhance student learning and intensify student engagement. The UPSM Travel Club is one particularly strong club--it also fulfills the district's graduation requirement that students must log at least one international study experience between 6th and 12th grades.

Areas of improvement for the next three years include:

UPSM schools need to continue to develop and reinforce literacy skills across the curriculum so that reading levels and ELA competence increase across the district.

UPSM schools need to focus on improving science education so that students are fully prepared to enter rigorous post-secondary training and education in STEM fields.

UPSM schools need to address the achievement gaps across the district, particularly between low and higher income students as well as between males and females.

Additional Information

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

UPSM understands that true college readiness does not depend solely on students' academic success and mastery of standards. Readiness also hinges on developing students as confident, motivated self managers and problem solvers, with a variety of talents and experiences. These are the characteristics and traits--habits of mind and habits of work--we build in our students.

These do not show up on standardized tests so much as they show up in attitude, school culture and post high school success and persistence.

Key elements of the University Prep Schools model that UPSM embraces ensure college readiness for graduates, and are supported by research-based practices, include:

- Rigorous curriculum designed to meet state and federal standards at every level. The University Prep Schools curriculum is designed to achieve the benchmarks set out in Michigan's Curriculum Framework and the ACT College Readiness standards--and will evolve to meet the new Common Core standards. Our schools ensure student success on challenging work by providing support in different ways--starting with small classes, personalized learning plans for every student, and differentiated instruction that enables advanced learners as well as struggling students to connect to academic content and reach their potential.

- Intentional strategies to build and maintain strong relationships between and among students, parents, and teachers, including small schools, small class sizes, working with a primary teacher/advisor for multiple years, and individual Learning Team meetings. The Advisory/Crew program engages students in their learning and gives them the anchor of a caring adult who knows them well. A small and supportive classroom community helps students find their passion, discover dreams, plot their plans and hone the habits of mind and work essential to success in college and in life.

- Curiosity, focus, and effort are critical to student learning. University Prep Schools use personal relationships, a culture of success, integration of technology, and fun, interest-based projects to ensure strong student engagement. When learning is fun, learners invest much more energy and imagination in getting through the hard work. In addition, we employ a wide range of practical, authentic, real-world experiences, from meaningful internships and community service to international travel and college campus tours, to complement academic instruction so that students can navigate the global marketplace with confidence and competence.

- Being able to think, talk, write, and speak about what's being learned is crucial to becoming the self directed learner demanded for success in college and the world of work. From kindergarten through the 12th grade, University Prep Schools students present public exhibitions of their work several times each year.

- An emphasis on staff development that focuses on effective teaching and learning strategies and continuous improvement. Opportunities for reflection, team critique and data analysis are built into our model. Staff development also is an opportunity for student monitoring and real-time intervention. University Prep Schools use multiple measures that include state achievement tests, the Measures of Academic Progress, ACT practice tests, and a wide variety of classroom-based and building-based assessments to monitor student achievement. The results of these measures are reviewed continuously throughout each school year, and used to identify students needing supplementary instruction. All University Prep Schools have designed robust supplementary instructional programs that offer additional learning

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opportunities within the school day, after school, and throughout the summer.

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

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.

The primary method for involving stakeholders in the development of the institution's improvement plans is the district improvement team (DIT). The DIT consists of district administrators, school administrators, teachers, and parents. Each of these team members is selected to represent the views of a constituency. Parents are included in all district improvement team meetings to ask questions of administrators regarding student achievement, provide suggestions for improvement, and guide the district's efforts to engage parents and families.

Stakeholders were unofficially informed of their roles prior to the first DIT meeting. All DIT members were given an outline of roles, required work products, and a tentative calendar for completion at the team's first meeting. A significant portion of the first meeting was devoted to introducing all members to the work products, terminology, technology platforms, and timelines for the overall improvement process, and team members also received information about recent changes to state and federal laws/regulations regarding school and district improvement. Meetings were scheduled and agreed upon by all team members and occur regularly and rotated site throughout the district.

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

Representatives came from four main stakeholder groups. In addition to bringing their individual ideas to the team, members also represented specific perspectives from their stakeholder group

District representatives

Chief Academic Officer--represent the overall academic vision of the district

Chief Operations Officer--represent the overall financial and operational perspectives of plan components

Director of Achievement & Accountability--provide data analysis, process guidance, and technical assistance through planning process

Director of Student Development--provide information about special education programming and requirements

Director of Parent and Community Engagement--include the perspectives and opportunities to work with various community partners

School representatives

Administrators (principal, dean of culture, instructional coach)--describe the impact of district programs on school programs and vice versa, bring information to the district team about school-level programs under development

Teachers--view district information from a classroom perspective and the impact on instruction, engage with data to provide classroom and student-level descriptions of overall trends

Parent and community representatives

Parents--represent the view of all parents, including those not able to regularly attend school events

At the beginning of the year, the team also had one student representative. That student changed schools mid-year and was not replaced.

We will strive to keep this space on the team filled in upcoming years.

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

The final improvement plan was reviewed piecewise by the team. After spending several meetings looking at data from the district and schools about their academic performance, processes, and stakeholder perception, the team spent its final meeting reviewing strategies and activities. Additional diagnostics and components of the plan were reviewed electronically with opportunities to comment and revise. These pieces were then compiled and then approved by the district's governing board. Upon board approval, the plan was submitted to the state and a copy was given to all members of the DIT. The plan will also be posted to the district's website before the beginning of the school year.

Updates about the progress of this plan are planned at quarterly intervals in the 2015-2016 school year as part of the district improvement process.

District Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
	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).	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

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Label	Assurance	Response	Comment	Attachment
	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.	Yes	<p>UPSM uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, Internet connections, etc) in all classrooms and labs and in staff work spaces such as the main office and work rooms.</p> <p>As identified through the district's technology plan, anticipated needs include:</p> <ul style="list-style-type: none"> * Increasing bandwidth and speed of Internet at UPSM High School * Creating consistent technology platforms within each school 	

Label	Assurance	Response	Comment	Attachment
	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.	Yes	<p>UPSM schools provide access to technology for all students---from Mac lab carts to Netbooks to Kindles and Project Lead the Way PC labs. Teachers are trained annually on how to intensify the use of technology in the curriculum and how to use it effectively to differentiate instruction for students at all levels. Students access class material online. Online programs supplement daily instruction. Students must integrate technology into their presentations of learning at all levels. Core content teachers use Promethean boards for daily instruction.</p>	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	<p>UPSM schools use technology daily at all levels--to access textbooks, conduct research, communicate with people, take assessments, participate in Project Lead the Way engineering program and produce content/projects across the curriculum. Teachers receive training annually on how to integrate technology into their classroom daily. Teachers use Smartboards, video and still cameras and Skype. Students manage digital portfolios of their work, their goals, their resumes and college research and planning.</p>	

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Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Technology is integrated K-12 to promote technological literacy. Each school has a computer to student ratio of approximately 1:4. UPSM HS offers a Technology course that is required to meet the Michigan Merit Curriculum. Each school also has after-school and enrichment offerings that utilize technology, including robotics.	

Label	Assurance	Response	Comment	Attachment
	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.	Yes		

Label	Assurance	Response	Comment	Attachment
	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 comments section.	Yes	Orletta Cross Human Resource Consultant Axios, Incorporated (District co-employer) 610 Antoinette Detroit, MI 48202 616.451.6214 orletta.cross@uprepschools.com	

Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

2015-2016 DIP

Overview

Plan Name

2015-2016 DIP

Plan Description

Due June 30, 2015

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve proficiency in Math	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$255825
2	All students will improve proficiency in ELA	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$345928
3	All students will improve proficiency in science.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$168825
4	All students will improve proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$160025
5	UPSM Schools will demonstrate improvement in non-academic skills	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$240000

Goal 1: All students will improve proficiency in Math

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the appropriate assessments in Mathematics by 06/30/2016 as measured by M-STEP.

Strategy 1:

Using Technology to Support Instruction - Technology will be used to enhance delivery of instruction and analysis of student performance.

Category:

Research Cited: After reviewing the available research, the National Association of School Boards of Education Study Group on e-Learning concluded "e-Learning will improve American education in valuable ways and should be universally implemented as soon as possible" (NASBE, 2001, p. 4). Schacter (1995) reflected on the analysis of more than 700 studies and concluded that students who had access to educational technology showed positive gains in academic achievement. According to Lemke and Coughlin (1998)...under the right conditions, technology: Accelerates, enriches, and deepens basic skills. Motivates and engages students in learning. Helps relate academics to the practices of today's workforce. Increases economic viability of tomorrow's workers. Strengthens teaching. Contributes to change in schools. Connects schools to the world.

Tier:

Activity - Support Multiple Learning Styles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deploy such technology as is necessary (SMARTBoards, student computer workstations, laptop carts, air slates, student response systems, etc.) to address students with multiple learning styles. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2016	\$0	No Funding Required	IT Director, Principals

Strategy 2:

Implementing Multi-tiered System of Support Program - The district will adopt a three-tiered system of intervention to address all students' needs. The first tier is

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general instruction, which will be structured to meet the needs of most students. The second tier will be parallel interventions (differentiated instruction within the classroom, small group instruction). The third tier will be targeted interventions (tutoring, intervention classes, 1:1 remediation). The process will hinge on effective collection and accurate analysis of data to identify gaps in student understanding.

Category:

Research Cited: Multi-tiered System of Support (MTSS) is an extension of Response to Intervention (RTI), which integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. (American Institutes for Research, 2007). Research has found that when teachers meet with students to provide feedback through structured conferences, specific goals, and appropriate interventions, students' individualized goals can be evaluated on a formal level. Teachers can meet with a few students a day or week depending on specific projects, deadlines, and individual student needs (Intel Teach Programs, 2007). Before-and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success (Hock, et al. 2001). Similarly, academic intervention during the day has been found to have positive effects (Silva 2007).

Tier: Tier 1

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 2	Monitor	08/18/2014	06/30/2016	\$14400	Section 31a	Principals

Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class). Schools: University Preparatory Science and Math (PSAD) Mid	Academic Support Program	Tier 3	Implement	08/18/2014	06/30/2016	\$75000	Section 31a	Principal, Intervention Teacher

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Activity - Instructional Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio. Schools will use several models of instruction for parapros. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Title I Part A	Principals, Teachers

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement SchoolNet Information Management System to identify struggling groups of students, provide information about most frequently misunderstood concepts, and give parents and students a way to access class materials and data. Schools: All Schools	Technology	Tier 1	Implement	08/04/2014	06/30/2016	\$11500	Title I Part A	Director of Achievement and Assessment, Principals

Strategy 3:

Improve Delivery of Instruction - Schools will implement systems to improve the quality of pedagogy for all teachers.

Category:

Research Cited: Effective PD to improve pedagogy includes: material that focuses on subject matter that teachers teach; learning opportunities that are aligned with real work, actual curriculum materials and assessments; adequate time, including time to observe and analyze student work; reliable systems to evaluate the impact of PD on teacher practice and student learning (Guskey 1995, Parsad et al. 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas. This activity also includes professional development for coaches so that they may improve their own practice. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Title I Part A	Principals
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Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: University Preparatory Science and Math - Elementa	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Title I Part A	Principal, School Designer

Strategy 4:

Parental Involvement - Parents will be engaged as part of a comprehensive effort to improve student achievement. A dedicated parent liaison will work with groups of parents to help them effectively interact with the school. The Liaison will also develop and deliver a series of parent education programs focused on helping parents work with their students to improve their academic performance. The parent liaison will work with principals to understand the goals of each school while also helping provide consistent systems across buildings so that parents can grow with a degree of predictability within the district.

Category:

Research Cited: Parent research--Epstein, etc.

Tier: Tier 1

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Activity - Curriculum Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host nights for parents to interact with teachers and leaders about various curricula, see samples of student work, and learn how to help students succeed through work at home. Schools: All Schools	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Title I Part A	Principals

Activity - Parent CommUniversity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sessions offered by experts in their field will inform parents of ways to help students succeed on standardized tests, college preparation, teacher-student-parent interaction, and other related topics. This program and information is intended to help students and families who may be new to these topics. Schools: All Schools	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Title I Part A	Principals

Activity - Parent Support Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Groups of parents will meet regularly to speak informally about various issues, including parenting decisions, learn about ways to interact with the school, and talk about milestones of child development. Schools: All Schools	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Title I Part A	Director of Parent and Community Engagement

Goal 2: All students will improve proficiency in ELA

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Measurable Objective 1:

10% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency proficient or advanced in English Language Arts by 06/30/2016 as measured by M-STEP assessments.

Strategy 1:

Implementing Multi-tiered System of Support Program - The district will adopt a three-tiered system of intervention to address all students' needs. The first tier is general instruction, which will be structured to meet the needs of most students. The second tier will be parallel interventions (differentiated instruction within the classroom, small group instruction). The third tier will be targeted interventions (tutoring, intervention classes, 1:1 remediation). The process will hinge on effective collection and accurate analysis of data to identify gaps in student understanding.

Category:

Research Cited: Response to Intervention (RTI) integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. (American Institutes for Research, 2007). Research has found that when teachers meet with students to provide feedback through structured conferences, specific goals, and appropriate interventions, students' individualized goals can be evaluated on a formal level. Teachers can meet with a few students a day or week depending on specific projects, deadlines, and individual student needs (Intel Teach Programs, 2007). Before-and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success (Hock, et al. 2001). Similarly, academic intervention during the day has been found to have positive effects (Silva 2007).

Tier:

Activity - Instructional Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Title I Part A	Principals, Teachers

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$14400	Section 31a	Principals
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Activity - Intervention Classes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class). Schools: All Schools	Academic Support Program	Tier 3	Implement	09/16/2013	06/30/2016	\$178103	Section 31a, Title I Part A	Principals, Intervention Specialists

Strategy 2:

Improve Delivery of Instruction - Schools will implement systems to improve the quality of pedagogy for all teachers.

Category:

Research Cited: Effective PD to improve pedagogy includes: material that focuses on subject matter that teachers teach; learning opportunities that are aligned with real work, actual curriculum materials and assessments; adequate time, including time to observe and analyze student work; reliable systems to evaluate the impact of PD on teacher practice and student learning (Guskey 1995, Parsad et al. 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$63125	Title I Part A	Principal

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University Preparatory Science and Math (PSAD)

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Title I Part A	Principal, School Designer
Schools: University Preparatory Science and Math - Elementa								

Goal 3: All students will improve proficiency in science.

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/30/2016 as measured by M-STEP.

Strategy 1:

Implementing Response to Intervention Program - The district will adopt a three-tiered system of intervention to address all students' needs. The first tier is general instruction, which will be structured to meet the needs of most students. The second tier will be parallel interventions (differentiated instruction within the classroom, small group instruction). The third tier will be targeted interventions (tutoring, intervention classes, 1:1 remediation). The process will hinge on effective collection and accurate analysis of data to identify gaps in student understanding.

Category:

Research Cited: Response to Intervention (RTI) integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. (American Institutes for Research, 2007). Research has found that when teachers meet with students to provide feedback through

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structured conferences, specific goals, and appropriate interventions, students' individualized goals can be evaluated on a formal level. Teachers can meet with a few students a day or week depending on specific projects, deadlines, and individual student needs (Intel Teach Programs, 2007). Before-and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success (Hock, et al. 2001). Similarly, academic intervention during the day has been found to have positive effects (Silva 2007).

Tier:

Activity - Instructional Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Title I Part A	Principals, Teachers

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$14400	Section 31a	Principals

Strategy 2:

Improve Delivery of Instruction - Schools will implement systems to improve the quality of pedagogy for all teachers

Category:

Research Cited: Effective PD to improve pedagogy includes: material that focuses on subject matter that teachers teach; learning opportunities that are aligned with real work, actual curriculum materials and assessments; adequate time, including time to observe and analyze student work; reliable systems to evaluate the impact of PD on teacher practice and student learning (Guskey 1995, Parsad et al. 2001, AERA Research Points 2005).

Tier:

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Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Title I Part A	Principals

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: University Preparatory Science and Math - Elementa	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Title I Part A	Principal, School Designer

Activity - Unpacking NWEA MAP Science Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive training in how to use the tools available within the NWEA platform (reports, learning continuum) in order to make sense of the progression of concepts on the MAP science test. This will help inform instruction and remediation by providing teachers with maps of concepts that students need to learn in order to improve their achievement levels. Schools: University Preparatory Science and Math (PSAD) Mid, University Preparatory Science and Math - Elementa	Professional Learning	Tier 1		08/03/2015	06/30/2016	\$1000	Title II Part A	Principals
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Goal 4: All students will improve proficiency in social studies.

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency be proficient in science in Science by 06/30/2016 as measured by M-STEP.

Strategy 1:

Improve Delivery of Instruction - Schools will implement systems to improve the quality of pedagogy for all teachers.

Category:

Research Cited: Effective PD to improve pedagogy includes: material that focuses on subject matter that teachers teach; learning opportunities that are aligned with real work, actual curriculum materials and assessments; adequate time, including time to observe and analyze student work; reliable systems to evaluate the impact of PD on teacher practice and student learning (Guskey 1995, Parsad et al. 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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University Preparatory Science and Math (PSAD)

Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Title I Part A	Principals
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Strategy 2:

Implementing Response to Intervention Program - The district will adopt a three-tiered system of intervention to address all students' needs. The first tier is general instruction, which will be structured to meet the needs of most students. The second tier will be parallel interventions (differentiated instruction within the classroom, small group instruction). The third tier will be targeted interventions (tutoring, intervention classes, 1:1 remediation). The process will hinge on effective collection and accurate analysis of data to identify gaps in student understanding.

Category:

Research Cited: Response to Intervention (RTI) integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavior problems. (American Institutes for Research, 2007). Research has found that when teachers meet with students to provide feedback through structured conferences, specific goals, and appropriate interventions, students' individualized goals can be evaluated on a formal level. Teachers can meet with a few students a day or week depending on specific projects, deadlines, and individual student needs (Intel Teach Programs, 2007). Before-and after-school tutoring programs have been identified as having the potential to turn academic failure into academic success (Hock, et al. 2001). Similarly, academic intervention during the day has been found to have positive effects (Silva 2007).

Tier:

Activity - Instructional Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Title I Part A	Principals, Teachers

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 3	Monitor	08/18/2014	06/30/2016	\$14400	Section 31a	Principals
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Goal 5: UPSM Schools will demonstrate improvement in non-academic skills

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior tied to the 16 habits of work and habits of mind of college ready students in Practical Living by 06/30/2015 as measured by observation and advisory grades .

Strategy 1:

Advisory - Students will meet daily with advisors, who will reinforce the 16 Habits of Work that align with college success and persistence.

Category:

Research Cited: Costa, A. L., & Kallick, B. (Eds.). (2000). Discovering and exploring habits of mind. Alexandria, VA: ASCD.

Costa, A. L., & Kallick, B. (Eds.). (2008). Learning and leading with habits of mind: 16 essential characteristics for success. Alexandria, VA: ASCD.

Richhart, R. (2002). Intellectual character: What is it, why it matters, and how to get it. San Francisco, CA: Jossey-Bass.

Tier:

Activity - Continue developing advisory curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff to continue to research and develop activities and lessons designed to reinforce the 16 Habits of Mind and Habits of Work that link to college persistence. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/26/2015	\$0	No Funding Required	Principals, assistant principals, all advisors

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University Preparatory Science and Math (PSAD)

Activity - Deans of Culture	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deans of Culture will provide support to teachers and students in creating a culture of high expectations. They will push into classrooms to provide feedback on routines and procedures, and they will also work with teams of teachers to develop common rituals, celebrations, and expectations. They will also work individually with students as needed to develop individual behavior plans that address the essential habits of work needed for students to succeed in school and in post-secondary education. Schools: University Preparatory Science and Math (PSAD) Hig	Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$240000	Section 31a	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Continue developing advisory curriculum	Staff to continue to research and develop activities and lessons designed to reinforce the 16 Habits of Mind and Habits of Work that link to college persistence.	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/26/2015	\$0	Principals, assistant principals, all advisors
Support Multiple Learning Styles	Deploy such technology as is necessary (SMARTBoards, student computer workstations, laptop carts, air slates, student response systems, etc.) to address students with multiple learning styles.	Technology	Tier 1	Monitor	07/01/2014	06/30/2016	\$0	IT Director, Principals

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Unpacking NWEA MAP Science Tests	Teachers will receive training in how to use the tools available within the NWEA platform (reports, learning continuum) in order to make sense of the progression of concepts on the MAP science test. This will help inform instruction and remediation by providing teachers with maps of concepts that students need to learn in order to improve their achievement levels.	Professional Learning	Tier 1		08/03/2015	06/30/2016	\$1000	Principals

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$14400	Principals

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University Preparatory Science and Math (PSAD)

Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 3	Monitor	08/18/2014	06/30/2016	\$14400	Principals
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Monitor	08/18/2014	06/30/2016	\$14400	Principals
Intervention Classes	Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class).	Academic Support Program	Tier 3	Implement	09/16/2013	06/30/2016	\$60000	Principals, Intervention Specialists
Deans of Culture	Deans of Culture will provide support to teachers and students in creating a culture of high expectations. They will push into classrooms to provide feedback on routines and procedures, and they will also work with teams of teachers to develop common rituals, celebrations, and expectations. They will also work individually with students as needed to develop individual behavior plans that address the essential habits of work needed for students to succeed in school and in post-secondary education.	Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$240000	Principal
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$14400	Principals
Intervention Classes	Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class).	Academic Support Program	Tier 3	Implement	08/18/2014	06/30/2016	\$75000	Principal, Intervention Teacher

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Nights	Host nights for parents to interact with teachers and leaders about various curricula, see samples of student work, and learn how to help students succeed through work at home.	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Principals

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University Preparatory Science and Math (PSAD)

Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Principal, School Designer
Instructional Paraprofessionals	Paraprofessionals will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Instructional Coaches	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$63125	Principal
Instructional Paraprofessionals	Paraprofessionals will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Principal, School Designer
Instructional Coaches	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Principals

District Improvement Plan

University Preparatory Science and Math (PSAD)

Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Principal, School Designer
SchoolNet	Implement SchoolNet Information Management System to identify struggling groups of students, provide information about most frequently misunderstood concepts, and give parents and students a way to access class materials and data.	Technology	Tier 1	Implement	08/04/2014	06/30/2016	\$11500	Director of Achievement and Assessment, Principals
Intervention Classes	Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class).	Academic Support Program	Tier 3	Implement	09/16/2013	06/30/2016	\$118103	Principals, Intervention Specialists
Parent Support Groups	Groups of parents will meet regularly to speak informally about various issues, including parenting decisions, learn about ways to interact with the school, and talk about milestones of child development.	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Director of Parent and Community Engagement
Instructional Coaches	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Principals
Instructional Coaching	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas. This activity also includes professional development for coaches so that they may improve their own practice.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Principals
Parent CommUniversity	Sessions offered by experts in their field will inform parents of ways to help students succeed on standardized tests, college preparation, teacher-student-parent interaction, and other related topics. This program and information is intended to help students and families who may be new to these topics.	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Principals

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University Preparatory Science and Math (PSAD)

Instructional Paraprofessionals	Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio. Schools will use several models of instruction for parapros.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Instructional Paraprofessionals	Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Continue developing advisory curriculum	Staff to continue to research and develop activities and lessons designed to reinforce the 16 Habits of Mind and Habits of Work that link to college persistence.	Behavioral Support Program	Tier 1	Implement	08/18/2014	06/26/2015	\$0	Principals, assistant principals, all advisors
Support Multiple Learning Styles	Deploy such technology as is necessary (SMARTBoards, student computer workstations, laptop carts, air slates, student response systems, etc.) to address students with multiple learning styles.	Technology	Tier 1	Monitor	07/01/2014	06/30/2016	\$0	IT Director, Principals
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Monitor	08/18/2014	06/30/2016	\$14400	Principals
Instructional Coaching	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas. This activity also includes professional development for coaches so that they may improve their own practice.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Principals
Instructional Paraprofessionals	Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio. Schools will use several models of instruction for parapros.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Instructional Paraprofessionals	Parapros will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$14400	Principals

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Intervention Classes	Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class).	Academic Support Program	Tier 3	Implement	09/16/2013	06/30/2016	\$178103	Principals, Intervention Specialists
Instructional Coaches	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas.	Professional Learning	Tier 1	Implement	07/01/2013	06/30/2016	\$63125	Principal
Instructional Paraprofessionals	Paraprofessionals will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$14400	Principals
Instructional Coaches	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Principals
Instructional Coaches	Coaches will provide frequent and regular feedback to teachers on the delivery of instruction and the impact of instruction on student learning. Coaching sessions will occur in a non-evaluative framework to allow for open and candid exchange of ideas.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2016	\$63125	Principals
Instructional Paraprofessionals	Paraprofessionals will be used to target groups of students needing extra assistance and to reduce the overall teacher-to-student ratio.	Academic Support Program	Tier 2	Implement	08/18/2014	06/30/2016	\$82500	Principals, Teachers
Tutoring	Tutoring will be available to students before school or after school during the regular school week. Administrative staff and teachers will review data (classroom assessments, M-STEP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 3	Monitor	08/18/2014	06/30/2016	\$14400	Principals
SchoolNet	Implement SchoolNet Information Management System to identify struggling groups of students, provide information about most frequently misunderstood concepts, and give parents and students a way to access class materials and data.	Technology	Tier 1	Implement	08/04/2014	06/30/2016	\$11500	Director of Achievement and Assessment, Principals
Curriculum Nights	Host nights for parents to interact with teachers and leaders about various curricula, see samples of student work, and learn how to help students succeed through work at home.	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Principals

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Parent CommUniversity	Sessions offered by experts in their field will inform parents of ways to help students succeed on standardized tests, college preparation, teacher-student-parent interaction, and other related topics. This program and information is intended to help students and families who may be new to these topics.	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Principals
Parent Support Groups	Groups of parents will meet regularly to speak informally about various issues, including parenting decisions, learn about ways to interact with the school, and talk about milestones of child development.	Parent Involvement	Tier 1	Implement	08/10/2015	06/30/2016	\$500	Director of Parent and Community Engagement

University Preparatory Science and Math - Elementa

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Principal, School Designer
Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Principal, School Designer

District Improvement Plan

University Preparatory Science and Math (PSAD)

Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2018	\$7800	Principal, School Designer
Unpacking NWEA MAP Science Tests	Teachers will receive training in how to use the tools available within the NWEA platform (reports, learning continuum) in order to make sense of the progression of concepts on the MAP science test. This will help inform instruction and remediation by providing teachers with maps of concepts that students need to learn in order to improve their achievement levels.	Professional Learning	Tier 1		08/03/2015	06/30/2016	\$1000	Principals

University Preparatory Science and Math (PSAD) Mid

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Classes	Intervention specialists will provide direct instruction to struggling students during the school day (in addition to the core content class).	Academic Support Program	Tier 3	Implement	08/18/2014	06/30/2016	\$75000	Principal, Intervention Teacher
Unpacking NWEA MAP Science Tests	Teachers will receive training in how to use the tools available within the NWEA platform (reports, learning continuum) in order to make sense of the progression of concepts on the MAP science test. This will help inform instruction and remediation by providing teachers with maps of concepts that students need to learn in order to improve their achievement levels.	Professional Learning	Tier 1		08/03/2015	06/30/2016	\$1000	Principals

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

University Preparatory Science and Math (PSAD)

Deans of Culture	Deans of Culture will provide support to teachers and students in creating a culture of high expectations. They will push into classrooms to provide feedback on routines and procedures, and they will also work with teams of teachers to develop common rituals, celebrations, and expectations. They will also work individually with students as needed to develop individual behavior plans that address the essential habits of work needed for students to succeed in school and in post-secondary education.	Behavioral Support Program	Tier 1	Implement	07/01/2015	06/30/2016	\$240000	Principal
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