District Improvement Plan

University Preparatory Science and Math (PSAD)

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DETROIT, MI 48202

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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 population of nearly 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 1,350 students K-12. The district will graduate its first class of 85 seniors in late June 2014.

The district is still overwhelmingly (97 percent) African American and has about 62 percent of its students on free and reduced price lunch. The staff includes a largely stable group of educators in the early stages of their career (six or less years of experience) and a cadre of experienced professionals in every content area and at the helm of each building.

Student matriculation from 8th to 9th grade is 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 catch-up challenges.

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.

University Prep Science & Math is one district within the UPrep Schools system. As a whole, the system revised its mission, purpose, and core values statements.

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.

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 performance on MEAP, MAP and ACT improves.

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 curricula 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 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

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.

UPSM's primary method for involving stakeholders is the District Improvement Team. The DIT includes the Chief Academic Officer, Chief Operations Officer, Director of Student Development, Director of Information Technology, Director of Data, Instruction, and Assessment, and representatives from each school improvement team. Stakeholders were selected based on their job description and level of involvement in the school improvement process at the building level as their interest and/or expertise in the process. They were kept informed about their roles through regular email correspondence and staff meetings. Meetings were rescheduled at the request of participants to occur at a more convenient time of day.

The DIT's work throughout the year is largely done at the building level on their school improvement teams. Those teams define the process of engagement, refine the roles and responsibilities of all. It culminates in a district level process which began in May. The district improvement team met several times to review program/process data as well as student achievement data. The team reviewed the plan before its submission.

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

District leadership coordinate the direction of the District Improvement Team and contribute their expertise to various areas for consideration. School leaders represent the perspectives of their buildings and provide a conduit for communication between the DIT and the School Improvement Teams. Part of the school process is the representation of parent perspectives on school programs, which is then communicated back to the District Improvement Team.

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 DIP was communicated to all stakeholders after the spring meeting via an email blast. They then met and approved the plan. The plan was presented to the Public School Academies of Detroit (PSAD) Board and posted on the district Web site at http://upsm.uprepschools.com.

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		

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	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. As identified through the district's technology plan, anticipated needs include: * Increasing bandwidth and speed of Internet at UPSM High 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	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 textbooks online and take tests. They use Accelerated Reader and Star Mathematics to monitor progress online in reading and math. Students must integrate technology into their presentations of learning at all levels. High school students take a tech literacy course.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	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.	

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	Benjamin Allen Director of Data, Instruction, and Assessment Detroit 90/90 (management company for University Prep Science & Math) 610 Antoinette Detroit, MI 48202 (313) 530-1558 benjamin.allen@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		

2013-2014 District Goals

Overview

Plan Name

2013-2014 District Goals

Plan Description

For implementation in the 2014-2015 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.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve proficiency in Math	Objectives: 1 Strategies: 5 Activities: 10	Academic	$254125
2	All students will improve proficiency in ELA	Objectives: 1 Strategies: 4 Activities: 8	Academic	$345928
3	All students will improve proficiency in science.	Objectives: 1 Strategies: 4 Activities: 6	Academic	$167825
4	All students will improve proficiency in social studies.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$160025
5	UPSM Schools will demonstrate improvement in non-academic skills	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0

Goal 1: All students will improve proficiency in Math

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency on the appropriate assessments in Mathematics by 06/15/2014 as measured by MEAP/SBAC.

Strategy 1:

Aligning Curriculum and Programs - Staff from the entire district will do horizontal and vertical curriculum planning with colleagues in the schools above and below them throughout the year to ensure seamless transitions and fully prepared students from elementary to middle and from middle to high school.

Research Cited: The work of Grant Wiggins and Jay McTighe outlined in their widely used Understanding by Design is the anchor research and set of guidelines for choosing and implementing this concept. Evidence of its qualitative and quantitative impact in schools can be found in The Effects of Backward-Designed Curriculum and Instruction on Classroom Management (Burson 2011).

Tier:

Activity - Develop/Revise Curricula	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction. Schools: All Schools	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	No Funding Required	Director of Curriculum

Strategy 2:

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

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	06/30/2015	$0	No Funding Required	IT Director, Principals

Activity - STAR Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train new teachers/review for all staff the use of STAR Mathematics, including analysis of student performance reports. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	$0	No Funding Required	Principals

Strategy 3:

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.

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, MEAP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 2	Monitor	08/18/2014	06/26/2015	$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	06/26/2015	$75000	Section 31a	Principal, Intervention Teacher

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	06/26/2015	$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	Getting Ready	08/04/2014	06/26/2015	$2900	Title I Part A	Director of Data, Instruction, and Assessment, Principals

Strategy 4:

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

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
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	06/30/2015	$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 (funded with general revenues) 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	06/30/2015	$7800	Title I Part A	Principal, School Designer

Strategy 5:

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.

Research Cited: Parent research--Epstein, etc.

Tier: Tier 1

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire a districtwide parent engagement director to work with groups of parents and 1:1 with individual parents. Schools: All Schools	Parent Involvement	Tier 1	Getting Ready	07/01/2014	06/30/2015	$8400	Title I Part A	Parent Engagement Director

Goal 2: All students will improve proficiency in ELA

Measurable Objective 1:

10% of All Students will demonstrate a proficiency proficient or advanced in English Language Arts by 06/30/2014 as measured by MEAP/SBAC assessments.

Strategy 1:

Aligning Curriculum and Programs - Staff from the entire district will do horizontal and vertical curriculum planning with colleagues in the schools above and below them throughout the year to ensure seamless transitions and fully prepared students from elementary to middle and from middle to high school.

Research Cited: The work of Grant Wiggins and Jay McTighe outlined in their widely used Understanding by Design is the anchor research and set of guidelines for

choosing and implementing this concept. Evidence of its qualitative and quantitative impact in schools can be found in The Effects of Backward-Designed Curriculum and Instruction on Classroom Management (Burson 2011).

Tier:

Activity - Develop/Revise Curricula	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction. Schools: All Schools	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	No Funding Required	Director of Curriculum

Strategy 2:

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

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	Implement	07/01/2014	06/30/2015	$0	No Funding Required	Principals, IT Director

Activity - STAR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train new teachers/review for all staff the use of STAR Reading, including analysis of student performance reports Schools: All Schools	Professional Learning	Tier 1	Implement	08/11/2014	06/26/2015	$0	No Funding Required	Principals

Strategy 3:

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.

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	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$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: All Schools	Academic Support Program	Tier 3	Implement	09/16/2013	06/30/2014	$178103	Section 31a, Title I Part A	Principals, Intervention Specialists

Strategy 4:

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

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	06/30/2014	$63125	Title I Part A	Principal

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 (funded with general revenues) 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	06/30/2015	$7800	Title I Part A	Principal, School Designer

Goal 3: All students will improve proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in science in Science by 06/15/2014 as measured by meap/SBAC assessments and ACT tests.

Strategy 1:

Aligning Curriculum and Programs - Staff from the entire district will do horizontal and vertical curriculum planning with colleagues in the schools above and below them throughout the year to ensure seamless transitions and fully prepared students from elementary to middle and from middle to high school.

Research Cited: The work of Grant Wiggins and Jay McTighe outlined in their widely used Understanding by Design is the anchor research and set of guidelines for choosing and implementing this concept. Evidence of its qualitative and quantitative impact in schools can be found in The Effects of Backward-Designed Curriculum and Instruction on Classroom Management (Burson 2011).

Tier:

Activity - Develop/Revise Curricula	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction. Schools: All Schools	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	No Funding Required	Director of Curriculum

Strategy 2:

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

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	07/01/2013	06/30/2014	$0	No Funding Required	Principals, IT Director

Strategy 3:

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.

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	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$14400	Section 31a	Principals

Strategy 4:

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

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	07/01/2014	06/30/2015	$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 (funded with general revenues) 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	06/26/2015	$7800	Title I Part A	Principal, School Designer

Goal 4: All students will improve proficiency in social studies.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency be proficient in science in Science by 06/15/2014 as measured by MEAP/SBAC assessments and ACT tests.

Strategy 1:

Aligning Curriculum and Programs - Staff from the entire district will do horizontal and vertical curriculum planning with colleagues in the schools above and below them throughout the year to ensure seamless transitions and fully prepared students from elementary to middle and from middle to high school.

Research Cited: The work of Grant Wiggins and Jay McTighe outlined in their widely used Understanding by Design is the anchor research and set of guidelines for choosing and implementing this concept. Evidence of its qualitative and quantitative impact in schools can be found in The Effects of Backward-Designed Curriculum and Instruction on Classroom Management (Burson 2011).

Tier:

Activity - Develop/Revise Curricula	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction. Schools: All Schools	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	No Funding Required	Director of Curriculum

Strategy 2:

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

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	07/01/2013	06/30/2014	$0	No Funding Required	Principals, IT Director

Strategy 3:

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

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	07/01/2014	06/30/2015	$63125	Title I Part A	Principals

Strategy 4:

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.

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	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance. Schools: All Schools	Academic Support Program	Tier 3	Monitor	08/18/2014	06/30/2015	$14400	Section 31a	Principals

Goal 5: UPSM Schools will demonstrate improvement in non-academic skills

Measurable Objective 1:
100% of All Students will demonstrate a behavior tied to the 16 habits of work and habits of mind of college ready students in Practical Living by 06/15/2014 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.
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.

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

District Improvement Plan
University Preparatory Science and Math (PSAD)

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

Activity - Implement a Positive Behavior Support program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a strong and structured Positive Behavior Support program that is consistent across all UPSM schools. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/19/2013	06/27/2014	$0	No Funding Required	Principals, assistant principals, deans, special education director and, ultimately, all staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$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	06/26/2015	$75000	Principal, Intervention Teacher
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	06/30/2014	$60000	Principals, Intervention Specialists
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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 3	Monitor	08/18/2014	06/30/2015	$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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Monitor	08/18/2014	06/26/2015	$14400	Principals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/26/2015	$82500	Principals, Teachers

Parent Engagement Director	Hire a districtwide parent engagement director to work with groups of parents and 1:1 with individual parents.	Parent Involvement	Tier 1	Getting Ready	07/01/2014	06/30/2015	$8400	Parent Engagement Director
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	06/26/2015	$82500	Principals, Teachers
Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) 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	06/30/2015	$7800	Principal, School Designer
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	06/26/2015	$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	07/01/2014	06/30/2015	$63125	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	06/30/2014	$118103	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	07/01/2014	06/30/2015	$63125	Principals

Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) 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	06/30/2015	$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	07/01/2013	06/30/2014	$63125	Principal
Expeditionary Learning	UPSM Elementary School will continue its implementation of Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) 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	06/26/2015	$7800	Principal, School Designer
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	06/26/2015	$82500	Principals, Teachers
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	Getting Ready	08/04/2014	06/26/2015	$2900	Director of Data, Instruction, and Assessment, 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	06/30/2015	$63125	Principals

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
STAR Reading	Train new teachers/review for all staff the use of STAR Reading, including analysis of student performance reports	Professional Learning	Tier 1	Implement	08/11/2014	06/26/2015	$0	Principals
STAR Mathematics	Train new teachers/review for all staff the use of STAR Mathematics, including analysis of student performance reports.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	$0	Principals
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	07/01/2013	06/30/2014	$0	Principals, IT Director
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	Implement	07/01/2014	06/30/2015	$0	Principals, IT Director

Implement a Positive Behavior Support program	Implement a strong and structured Positive Behavior Support program that is consistent across all UPSM schools.	Behavioral Support Program	Tier 1	Implement	08/19/2013	06/27/2014	$0	Principals, assistant principals, deans, special education director and, ultimately, all staff.
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
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	07/01/2013	06/30/2014	$0	Principals, IT Director
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	06/30/2015	$0	IT Director, Principals

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
Implement a Positive Behavior Support program	Implement a strong and structured Positive Behavior Support program that is consistent across all UPSM schools.	Behavioral Support Program	Tier 1	Implement	08/19/2013	06/27/2014	$0	Principals, assistant principals, deans, special education director and, ultimately, all staff.
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
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	06/30/2015	$0	IT Director, Principals
STAR Mathematics	Train new teachers/review for all staff the use of STAR Mathematics, including analysis of student performance reports.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	$0	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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Monitor	08/18/2014	06/26/2015	$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	06/30/2015	$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.	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$82500	Principals, Teachers
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
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	Implement	07/01/2014	06/30/2015	$0	Principals, IT Director
STAR Reading	Train new teachers/review for all staff the use of STAR Reading, including analysis of student performance reports	Professional Learning	Tier 1	Implement	08/11/2014	06/26/2015	$0	Principals
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	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$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	06/30/2014	$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	06/30/2014	$63125	Principal
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum

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	07/01/2013	06/30/2014	$0	Principals, IT Director
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	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$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	06/30/2015	$63125	Principals
Develop/Revise Curricula	Revise school curricula (or develop as needed) to align with district-wide goals and vision of instruction.	Curriculum Development	Tier 1	Implement	07/01/2014	06/30/2015	$0	Director of Curriculum
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	07/01/2013	06/30/2014	$0	Principals, IT Director
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	06/30/2015	$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.	Academic Support Program	Tier 2	Implement	08/18/2014	06/26/2015	$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, MEAP, MAP) to identify students needing extra assistance.	Academic Support Program	Tier 3	Monitor	08/18/2014	06/30/2015	$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	Getting Ready	08/04/2014	06/26/2015	$2900	Director of Data, Instruction, and Assessment, Principals

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Parent Engagement Director	Hire a districtwide parent engagement director to work with groups of parents and 1:1 with individual parents.	Parent Involvement	Tier 1	Getting Ready	07/01/2014	06/30/2015	$8400	Parent Engagement Director

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 (funded with general revenues) 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	06/30/2015	$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 (funded with general revenues) 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	06/30/2015	$7800	Principal, School Designer

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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	06/26/2015	$75000	Principal, Intervention Teacher