

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies
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DETROIT, MI 48202-3220

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Overview

Plan Name

2019-2020 UPAD District Improvement Plan

Plan Description

DIP for 2019-2020

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	Students scoring proficient or advanced proficient on the ELA portion of the state assessment will total 60% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$1416784
2	Students scoring proficient or advanced proficient on the Math portion of the state assessment will total 47.55% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$1113201
3	Students scoring proficient or advanced proficient on the Science portion of the state assessment will total 27% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$920844
4	Students scoring proficient or advanced proficient on the Social Studies portion of the state assessment will total 27% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$872000

Goal 1: Students scoring proficient or advanced proficient on the ELA portion of the state assessment will total 60% by the year 2024-25.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient or above by 3% by 06/30/2020 as measured by the ELA section of the state assessment.

Strategy 1:

Multi-Tiered System of Support (MTSS) - We are committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data-driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student proficiency. The data teams are also responsible for analyzing data and implementation of strategies. The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for all students along with sub-groups. MTSS data will be collected through M-Step and other various classroom formative and summative assessments.

Category: Learning Support Systems

Research Cited: Avant, D. W. (2016). Using response to Intervention/Multi-tiered systems of supports to promote social justice in schools. *Journal for Multicultural Education*, 10(4), 507-520.

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$308640</p>	<p>Section 31a, Title IV Part A, Title I Part A, Title I Part A, Title I Part A, Section 31a, Title II Part A, Section 31a</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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using technology to enhance instruction.

Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.

Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.

The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.

Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as laptops and iPads.

Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.

A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.

Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.

Professional Readings for each ELA teachers

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<p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$380300</p>	<p>Section 31a, Title I Part A, Section 31a, Section 31a, Section 31a, Title I Part A, Section 31a, Section 31a</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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<p>comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Intervention Teachers (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposure to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of ELA instruction will be provided to Tier 3 identified students during summer school MS and HS (\$30,000)</p> <p>Middle School Literacy Interventionist Teacher will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction (\$35,000 salary, benefits and taxes)</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$275000	Title I Part A, Section 31a, Title I Part A	Instructional Support Staff and the Building Leadership Team
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Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$124844</p>	<p>General Fund, Title II Part A, Title II Part A</p>	<p>All Behavioral Staff and the Building Leadership Team</p>
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<p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p> <p>Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)</p> <p>Book Study - the Alliance Way 30 copies for MS</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	Section 31a, Section 31a, Section 31a, Section 31a	Behavioral Support Staff

Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$40000	Section 31a, Section 31a	Behavioral Support Staff
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Goal 2: Students scoring proficient or advanced proficient on the Math portion of the state assessment will total 47.55% by the year 2024-25.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient or above by 3% by 06/30/2020 as measured by the Math section of the state assessment.

Strategy 1:

Multi-Tiered System of Support (MTSS) - We are committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data-driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting

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the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student proficiency. The data teams are also responsible for analyzing data and implementation of strategies. The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for all students along with sub-groups. MTSS data will be collected through M-Step and other various classroom formative and summative assessments.

Category: Learning Support Systems

Research Cited: Avant, D. W. (2016). Using response to Intervention/Multi-tiered systems of supports to promote social justice in schools. *Journal for Multicultural Education*, 10(4), 507-520.

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$355201</p>	<p>General Fund, Section 31a, Title I Part A, Title I Part A, Title II Part A, Title I Part A, Title I Part A, Title I Part A, General Fund</p>	<p>All Instructional Staff and Building Leadership Team</p>
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<p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p>								
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<p>groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Based on student results from Tier I, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in math will be given the opportunity to participate in tutoring to improve math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in math on the MSTEP and/or local math assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Students selected for the Ecotek lab enrichment program.</p> <p>Student field trips to Ecotek lab</p> <p>Student trips to various STEM opportunities throughout the year. Funding for transportation would be required. Ex: coding, etc.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$220000</p>	<p>Section 31a, Section 31a</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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Schools: All Schools								
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Interventionists (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of science instruction will be provided to Tier 3 identified students during summer school. MS and HS</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$210000	Section 31a	All Instructional Staff and the Building Leadership Team

Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Other</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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<p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p> <p>Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)</p> <p>Book Study - the Alliance Way 30 copies for MS</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	Section 31a, Section 31a, Section 31a, Section 31a	All Behavioral Support Staff and the Building Leadership Team

Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$40000</p>	<p>Section 31a, Section 31a</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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Goal 3: Students scoring proficient or advanced proficient on the Science portion of the state assessment will total 27% by the year 2024-25.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient or above by 3% by 06/30/2020 as measured by the Science section of the state assessment.

Strategy 1:

Multi-Tiered System of Support (MTSS) - We are committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data-driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting

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the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student proficiency. The data teams are also responsible for analyzing data and implementation of strategies. The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for all students along with sub-groups. MTSS data will be collected through M-Step and other various classroom formative and summative assessments.

Category: Learning Support Systems

Research Cited: Avant, D. W. (2016). Using response to Intervention/Multi-tiered systems of supports to promote social justice in schools. Journal for Multicultural Education, 10(4), 507-520.

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our science curriculum.</p> <p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$155000</p>	<p>Title II Part A, Title I Part A, Title II Part A, Title I Part A, Title I Part A, Title I Part A</p>	<p>All instructional staff and the building leadership team</p>
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they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.

Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.

Grades 6-12:

All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.

All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)

All Science teachers and coaches will attend the MSTA Conference.

All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.

The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).

The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)

Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.

For incoming K, 6th, and 9th graders to UPAD, we utilize our

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<p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Science will be given the opportunity to participate in tutoring to improve science and math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in science on the MSTEP and/or local science assessments. Students will be selected to attend a 1 week summer session (\$15,000) provided by Ecotek, where they will receive increased exposure to science lab techniques and strategies in a comprehensive STEM research and innovation camp.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$115000</p>	<p>Section 31a, Section 31a, Title I Part A</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading specialist. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Reading Intervention Teachers (\$120,000) will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Title I Part A	Instructional Support Staff and the Building Leadership Team

Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$202844</p>	<p>Section 31a, Title II Part A, Title II Part A, Section 31a, Section 31a</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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<p>means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p> <p>Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)</p> <p>Book Study - the Alliance Way 30 copies for MS</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	Section 31a, Section 31a, Section 31a, Section 31a	All Behavioral Support Staff and the Building Leadership Team

Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$40000</p>	<p>Section 31a, Section 31a</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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Goal 4: Students scoring proficient or advanced proficient on the Social Studies portion of the state assessment will total 27% by the year 2024-25.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient or above by 3% by 06/30/2020 as measured by the Social Studies section of the state assessment.

Strategy 1:

Multi-Tiered System of Support (MTSS) - We are committed to the ongoing process of continuous improvement focusing on increasing student achievement through data conversations. These data-driven conversations focus on developing a deep understanding of the current data on the status of student achievement, interpreting

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the data, identifying root causes and determining how to use the data to identify broad strategies and specific activities to foster our goal of increasing student proficiency. The data teams are also responsible for analyzing data and implementation of strategies. The instructional staff, support staff and administration will plan, monitor, and evaluate academic and behavioral interventions which provides immediate and effective research based strategies to narrow the gap in achievement for all students along with sub-groups. MTSS data will be collected through M-Step and other various classroom formative and summative assessments.

Category: Learning Support Systems

Research Cited: Avant, D. W. (2016). Using response to Intervention/Multi-tiered systems of supports to promote social justice in schools. Journal for Multicultural Education, 10(4), 507-520.

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Henry Ford Academy: School for Creative Studies (P)

<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$114000</p>	<p>Title I Part A, Title II Part A, Title I Part A, Title II Part A, Title I Part A</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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Henry Ford Academy: School for Creative Studies (P)

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.

Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.

Grades 6-12:
Supplemental supplies and materials necessary for effective Social Studies lesson delivery.

Professional Readings for each social studies teacher:
Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA

Class set of dry erase markers and whiteboards for MS social studies classes

All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)

The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)

Literacy in Social Studies family night

The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)

Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.

For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA

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learn the norms, expectations, and engage with our ELA curriculum and teachers.								
Schools: All Schools								

Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Henry Ford Academy: School for Creative Studies (P)

<p>Based on student results from Tier I, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in math will be given the opportunity to participate in tutoring to improve math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in math on the MSTEP and/or local math assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$220000	Section 31a, Section 31a	All Instructional Support Staff
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Henry Ford Academy: School for Creative Studies (P)

<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading specialist. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Interventionists (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of social studies instruction will be provided to Tier 3 identified students during summer school for both the MS and HS</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$210000	Title I Part A	All Instructional Support Staff
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Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Henry Ford Academy: School for Creative Studies (P

<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Other</p>	<p>All Behavioral Staff and the Building Leadership Team</p>
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Henry Ford Academy: School for Creative Studies (P

<p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p> <p>Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)</p> <p>Book Study - the Alliance Way 30 copies for MS</p> <p>Schools: All Schools</p>								
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro (\$100,000) at the 6-12 level will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	Section 31a, Section 31a, Section 31a, Section 31a	Behavioral Support Staff and the Building Leadership Team

Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Henry Ford Academy: School for Creative Studies (P)

<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$40000</p>	<p>Section 31a, Section 31a</p>	<p>All Behavioral Support Staff</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	All Behavioral Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)								
	Book Study - the Alliance Way 30 copies for MS								

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)							
	Book Study - the Alliance Way 30 copies for MS							

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$14000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	<p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12: Supplemental supplies and materials necessary for effective Social Studies lesson delivery.</p> <p>Professional Readings for each social studies teacher: Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA</p> <p>Class set of dry erase markers and whiteboards for MS social studies classes</p> <p>All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)</p> <p>The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)</p> <p>Literacy in Social Studies family night</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Literacy in Social Studies family night</p> <p>The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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	<p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12:</p> <p>All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.</p> <p>All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)</p> <p>All Science teachers and coaches will attend the MSTA Conference.</p> <p>All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.</p> <p>The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$15000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)								
	Book Study - the Alliance Way 30 copies for MS								

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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Henry Ford Academy: School for Creative Studies (P

	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$27000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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	<p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12: Supplemental supplies and materials necessary for effective Social Studies lesson delivery.</p> <p>Professional Readings for each social studies teacher: Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA</p> <p>Class set of dry erase markers and whiteboards for MS social studies classes</p> <p>All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)</p> <p>The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)</p> <p>Literacy in Social Studies family night</p>							
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	<p>Literacy in Social Studies family night</p> <p>The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$13500	All Behavioral Staff and the Building Leadership Team
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	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)								
	Book Study - the Alliance Way 30 copies for MS								

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Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$13500	All Behavioral Support Staff and the Building Leadership Team
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	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000) Book Study - the Alliance Way 30 copies for MS							
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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$4140</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Tier III	<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading specialist. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Interventionists (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of social studies instruction will be provided to Tier 3 identified students during summer school for both the MS and HS</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$210000	All Instructional Support Staff

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<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Intervention Teachers (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposure to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of ELA instruction will be provided to Tier 3 identified students during summer school MS and HS (\$30,000)</p> <p>Middle School Literacy Interventionist Teacher will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction (\$35,000 salary, benefits and taxes)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$35000</p>	<p>Instructional Support Staff and the Building Leadership Team</p>
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<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$15000</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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Henry Ford Academy: School for Creative Studies (P

	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our science curriculum.</p> <p>As our teachers are providing science instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$49000</p>	<p>All instructional staff and the building leadership team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12:</p> <p>All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.</p> <p>All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)</p> <p>All Science teachers and coaches will attend the MSTA Conference.</p> <p>All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.</p> <p>The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$100000</p>	<p>All Instructional Staff and Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$22500</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	<p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12: Supplemental supplies and materials necessary for effective Social Studies lesson delivery.</p> <p>Professional Readings for each social studies teacher: Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA</p> <p>Class set of dry erase markers and whiteboards for MS social studies classes</p> <p>All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)</p> <p>The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)</p> <p>Literacy in Social Studies family night</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Literacy in Social Studies family night</p> <p>The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$100000</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$48000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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Henry Ford Academy: School for Creative Studies (P)

	<p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12: Supplemental supplies and materials necessary for effective Social Studies lesson delivery.</p> <p>Professional Readings for each social studies teacher: Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA</p> <p>Class set of dry erase markers and whiteboards for MS social studies classes</p> <p>All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)</p> <p>The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)</p> <p>Literacy in Social Studies family night</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Literacy in Social Studies family night</p> <p>The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$2500</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$30000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$2500</p>	<p>All Instructional Staff and Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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Henry Ford Academy: School for Creative Studies (P

	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

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2019-2020 UPAD District Improvement Plan

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	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Science will be given the opportunity to participate in tutoring to improve science and math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in science on the MSTEP and/or local science assessments. Students will be selected to attend a 1 week summer session (\$15,000) provided by Ecotek, where they will receive increased exposure to science lab techniques and strategies in a comprehensive STEM research and innovation camp.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$15000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$2500</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	<p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12: Supplemental supplies and materials necessary for effective Social Studies lesson delivery.</p> <p>Professional Readings for each social studies teacher: Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA</p> <p>Class set of dry erase markers and whiteboards for MS social studies classes</p> <p>All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)</p> <p>The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)</p> <p>Literacy in Social Studies family night</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Literacy in Social Studies family night</p> <p>The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our science curriculum.</p> <p>As our teachers are providing science instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$39000</p>	<p>All instructional staff and the building leadership team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12:</p> <p>All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.</p> <p>All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)</p> <p>All Science teachers and coaches will attend the MSTA Conference.</p> <p>All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.</p> <p>The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our science curriculum.</p> <p>As our teachers are providing science instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$22500</p>	<p>All instructional staff and the building leadership team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12:</p> <p>All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.</p> <p>All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)</p> <p>All Science teachers and coaches will attend the MSTA Conference.</p> <p>All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.</p> <p>The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$4500</p>	<p>All Instructional Staff and Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our science curriculum.</p> <p>As our teachers are providing science instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$2500</p>	<p>All instructional staff and the building leadership team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12:</p> <p>All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.</p> <p>All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)</p> <p>All Science teachers and coaches will attend the MSTA Conference.</p> <p>All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.</p> <p>The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	<p>The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
Academic Tier III	<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading specialist. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Reading Intervention Teachers (\$120,000) will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Instructional Support Staff and the Building Leadership Team

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Academic Tier III	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Intervention Teachers (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposure to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of ELA instruction will be provided to Tier 3 identified students during summer school MS and HS (\$30,000)</p> <p>Middle School Literacy Interventionist Teacher will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction (\$35,000 salary, benefits and taxes)</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$210000	Instructional Support Staff and the Building Leadership Team
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Behavioral Tier II</p>	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$105000</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$10000</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro (\$100,000) at the 6-12 level will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$3000	Behavioral Support Staff and the Building Leadership Team

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	Behavioral Support Staff
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Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$25000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

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2019-2020 UPAD District Improvement Plan

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2019-2020 UPAD District Improvement Plan

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Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	All Behavioral Support Staff
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$19000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)							
	Book Study - the Alliance Way 30 copies for MS							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$100000	All Behavioral Support Staff and the Building Leadership Team

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Behavioral Tier I</p>	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$96000</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000) Book Study - the Alliance Way 30 copies for MS							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$3000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)							
	Book Study - the Alliance Way 30 copies for MS							
Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	All Behavioral Support Staff and the Building Leadership Team

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Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	Behavioral Support Staff
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Intervention Teachers (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposure to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of ELA instruction will be provided to Tier 3 identified students during summer school MS and HS (\$30,000)</p> <p>Middle School Literacy Interventionist Teacher will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction (\$35,000 salary, benefits and taxes)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$30000</p>	<p>Instructional Support Staff and the Building Leadership Team</p>
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Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Behavioral Tier II</p>	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$80000</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$100000</p>	<p>All Instructional Staff and Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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Henry Ford Academy: School for Creative Studies (P

	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$300</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	All Behavioral Support Staff
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier II</p>	<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Science will be given the opportunity to participate in tutoring to improve science and math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in science on the MSTEP and/or local science assessments. Students will be selected to attend a 1 week summer session (\$15,000) provided by Ecotek, where they will receive increased exposure to science lab techniques and strategies in a comprehensive STEM research and innovation camp.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$40000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$20000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$40000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Interventionists (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of science instruction will be provided to Tier 3 identified students during summer school. MS and HS</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$210000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Behavioral Tier II</p>	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$100000</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$105000	Behavioral Support Staff
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Tier I, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in math will be given the opportunity to participate in tutoring to improve math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in math on the MSTEP and/or local math assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Students selected for the Ecotek lab enrichment program.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$180000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	Student field trips to Ecotek lab Student trips to various STEM opportunities throughout the year. Funding for transportation would be required. Ex: coding, etc.							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$25000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$3000	Behavioral Support Staff
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier II</p>	<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Science will be given the opportunity to participate in tutoring to improve science and math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in science on the MSTEP and/or local science assessments. Students will be selected to attend a 1 week summer session (\$15,000) provided by Ecotek, where they will receive increased exposure to science lab techniques and strategies in a comprehensive STEM research and innovation camp.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$20000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$50000</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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Henry Ford Academy: School for Creative Studies (P

	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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Henry Ford Academy: School for Creative Studies (P)

	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$80000	Behavioral Support Staff

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Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro (\$100,000) at the 6-12 level will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$80000	Behavioral Support Staff and the Building Leadership Team
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Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Tier I, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in math will be given the opportunity to participate in tutoring to improve math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in math on the MSTEP and/or local math assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Students selected for the Ecotek lab enrichment program.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$40000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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	<p>Student field trips to Ecotek lab</p> <p>Student trips to various STEM opportunities throughout the year. Funding for transportation would be required. Ex: coding, etc.</p>							
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$80000</p>	<p>All Instructional Staff and Building Leadership Team</p>
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	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$100000	All Behavioral Staff and the Building Leadership Team
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Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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Henry Ford Academy: School for Creative Studies (P

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)								
	Book Study - the Alliance Way 30 copies for MS								

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
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Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$100,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of reading strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$308640</p>	<p>All Instructional Staff and Building Leadership Team.</p>
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Henry Ford Academy: School for Creative Studies (P

	<p>improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Parents and students will participate Family Reading Nights. Parents will be given helpful guidelines from an experienced teacher to enhance their child's reading ability. Elementary parents will be educated on phonics, reading techniques, and ideas to implement at home to improve their child's reading ability. Reading work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Expeditionary Learning Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the EL curriculum we will administer 4 benchmark assessments. We will collect the data based off phonological awareness, spelling and decoding and determine who is on grade level, per EL standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The Early Literacy coach (\$80,000) will provide professional learning opportunities for teachers. The EL Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and Reading Interventionists to analyze student reading data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p> <p>Supplemental reading software (\$10,000) for students will be provided. It will provide additional leveled reading on electronic outlets such as</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>leveled reading on electronic outlets such as laptops and iPads.</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>A Japanese enrichment program (\$4,140) will be available to scholars after school in order to support general language development.</p> <p>Additional Supplemental Supplies and materials needed for effective Middle School and High School ELA tiered intervention.</p> <p>Professional Readings for each ELA teachers Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA Pear Deck Subscriptions Class set of dry erase markers and whiteboards for 6-8 classes</p> <p>Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students. (\$50,000)</p> <p>All ELA Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their ELA instruction. (\$60,000 total - spread across four goals, \$15,000 per goal)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Benchmark Assessment Data, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher. In Tier II instruction, teachers and paraprofessionals use a more intensive approach using the provided curriculum and standards in addition to a supplementary curriculum (Orton Gillingham) (\$20,000).</p> <p>Tier II reading interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. These interventions will utilize Orton Gillingham strategies to meet students at their skill levels based upon a qualitative reading inventory. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>In addition to intervention strategies, selected staff will receive extra EL Curriculum professional development at conferences (\$30,000)</p> <p>There will be numerous paraprofessionals and intervention teachers (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Professional development around Tier 2 instruction will be available to paraprofessionals and interventionists. Additionally, supplementary</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$380300</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>and interventionists. Additionally, supplementary reading materials (\$300) will be purchased to compliment the curriculum.</p> <p>Teachers will participate in Multi-Tiered Systems of Support (MTSS) professional development to ensure timely intervention for students who are struggling in reading.</p> <p>Students struggling in reading will be given the opportunity to participate in tutoring to improve reading and writing comprehension. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in reading on the MSTEP and/or local reading assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Middle School Literacy Interventionist Teacher (\$60,000) will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction</p> <p>Middle school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p> <p>High school students will participate in an SAT prep tutoring program (\$25,000) to reinforce topics that will be addressed on the Math section of the SAT and strategies to increase student achievement.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Intervention Teachers (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposure to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of ELA instruction will be provided to Tier 3 identified students during summer school MS and HS (\$30,000)</p> <p>Middle School Literacy Interventionist Teacher will provide supplementary small group reading and writing instruction to our Tier 2 identified students. Explicit instruction (\$35,000 salary, benefits and taxes)</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$275000</p>	<p>Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$124844	All Behavioral Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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Henry Ford Academy: School for Creative Studies (P)

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000) Book Study - the Alliance Way 30 copies for MS							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	Behavioral Support Staff

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Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$40000	Behavioral Support Staff
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$200,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Math instructors and support staff will attend training to improve instructional strategies in the classroom that will promote individual academic</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$355201</p>	<p>All Instructional Staff and Building Leadership Team</p>
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Henry Ford Academy: School for Creative Studies (P

	<p>classroom that will promote individual academic growth and increased math achievement (\$25,200). Grade Level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Students will also have access to extra math support on computers and at home with Reflex Math (\$4500).</p> <p>Parents and students will participate Family Math Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's math ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Teachers will implement the Engage NY Curriculum, which will assist students in mastering academic content, learning how to learn, and building higher-order critical thinking, collaboration, communication, and problem-solving skills. Through the Engage NY curriculum we will administer ongoing module assessments. We will collect the data based off identified priority standards and determine who is on grade level, per Common Core standards, who is above, and who has unfinished learning and may need to be recommended for more intensive supports such as Tier 2 supports.</p> <p>The ANET coach (\$80,000) will provide professional learning opportunities for teachers. The ANET Coach will attend professional development opportunities to further their knowledge of strategies and supports for instructional staff. Teachers will regularly meet with the instructional coach and math Interventionists to analyze student math data. During these meetings the application of this data into how and what material is delivered during instruction will be discussed and strategized.</p>							
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	<p>Supplement math software for students will be provided. It will provide additional leveled math on electronic outlets such as laptops and iPads. (\$1,001)</p> <p>Teachers will provide assessments to students to help teachers understand what students know and are able to do with respect to the standards. These assessments provide information about which students are succeeding or struggling, with what, and why. In order to track academic progress on identified standards, we will use Exact Path testing (\$20,365) for benchmark assessments as well and to track growth.</p> <p>Grades 6-12: Students will take a quarterly ANET assessment in their ELA classes for grades 6-12. These tests will determine how well students are understanding the information and where there are weaknesses. The content that students cover during the quarter will be addressed on these tests. Teachers will analyze results of the tests using a standard protocol and will use results to plan necessary re-teaching for whole groups, small groups, and individual students.</p> <p>Middle School Math Instructors, the MS Math Instructional coach, the MS School director and MS Dean will attend The Eureka Math Great Minds Institute. Attendees will learn how to help students develop mathematical knowledge, understanding, and skill in accordance with our Eureka Math Curriculum.</p> <p>All Math Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Math instruction. (\$60,000 divided across all four goals for \$15,000)</p> <p>Family Math Night to engage families in best math practices and games they can do at home</p> <p>Supplemental Supplies and materials necessary for effective Math lesson delivery.</p> <p>MS - Freckle-Differentiated Online Instructional Platform</p>							
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Henry Ford Academy: School for Creative Studies (P

	<p>Platform</p> <p>MS - Class sets of whiteboards w/dry erase markers</p> <p>HS - Kuta -Differentiated Online Instructional Platform</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Tier I, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in math will be given the opportunity to participate in tutoring to improve math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in math on the MSTEP and/or local math assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Students selected for the Ecotek lab enrichment program.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$220000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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Henry Ford Academy: School for Creative Studies (P

	<p>Student field trips to Ecotek lab</p> <p>Student trips to various STEM opportunities throughout the year. Funding for transportation would be required. Ex: coding, etc.</p>							
Academic Tier III	<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Interventionists (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of science instruction will be provided to Tier 3 identified students during summer school. MS and HS</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$210000	All Instructional Staff and the Building Leadership Team

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Behavioral Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>All Behavioral Support Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)							
	Book Study - the Alliance Way 30 copies for MS							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	All Behavioral Support Staff and the Building Leadership Team

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Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$40000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our science curriculum.</p> <p>As our teachers are providing science instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$155000</p>	<p>All instructional staff and the building leadership team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>As our teachers are providing science instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their science instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12:</p> <p>All Science teachers will be given professional development in the Modeling Method through AMTA memberships in order to execute the Modeling Method during all of their units of study for Science education 6-12.</p> <p>All Science Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Science instruction. (\$60,000 spread across all four goals at \$15,000)</p> <p>All Science teachers and coaches will attend the MSTA Conference.</p> <p>All Science teachers and coaches will attend the NGSX Exemplar Training through Wayne Resa.</p> <p>The MS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle.(\$78,000 salary, benefits and taxes, divided between the math and science goals for \$39,000).</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>The HS Instructional Coach will provide ongoing professional development to science teachers through the planning, observing, and debriefing coaching cycle. (\$98,000 salary, benefits and taxes, divided between the math and science goals for \$49,000)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier II</p>	<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Science will be given the opportunity to participate in tutoring to improve science and math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in science on the MSTEP and/or local science assessments. Students will be selected to attend a 1 week summer session (\$15,000) provided by Ecotek, where they will receive increased exposure to science lab techniques and strategies in a comprehensive STEM research and innovation camp.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$115000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Academic Tier III	<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading specialist. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Reading Intervention Teachers (\$120,000) will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Instructional Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$202844	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU (\$15000), where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000)							
	Book Study - the Alliance Way 30 copies for MS							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro at the 6-12 grade levels (\$100,000) will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	All Behavioral Support Staff and the Building Leadership Team

2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$40000	All Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier I</p>	<p>At University Preparatory Art and Design, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet bi-weekly with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>We have identified standards that we view as critical to students success in ELA and math. As part of Tier I academic intervention, teachers are asked to formatively progress monitor these standards on a routine basis (as they arise in the curriculum) and summatively monitor them quarterly. These critical standards we have identified are foundational skills for students to have mastered at the end of each grade level. Progress monitoring these key standards will provide classroom teachers with the ability to support students with on-grade level skills and the knowledge to address gaps in learning before the gap increases. These critical standards also live in our social studies curriculum.</p> <p>As our teachers are providing social studies</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$114000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

	<p>As our teachers are providing social studies instruction, students are being given another chance to demonstrate their knowledge around our critical standards. If students are struggling with critical standards in ELA and/or math, science instruction gives our classroom teachers another opportunity to collect and gather data and provide Tier 1 academic supports.</p> <p>Our Tier I interventions are designed to support all learners as they work towards mastery of their grade level standards. Students who demonstrate that they need additional support with one or more of the critical standards will be provided with all of the Tier I academic interventions, administered and tracked by the classroom teacher and used to determine if Tier II interventions are needed.</p> <p>Teachers at University Preparatory Art and Design are also supported in their social studies instruction by an instructional coach (\$22,500), and coaching cycles that are grounded in student work.</p> <p>Grades 6-12: Supplemental supplies and materials necessary for effective Social Studies lesson delivery.</p> <p>Professional Readings for each social studies teacher: Common Core Companion The Standards Decoded, 6-8 ELA, 9-12 ELA</p> <p>Class set of dry erase markers and whiteboards for MS social studies classes</p> <p>All Social Studies Instructors will receive professional development on Culturally Responsive Pedagogy, from NYU, where teachers will learn how to incorporate cultural learning instructional techniques to increase student learning in their Social Studies instruction. (\$60,000 spread across four goals \$14,000 per goal)</p> <p>The Middle School Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (MS Salary and benefits \$48,000)</p> <p>Literacy in Social Studies family night</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

	<p>Literacy in Social Studies family night</p> <p>The High School Humanities Instructional Coach will provide ongoing professional development to Social Studies teachers through the planning, observing, and debriefing coaching cycle. (\$39,000 salary and benefits HS)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPAD, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

<p>Academic Tier II</p>	<p>Based on student results from Tier I, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions in grades K-5 will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having a another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$180,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in math will be given the opportunity to participate in tutoring to improve math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in math on the MSTEP and/or local math assessments. Students will be selected to attend a 4 week summer session where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$220000</p>	<p>All Instructional Support Staff</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading specialist. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Three Reading Interventionists (\$210,000) in grades K-5 will be done in mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive Orton Gillingham strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer school enrichment programs.</p> <p>An additional 5 weeks of social studies instruction will be provided to Tier 3 identified students during summer school for both the MS and HS</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$210000</p>	<p>All Instructional Support Staff</p>
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2019-2020 UPAD District Improvement Plan

Henry Ford Academy: School for Creative Studies (P)

Behavioral Tier I	<p>At University Preparatory Art and Design: Elementary School, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I as universal supports offered school-wide in every classroom to incentivize positive behavior among students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with behavior support provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not we are reducing the number of referrals and corrective behavior actions. Data we will be tracking will be based off referrals and suspensions. We will collect and analyze data from referrals on an ongoing basis to determine what students may need more intensive behavior supports. Below is a summary of our Tier I practices available to all students.</p> <p>All staff will attend ongoing professional development around restorative practices (\$11,344). There will be a restorative practices professional brought in to support and provide feedback for staff in and out of the classroom.</p> <p>In addition to restorative practices training, staff will receive professional development throughout the year around cultural competency (\$13,500).</p> <p>Here at UPAD we use Responsive Classroom (RC) and Restorative Practice to develop a positive school culture that promotes positive reinforcement, this program is support through our PBIS model. Within Responsive Classroom, teachers will use rule creation, morning crew, modeling and logical consequences.</p> <p>All students and families will partner with school staff to use Classroom Dojo in order to communicate with one another. Through Classroom Dojo, students will earn Mustang Bucks which allow them to choose rewards and prizes.</p> <p>Our Dean of Culture (\$100,000) will lead the PBIS and Restorative Practices initiatives. The Dean will help to develop and support a safe and responsive school culture for all students in the school and fosters strong relationships between and among students, staff, and parents by working with students in small groups and further teacher training and practice with restorative practices</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	All Behavioral Staff and the Building Leadership Team
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	<p>training and practice with restorative practices approach to student behavior.</p> <p>The Dean will lead monthly professional development to staff around RP and RC. In order to further the Dean and Leadership Team's support of the staff, additional professional development around Restorative Practices will be provided.</p> <p>Teachers 6-10 will be trained in restorative practices as the means in which we create community throughout our school, within our classrooms, and as the means in which we address harm within our studios and our school through the IIRP training.</p> <p>Supplies and materials necessary for effective PBIS implementation MS</p> <p>Character Coins</p> <p>Reward Items</p> <p>School Store</p> <p>Celebrations</p> <p>Supplies and materials necessary for effective Crew implementation</p> <p>Talking pieces</p> <p>Playworks Training</p> <p>5 Floor Mentors - 2 in MS, 2 in HS, one lead mentor (Salaries, benefits, and taxes \$192,000 across all four goals - \$48,000)</p> <p>All Staff will receive professional development on Culturally Responsive Practices, from NYU, where teachers will learn how to incorporate cultural learning community and culture building strategies to increase student positive behaviors.</p> <p>Restorative Practices Instructional coach will provide staff professional development through the planning, observing and debriefing coaching cycle surrounding their use of restorative practices within the classroom (Salary benefits and taxes \$75,000 - spread across all four goals \$19,000)</p>							
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	Restorative Practitioner one HS one MS (Salary, benefits and taxes \$96,000 - spread across all four goals \$24,000) Book Study - the Alliance Way 30 copies for MS							
Behavioral Tier II	<p>Based on data collected from our Tier I initiative an additional layer of incentive (\$3000) exists to promote positive behavior. Tier II is our second attempt to reduce behavior referrals by providing additional interventions to students identified through referrals. Based on referrals to the Dean, students are assigned to Tier II Interventions. Tier II behavior and support varies from Tier I in a few ways. Tier II behavior support is provided to small groups of students as determined by the data collected from referrals and suspensions. Additionally, Tier II can be either pull in or push out, under the guidance of the Dean of Culture, 3 Restorative Practice Mentors (\$105,000) or the Social Worker (\$80,000). In Tier II behavior, teachers and paraprofessionals use a more intensive approach using interventions and protocols from Restorative Practices.</p> <p>Students struggling academically will have the opportunity to participate in mentoring to improve their academic success and social/emotional well-being. Restorative Practice Mentors will meet with small groups in order to provide strategies to students intended on reducing the number of referrals and suspensions.</p> <p>The Social Worker will meet regularly with small groups of students who need extra support as identified through MTSS process. The Social Worker will work closely with community partnerships in order to secure resources for students.</p> <p>Restorative Practitioner Parapro (\$100,000) at the 6-12 level will work with a hug list of students within classrooms to work on socio-emotional skills aimed to maximize the time they spend in the classroom.</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$288000	Behavioral Support Staff and the Building Leadership Team

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Behavioral Tier III	<p>Tier III behavior support is our third attempt to correct student behavior. Referrals to Tier III are based off behavior referrals, suspensions and submissions through the MTSS process. These interventions are often 1 on 1 or in small groups and often involve an individualized behavior plan.</p> <p>We will partner with community organizations such as Black Family Development in order to attain resources and support students and families.</p> <p>Our Social Worker will meet 1 on 1 with students identified through MTSS to provide intensive supports and accommodations. Again, these students are identified from referral and suspension data collected.</p> <p>Tier III programs offered 6-12 grade:</p> <p>Social Worker MS and HS</p> <p>MS and HS Boys Mentoring Program (\$20,000)</p> <p>MS and HS Girls Mentoring Program (\$20,000)</p> <p>MS through HS Students with Trauma Mentoring Group</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$40000	All Behavioral Support Staff
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