



District Improvement Plan

University Preparatory Academy (PSAD)

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School System

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

University Preparatory Academy (UPA) is a charter school district in Detroit, Michigan. Enrollment in the district is managed through a general admission lottery system, and there are approximately 1750 students currently attending from Detroit, Highland Park, and Hamtramck. The student population is primarily (98%) African American with a free/reduced price lunch eligibility of 80-85%. As compared to Detroit Public Schools, UPA is less ethnically diverse but still has approximately the same free/reduced eligibility rate. The high rate of economic disadvantage poses challenges as students generally come to school with fewer material resources than more affluent communities.

UPA has been in a period of transition for a period of four years. In July 2011, the school hired a new superintendent upon the departure of its founder and first superintendent. In July 2012, the district's management company changed from New Urban Learning to Detroit 90/90. Finally, in July 2013, a new CEO and executive leadership team replaced the superintendent in managing the district's academic expectations, operational requirements, and external partner relations. The district recently partnered with Expeditionary Learning, which we anticipate will help provide structure and stability to the work of improving student achievement.

System's Purpose

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

University Preparatory Academy is one district within the UPrep Schools system. As a whole, the system revised its mission, purpose, and core values statements during the 2013-2014 school year.

Mission Statement

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

Purpose Statement

We prepare students for success in life.

Core Values

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

University Preparatory Academy embodies these statements by focusing on strong adult-student relationships with an increasing focus on academic rigor. The district intends to improve these systems through its partnership with Expeditionary Learning. Through a variety of co-curricular and extra-curricular activities, the school reinforces the joy of learning. Purposeful teamwork is a hallmark of the projects that compose the milestones of the curriculum.

Notable Achievements and Areas of Improvement

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

Since 2007, UPA has maintained a four-year graduation rate above 90%. Furthermore, 90% of those graduates have matriculated to post-secondary education. While we celebrate this success, we also recognize that we have work to do in preparing students to be truly college ready, both in terms of academic skills and non-academic skills.

UPA Middle School was named to Michigan's "Beating the Odds" list in 2011 and 2012 for its continued performance beyond other schools with similar demographics. Ellen Thompson Elementary school was also named to the Beating the Odds list in 2011.

Mark Murray Elementary School and UPA Middle School were both named in a list of the best schools in Detroit as compiled by Excellent Schools Detroit in the spring of 2013. Mark Murray Elementary made that list again in the spring of 2014.

In the past three years, the district identified all core subjects as areas needing improvement (ELA, math, science, and social studies), especially in response to the increased demands of the Common Core State Standards. The district has broadened its curricular focus in the past two years to include more time for science and social studies instruction in addition to providing more class time for reading and math. This has included the creation of science and social studies specialist teachers at the middle school level, and the dedicated allocation of time for these classes at the elementary level. The district has also implemented a program of instructional coaching at all levels, placing a higher focus on expanding teacher capacity to improve student achievement.

Additional Information

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

UPA remains committed to the mission of success in and beyond college. We do whatever it takes to ensure that students will leave UPA High School fully prepared for the academic, social, and emotional/behavioral rigors of post-secondary education.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The primary method for involving stakeholders in the development of the institution's improvement plans is the district improvement team (DIT). The DIT consists of district administrators, representatives from the charter management organization, school administrators, teachers, and parents. Each of these team members is selected to represent the views of a constituency and serves in some type of leadership role within their own group. For example, each school improvement team sends a representative--either an administrator or a teacher--to the district team to provide for communication between the teams. Parents are included in all district improvement team meetings to ask questions of administrators regarding student achievement, provide suggestions for improvement, and guide the district's efforts to engage parents and families.

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

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

Representatives came from four main stakeholder groups: district administrators, teachers, parents, and community partners. Representatives were responsible for attending all District Improvement Team meetings. Representatives voiced the views of their respective constituencies.

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

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

Stakeholders receive monthly updates during District Improvement Team meetings. These meetings also serve as a venue for program evaluation and updates, ensuring that all stakeholders are informed of relevant changes in the district.

District Additional Requirements Diagnostic

Introduction

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

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

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

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	The district utilizes content filtering devices to block and filter access to and from the Internet from pornographic and obscene sites and material called iPrism Web Security.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	The Information Technology Department oversees the administration of iPrism Web Security and manages the blocking and unblocking of websites; and monitors and manages Internet traffic for the district. The department alerts the district administration to any attempts to access and/or violate the acceptable use policy through this system.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	The district is committed to assuring the safe conduct of all students while online and has a comprehensive policy about the proper use of our technological resources.	

Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The district has and will continue to comply with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).	

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

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	As identified through the district's technology plan, future needs include: -Upgrade connectivity to increase bandwidth and speed -Upgrade phone system to streamline into district phone system -Purchase firewall to increase network traffic and port control -Replace eMacs with iMacs -Upgrade Mac operating systems	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	All schools in our district provide access to technology for all students; every classroom has a SMARTBoard for use in daily instruction and the district has developed PD opportunities for teachers in the daily use of technology; technology is used in elementary settings in center time as a station for literacy or math games, for independent reading and for programs like READ180; all elementary students are required to have technology literacy classes.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	All schools in our district provide access to technology for all students; the district has developed PD opportunities for teachers in the daily use of technology; all elementary students are required to have technology classes, many of our high school students participate in internships which require the use of technology; we create real-life learning opportunities with technology and create space for students to use it (college applications, goal setting binders, career research).	

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Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Technology is integrated K-12 through the use of laptops shared among all classrooms. Additionally, technology is a required elective for all elementary students (K-5). Annual capstone projects (exhibitions) also require the use of technology as a medium for presenting information.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	Benjamin Allen Director of Data, Instruction, and Assessments Detroit 90/90 (management company for UPA) 610 Antoinette Detroit, MI 48202 (313) 530-1558 ballen@detroit9090.org	

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

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

2013-2014 District Goals

Overview

Plan Name

2013-2014 District Goals

Plan Description

Goals to implement in the 2014-2015 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve proficiency in math.	Objectives: 3 Strategies: 5 Activities: 10	Academic	\$128360
2	All students will improve proficiency in ELA.	Objectives: 2 Strategies: 4 Activities: 13	Academic	\$283165
3	All students will improve proficiency in science.	Objectives: 2 Strategies: 5 Activities: 10	Academic	\$129400
4	All students will improve proficiency in social studies.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$101760
5	All students will demonstrate improvement in non-academic skills.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$382970

Goal 1: All students will improve proficiency in math.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency level of proficient or advanced in Mathematics by 12/31/2013 as measured by MEAP/SBAC assessments.

Strategy 1:

Class Size Reduction - Implement class size reduction in elementary classrooms when possible in the district and allowable by state regulations. The focus for class size reduction will first be on the early elementary grades (K-2).

Research Cited: The American Education Research Association's Synopsis of Class Size Literature points to several studies confirming the benefits of small class size, including "substantial gains for students in a variety of academic disciplines" (Biddle and Berliner 2002), "considerable positive effects on short and long-term student outcomes" (Achilles and Finn 2007), "increased academic achievement when class size is reduced below 20 students" (Glass and Smith 1978, Slavin 1989), increased time with the student as the focus of the teacher's attention and more time in active interaction with the teacher (Blatchford, Basset and Brown 2008), and teachers' increased ability to "monitor student behavior and learning and give more immediate and individualized re-teaching" (O'Connell and Smith 2000).

Tier:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Section 31a	Principals
Schools: University Preparatory Academy (PSAD) - Elementary								

(shared) Strategy 2:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title I Part A, Title II Part A	Principals, Instructional Coaches
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Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>UPA schools will partner with Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 3:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Title I Part A, Section 31a	Principals
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers and supplies. The cost of facility expenses to run the buildings during the summer (which are not otherwise open) will be included as an indirect cost.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals, Summer School Coordinators

Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses. Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals
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(shared) Strategy 4:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

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

Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	IT Director

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend. Schools: All Schools	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Title I Part A	Principals

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Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	Principals

(shared) Strategy 5:

Parent Engagement - Staff will provide resources to parents to help them support student achievement.

Research Cited: Research clearly shows that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. (Parental Involvement and Student Achievement: A Meta-Analysis by William Jeynes, Harvard Family Research Project, 2005).

Tier:

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Title I Part A	Director of Parent Engagement

Measurable Objective 2:

15% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of college readiness in Mathematics by 06/30/2014 as measured by the EXPLORE/PLAN/ACT tests.

(shared) Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

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Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title I Part A, Title II Part A	Principals, Instructional Coaches

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>UPA schools will partner with Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Title I Part A, Section 31a	Principals
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers and supplies. The cost of facility expenses to run the buildings during the summer (which are not otherwise open) will be included as an indirect cost.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals, Summer School Coordinators

Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses. Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals
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(shared) Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

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

Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	IT Director

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend. Schools: All Schools	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Title I Part A	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	Principals

(shared) Strategy 4:

Parent Engagement - Staff will provide resources to parents to help them support student achievement.

Research Cited: Research clearly shows that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. (Parental Involvement and Student Achievement: A Meta-Analysis by William Jeynes, Harvard Family Research Project, 2005).

Tier:

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Title I Part A	Director of Parent Engagement

Measurable Objective 3:

A total of 35 Eighth grade students will demonstrate a proficiency of testing out of Algebra I in Mathematics by 06/30/2014 as measured by a high school mathematics placement test.

(shared) Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title II Part A, Title I Part A	Principals, Instructional Coaches

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>UPA schools will partner with Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - After-school Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Title I Part A, Section 31a	Principals
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers and supplies. The cost of facility expenses to run the buildings during the summer (which are not otherwise open) will be included as an indirect cost.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals, Summer School Coordinators

Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses. Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals
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(shared) Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

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

Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	IT Director

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend. Schools: All Schools	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Title I Part A	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	Principals

(shared) Strategy 4:

Parent Engagement - Staff will provide resources to parents to help them support student achievement.

Research Cited: Research clearly shows that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. (Parental Involvement and Student Achievement: A Meta-Analysis by William Jeynes, Harvard Family Research Project, 2005).

Tier:

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Title I Part A	Director of Parent Engagement

Goal 2: All students will improve proficiency in ELA.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth and Eleventh grade students will demonstrate a proficiency level of proficient or advanced in English Language Arts by 06/30/2014 as measured by MEAP/SBAC assessments for reading.

(shared) Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad

District Improvement Plan

University Preparatory Academy (PSAD)

et al 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for coaches so that they may improve their practice. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title II Part A, Title I Part A	Principals

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Section 31a, Title I Part A	Principals
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Activity - Instruction During School Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Intervention specialists will deliver supplemental instruction to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed core content course in the previous grading term, 2. Score below the 25th percentile on the appropriate section of the MAP test, 3. Demonstrate a Beginning proficiency level on the MEAP or its equivalent on the SBAC. <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Monitor	09/02/2014	06/26/2015	\$156000	Title I Part A	Principals

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

<p>"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals
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Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.</p> <p>Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School</p>	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals

Activity - Read180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Purchase consumable books and supplies for Read180 program.</p> <p>Schools: University Preparatory Academy (PSAD) - Elementary, University Preparatory Academy (PSAD) - Elementary</p>	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$1200	Title I Part A	Principal

Activity - Non-fiction texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide a wide array of supplemental non-fiction texts (varying levels and content) to students so that they may engage with interesting topics at an appropriate reading level.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	Principal

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Summer Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with consumable reading resources over the summer so that all students may have grade-level appropriate reading material during the break. Schools: University Preparatory Academy (PSAD) - Elementary, University Preparatory Academy (PSAD) - Elementary	Academic Support Program	Tier 1	Monitor	06/29/2015	09/04/2015	\$2000	Title I Part A	Principals

(shared) Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

Research Cited: After reviewing the available research, the National Association of School Boards of Education Study Group on e-Learning concluded "e-Learning will improve American education in valuable ways and should be universally implemented as soon as possible" (NASBE, 2001, p. 4). Schacter (1995) reflected on the analysis of more than 700 studies and concluded that students who had access to educational technology showed positive gains in academic achievement. According to Lemke and Coughlin (1998)...under the right conditions, technology: Accelerates, enriches, and deepens basic skills. Motivates and engages students in learning. Helps relate academics to the practices of today's workforce. Increases economic viability of tomorrow's workers. Strengthens teaching. Contributes to change in schools. Connects schools to the world. Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Title I Part A	Principals
Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

University Preparatory Academy (PSAD)

Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1190	Title I Part A	IT Director
Schools: All Schools								

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Title I Part A	Principals
Schools: All Schools								

Strategy 4:

Class Size Reduction - Implement class size reduction in elementary classrooms when possible in the district and allowable by state regulations. The focus for class size reduction will first be on the early elementary grades (K-2).

Research Cited: The American Education Research Association's Synopsis of Class Size Literature points to several studies confirming the benefits of small class size, including "substantial gains for students in a variety of academic disciplines" (Biddle and Berliner 2002), "considerable positive effects on short and long-term student outcomes" (Achilles and Finn 2007), "increased academic achievement when class size is reduced below 20 students" (Glass and Smith 1978, Slavin 1989), increased time with the student as the focus of the teacher's attention and more time in active interaction with the teacher (Blatchford, Basset and Brown 2008), and teachers' increased ability to "monitor student behavior and learning and give more immediate and individualized re-teaching" (O'Connell and Smith 2000).

Tier:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Section 31a	Principals
Schools: University Preparatory Academy (PSAD) - Elementary								

Measurable Objective 2:

A 10% increase of Fourth, Seventh and Eleventh grade students will demonstrate a proficiency level of proficient or advanced in English Language Arts by 06/30/2014 as measured by MEAP/SBAC assessments for writing.

(shared) Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

District Improvement Plan

University Preparatory Academy (PSAD)

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for coaches so that they may improve their practice. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title I Part A, Title II Part A	Principals

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Title I Part A, Section 31a	Principals

Activity - Instruction During School Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Intervention specialists will deliver supplemental instruction to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed core content course in the previous grading term, 2. Score below the 25th percentile on the appropriate section of the MAP test, 3. Demonstrate a Beginning proficiency level on the MEAP or its equivalent on the SBAC. <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Monitor	09/02/2014	06/26/2015	\$156000	Title I Part A	Principals

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

University Preparatory Academy (PSAD)

<p>"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals
Schools: All Schools								

Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.</p>	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals
Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School								

Activity - Read180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Purchase consumable books and supplies for Read180 program.</p>	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$1200	Title I Part A	Principal
Schools: University Preparatory Academy (PSAD) - Elementary, University Preparatory Academy (PSAD) - Elementary								

Activity - Non-fiction texts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Provide a wide array of supplemental non-fiction texts (varying levels and content) to students so that they may engage with interesting topics at an appropriate reading level.</p>	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$2000	Title I Part A	Principal
Schools: All Schools								

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Summer Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with consumable reading resources over the summer so that all students may have grade-level appropriate reading material during the break. Schools: University Preparatory Academy (PSAD) - Elementary, University Preparatory Academy (PSAD) - Elementary	Academic Support Program	Tier 1	Monitor	06/29/2015	09/04/2015	\$2000	Title I Part A	Principals

(shared) Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

Research Cited: After reviewing the available research, the National Association of School Boards of Education Study Group on e-Learning concluded "e-Learning will improve American education in valuable ways and should be universally implemented as soon as possible" (NASBE, 2001, p. 4). Schacter (1995) reflected on the analysis of more than 700 studies and concluded that students who had access to educational technology showed positive gains in academic achievement. According to Lemke and Coughlin (1998)...under the right conditions, technology: Accelerates, enriches, and deepens basic skills. Motivates and engages students in learning. Helps relate academics to the practices of today's workforce. Increases economic viability of tomorrow's workers. Strengthens teaching. Contributes to change in schools. Connects schools to the world. Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Title I Part A	Principals
Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

University Preparatory Academy (PSAD)

Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1190	Title I Part A	IT Director
Schools: All Schools								

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Title I Part A	Principals
Schools: All Schools								

Goal 3: All students will improve proficiency in science.**Measurable Objective 1:**

A 10% increase of Fifth, Eighth and Eleventh grade students will demonstrate a proficiency level of proficient or advanced in Science by 06/30/2014 as measured by MEAP/SBAC assessments.

(shared) Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for coaches so that they may improve their practice. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title II Part A, Title I Part A	Principals
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Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Section 31a, Title I Part A	Principals
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Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals

Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

University Preparatory Academy (PSAD)

Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals
Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School								

(shared) Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

Research Cited: After reviewing the available research, the National Association of School Boards of Education Study Group on e-Learning concluded "e-Learning will improve American education in valuable ways and should be universally implemented as soon as possible" (NASBE, 2001, p. 4). Schacter (1995) reflected on the analysis of more than 700 studies and concluded that students who had access to educational technology showed positive gains in academic achievement. According to Lemke and Coughlin (1998)...under the right conditions, technology: Accelerates, enriches, and deepens basic skills. Motivates and engages students in learning. Helps relate academics to the practices of today's workforce. Increases economic viability of tomorrow's workers. Strengthens teaching. Contributes to change in schools. Connects schools to the world. Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Title I Part A	Principals
Schools: All Schools								

Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

District Improvement Plan

University Preparatory Academy (PSAD)

Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	Title I Part A	IT Director
Schools: All Schools								

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Title I Part A	Principals
Schools: All Schools								

Strategy 4:

Class Size Reduction - Implement class size reduction in elementary classrooms when possible in the district and allowable by state regulations. The focus for class size reduction will first be on the early elementary grades (K-2).

Research Cited: The American Education Research Association's Synopsis of Class Size Literature points to several studies confirming the benefits of small class size, including "substantial gains for students in a variety of academic disciplines" (Biddle and Berliner 2002), "considerable positive effects on short and long-term student outcomes" (Achilles and Finn 2007), "increased academic achievement when class size is reduced below 20 students" (Glass and Smith 1978, Slavin 1989), increased time with the student as the focus of the teacher's attention and more time in active interaction with the teacher (Blatchford, Basset and Brown 2008), and teachers' increased ability to "monitor student behavior and learning and give more immediate and individualized re-teaching" (O'Connell and Smith 2000).

Tier:

Activity - Class Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Section 31a	Principals
Schools: University Preparatory Academy (PSAD) - Elementary								

(shared) Strategy 5:

Parent Engagement - Staff will provide resources to parents to help them support student achievement

Research Cited: Research clearly shows that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. (Parental Involvement and Student

District Improvement Plan

University Preparatory Academy (PSAD)

Achievement: A Meta-Analysis by William Jeynes, Harvard Family Research Project, 2005).

Tier:

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Title I Part A	Director of Parent Engagement

Measurable Objective 2:

15% of Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency of college readiness in Science by 06/30/2014 as measured by the EXPLORE/PLAN/ACT tests.

(shared) Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for coaches so that they may improve their practice. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title I Part A, Title II Part A	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

(shared) Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. Resources include teacher stipends and tutoring supplies. Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Title I Part A, Section 31a	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)." Schools: All Schools	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals
Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses. Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals

(shared) Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

Research Cited: After reviewing the available research, the National Association of School Boards of Education Study Group on e-Learning concluded "e-Learning will improve American education in valuable ways and should be universally implemented as soon as possible" (NASBE, 2001, p. 4). Schacter (1995) reflected on the analysis of more than 700 studies and concluded that students who had access to educational technology showed positive gains in academic achievement. According to Lemke and Coughlin (1998)...under the right conditions, technology: Accelerates, enriches, and deepens basic skills. Motivates and engages students in learning. Helps relate academics to the practices of today's workforce. Increases economic viability of tomorrow's workers. Strengthens teaching. Contributes to change in schools. Connects schools to the world. Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in

District Improvement Plan

University Preparatory Academy (PSAD)

studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Title I Part A	Principals
Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	Title I Part A	IT Director
Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend. Schools: All Schools	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Title I Part A	Principals

(shared) Strategy 4:

Parent Engagement - Staff will provide resources to parents to help them support student achievement

Research Cited: Research clearly shows that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. (Parental Involvement and Student Achievement: A Meta-Analysis by William Jeynes, Harvard Family Research Project, 2005).

Tier:

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Title I Part A	Director of Parent Engagement

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

Measurable Objective 1:

A 10% increase of Sixth and Ninth grade students will demonstrate a proficiency level of proficient or advanced in Social Studies by 06/30/2014 as measured by MEAP/SBAC assessments.

Strategy 1:

Professional Development - Teachers will receive development on differentiating instruction and incorporating best pedagogical practices in the general classroom. A majority of PD will occur parallel to instruction, meaning that the coach will informally observe classrooms and provide feedback after the lesson.

Research Cited: The literature on professional development shows that teachers change their practice more significantly when PD is focused on subject matter that teachers teach; adequate time is devoted to PD, including time to observe and analyze student work; teachers' learning opportunities are aligned with their real work, actual curriculum and assessments; and schools have reliable systems to evaluate the impact of PD on teacher practices and student learning (Guskey 1995, Parsad et al 2001, AERA Research Points 2005).

Tier:

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for instructional coaches so that they may improve their practice. Schools: All Schools	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Title I Part A, Title II Part A	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Expeditionary Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Title I Part A	Principals, School Designers

Strategy 2:

Supplemental Instruction and Materials - Teachers will provide supplemental instruction to students in grades K-12 to fill in gaps and accelerate mastery of GLCEs, HSCEs, and CCSSs.

Research Cited: There is strong research showing that extending engaged learning time to students who need it most improves student learning and closes achievement gaps between poor and minority students and their more affluent peers (Silva 2007). We have also noticed internally that once students fall behind grade-level expectations, they have difficulty regaining ground, especially when compared to a national peer group. The importance of quickly intervening with supplemental instruction cannot be overstated in preventing our students from losing ground compared to their national peers.

Tier:

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. Resources include teacher stipends and tutoring supplies. Schools: All Schools	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Title I Part A, Section 31a	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)." Schools: All Schools	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Title I Part A	Principals
Activity - Bridge Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses. Schools: University Preparatory Academy (PSAD) - Middle, University Preparatory Academy (PSAD) - High School	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Title I Part A	Principals

Strategy 3:

Technology to Support Instruction - Technology will be used to enhance delivery of general instruction, provide targeted remediation, and analysis of student performance

Research Cited: After reviewing the available research, the National Association of School Boards of Education Study Group on e-Learning concluded "e-Learning will improve American education in valuable ways and should be universally implemented as soon as possible" (NASBE, 2001, p. 4). Schacter (1995) reflected on the analysis of more than 700 studies and concluded that students who had access to educational technology showed positive gains in academic achievement. According to Lemke and Coughlin (1998)...under the right conditions, technology: Accelerates, enriches, and deepens basic skills. Motivates and engages students in learning. Helps relate academics to the practices of today's workforce. Increases economic viability of tomorrow's workers. Strengthens teaching. Contributes to change in schools. Connects schools to the world. Mayo and Shotts (2004) write of the importance of disaggregating data quickly and efficiently. Gay and Matthews (2005), in

District Improvement Plan

University Preparatory Academy (PSAD)

studying the acclimation process for newly-instituted testing regimens, note a positive impact on overall school success when longitudinal student data is readily accessible via an efficient data platform.

Tier:

Activity - SchoolNet	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Title I Part A	Principals

Activity - Replace damaged inventory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts. Schools: All Schools	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	Title I Part A	IT Director

Activity - Software subscriptions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend. Schools: All Schools	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Title I Part A	Principals

Strategy 4:

Parent Engagement - Staff will provide resources to parents to help them support student achievement

Research Cited: Research clearly shows that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. (Parental Involvement and Student Achievement: A Meta-Analysis by William Jeynes, Harvard Family Research Project, 2005).

Tier:

District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Parent Engagement Director	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary. Schools: All Schools	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Title I Part A	Director of Parent Engagement

Goal 5: All students will demonstrate improvement in non-academic skills.

Measurable Objective 1:

demonstrate a behavior of a positive school culture and high-performance learning environment. by 06/30/2014 as measured by behavior logs.

Strategy 1:

Behavioral Support Personnel - Behaviors Support Personnel (Director of Student Culture and Deans of Students) will provide general support for each school in the ongoing development of its positive behavior systems. Staff members will also work with individuals and student groups to further support the development of the behaviors and attitudes needed for success in college and beyond.

Research Cited: In a compilation of research from multiple authors, Horner and Sugai (2008) note the importance of early, proactive positive support of student behavior on achievement and persistence. Reactionary disciplinary systems actually result in an increase in frequency and severity of undesired behaviors (Mayer 1995, Mayer & Sulzar-Azaroff 1991, Skiba & Peterson 1999). The most effective interventions included social skills training, academic restructuring, and behavioral interventions (Gottfredson 1997, Elliot, Hamburg & Williams 1998, Tola & Guerra 1994, Lipsey 1991).

Tier:

Activity - Behavior Support Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire personnel to support implementation of individual and school-wide positive behavior programs. Interventions will be targeted at students struggling to demonstrate appropriate non-academic skills such as attendance, punctuality, focus, rigor, and discipline. Positions included in this activity are Deans of Culture (elementary and middle school) and Deans of Students (high school). Schools: All Schools	Behavioral Support Program	Tier 1	Monitor	07/01/2014	06/30/2015	\$382970	Title I Part A	Principals, Director of School Culture, Deans of Students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$625	Principals
Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$625	Principals
Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$625	Principals, Instructional Coaches

District Improvement Plan

University Preparatory Academy (PSAD)

Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$625	Principals
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Principals
Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$11300	Principals
Class Size Reduction	When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$11300	Principals
Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$11300	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

After-school Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$11300	Principals
Class Size Reduction	When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Principals

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	IT Director
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Summer School	"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals
Summer Reading Program	Provide students with consumable reading resources over the summer so that all students may have grade-level appropriate reading material during the break.	Academic Support Program	Tier 1	Monitor	06/29/2015	09/04/2015	\$2000	Principals
SchoolNet	All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Principals
Summer School	"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45000	Principals
Summer School	<p>"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals
Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45000	Principals, Instructional Coaches
Replace damaged inventory	<p>Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.</p>	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	IT Director
SchoolNet	<p>All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.</p>	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Expeditionary Learning	UPA schools will partner with Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Principals
Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$1750	Principals
Instruction During School Day	<p>Intervention specialists will deliver supplemental instruction to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed core content course in the previous grading term, 2. Score below the 25th percentile on the appropriate section of the MAP test, 3. Demonstrate a Beginning proficiency level on the MEAP or its equivalent on the SBAC. 	Academic Support Program	Tier 3	Monitor	09/02/2014	06/26/2015	\$156000	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Expeditionary Learning	School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Summer School	Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers and supplies. The cost of facility expenses to run the buildings during the summer (which are not otherwise open) will be included as an indirect cost.	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals, Summer School Coordinators
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals

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University Preparatory Academy (PSAD)

SchoolNet	All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Principals
Parent Engagement Director	A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Director of Parent Engagement
Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	IT Director
Parent Engagement Director	A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Director of Parent Engagement
Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$1750	Principals
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Non-fiction texts	Provide a wide array of supplemental non-fiction texts (varying levels and content) to students so that they may engage with interesting topics at an appropriate reading level.	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$2000	Principal
Parent Engagement Director	A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Director of Parent Engagement
Expeditionary Learning	School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Behavior Support Personnel	Hire personnel to support implementation of individual and school-wide positive behavior programs. Interventions will be targeted at students struggling to demonstrate appropriate non-academic skills such as attendance, punctuality, focus, rigor, and discipline. Positions included in this activity are Deans of Culture (elementary and middle school) and Deans of Students (high school).	Behavioral Support Program	Tier 1	Monitor	07/01/2014	06/30/2015	\$382970	Principals, Director of School Culture, Deans of Students
Instructional Coaching	On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for instructional coaches so that they may improve their practice.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45000	Principals
SchoolNet	All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$1750	Principals
Read180	Purchase consumable books and supplies for Read180 program.	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$1200	Principal
After-school Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$1750	Principals
Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1190	IT Director

District Improvement Plan

University Preparatory Academy (PSAD)

Expeditionary Learning	School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Instructional Coaching	On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for coaches so that they may improve their practice.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45000	Principals

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for instructional coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Principals, Instructional Coaches
After-school Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Summer School	<p>Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers and supplies. The cost of facility expenses to run the buildings during the summer (which are not otherwise open) will be included as an indirect cost.</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals, Summer School Coordinators
Behavior Support Personnel	Hire personnel to support implementation of individual and school-wide positive behavior programs. Interventions will be targeted at students struggling to demonstrate appropriate non-academic skills such as attendance, punctuality, focus, rigor, and discipline. Positions included in this activity are Deans of Culture (elementary and middle school) and Deans of Students (high school).	Behavioral Support Program	Tier 1	Monitor	07/01/2014	06/30/2015	\$382970	Principals, Director of School Culture, Deans of Students
Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	IT Director
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Principals
SchoolNet	All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$2000	Principals
Instructional Coaching	<p>On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice.</p> <p>This activity also includes professional development for coaches so that they may improve their practice.</p>	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Principals
Instruction During School Day	<p>Intervention specialists will deliver supplemental instruction to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed core content course in the previous grading term, 2. Score below the 25th percentile on the appropriate section of the MAP test, 3. Demonstrate a Beginning proficiency level on the MEAP or its equivalent on the SBAC. 	Academic Support Program	Tier 3	Monitor	09/02/2014	06/26/2015	\$156000	Principals
Summer School	<p>"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals
SchoolNet	<p>All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.</p>	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1190	IT Director
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Principals
Non-fiction texts	Provide a wide array of supplemental non-fiction texts (varying levels and content) to students so that they may engage with interesting topics at an appropriate reading level.	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$2000	Principal
Instructional Coaching	On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for coaches so that they may improve their practice.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Principals
Tutoring	Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. Resources include teacher stipends and tutoring supplies.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Summer School	"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria: 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals
SchoolNet	All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Principals
Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	IT Director
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$700	Principals
Instructional Coaching	On-site instructional coaches will provide feedback on lesson content and delivery after informal observations. Instructional coaches will not provide evaluation for the purpose of job performance reviews; rather, instructional coaches will serve as resources for improving practice. This activity also includes professional development for instructional coaches so that they may improve their practice.	Professional Learning	Tier 1	Monitor	07/01/2014	06/30/2015	\$45625	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Tutoring	<p>Teachers will provide supplemental instruction before or after school to students in grades K-12. Two types of tutoring will be offered at all schools: one for students identified as "at-risk" in accordance with the regulations of 31a, the other for students who may not fit the official definition of at-risk, but are still struggling with core content. Some possible criteria for the latter program include</p> <ol style="list-style-type: none"> 1. Failed their core content course from the previous grading term. 2. In danger of failing their core content course in the current grading term. 3. Did not score proficient/advanced on the most recent MEAP/SBAC assessment in the relevant content area. 4. Scored below the 50th percentile on the relevant portion of the MAP assessment. <p>Resources include teacher stipends and tutoring supplies.</p>	Academic Support Program	Tier 2	Monitor	09/02/2014	06/26/2015	\$13050	Principals
SchoolNet	All teachers will use the SchoolNet Information Management System to track student progress, target areas of conceptual deficiency, and develop collaborative plans around improving individual student performance.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$1900	Principals
Summer School	<p>"Teachers will provide supplemental instruction during the summer to students in grades K-12 who meet one or more of the following criteria:</p> <ol style="list-style-type: none"> 1. Failed or received a grade lower than C- a core content course during the previous academic year, 2. Did not meet the proficiency standard on the appropriate section of the MEAP/SBAC, 3. Scored below the 25th percentile on the appropriate section of the MAP assessment, 4. Did not meet the college readiness standard as measured by the EXPLORE, PLAN, and ACT tests. <p>Budget includes teachers, coordinator, supplies, and facility expenses to run the buildings during the summer (which are not otherwise open)."</p>	Academic Support Program	Tier 2	Monitor	07/07/2014	08/08/2014	\$14400	Principals
Replace damaged inventory	Replace damaged equipment previously purchased with Title funds. This includes SMARTBoard bulb/projectors and chargers for laptop carts.	Technology	Tier 1	Monitor	07/01/2014	06/30/2015	\$3000	IT Director
Software subscriptions	Subscribe to student remedial software platforms that allow for differentiation of instruction and review of topics that students struggle to comprehend.	Technology	Tier 2	Monitor	09/02/2014	06/26/2015	\$560	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Parent Engagement Director	A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Director of Parent Engagement
Parent Engagement Director	A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Director of Parent Engagement
Parent Engagement Director	A Parent Engagement Director will work with parents in groups and as individuals to connect them with resources within the school for improving their student's performance. The Director will work with schools to understand their structures and suggest improvements as necessary.	Parent Involvement	Tier 1	Implement	07/01/2014	06/30/2015	\$5625	Director of Parent Engagement
Expeditionary Learning	UPA schools will partner with Expeditionary Learning (EL), which includes off-site PD for all staff (funded with general revenues) and on-site, job-embedded professional learning from an EL school designer. PD will focus on how to develop curriculum, assessments, and practice good instructional methods in order to meet the needs of all learners and to close achievement gaps between demographic subgroups. School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Expeditionary Learning	School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Expeditionary Learning	School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers
Expeditionary Learning	School Designers will work with school leadership and teachers to teach them how to successfully implement the EL model. The implementation process is expected to last five years.	Professional Learning	Tier 1	Implement	07/01/2014	06/30/2015	\$15600	Principals, School Designers

University Preparatory Academy (PSAD) - Middle

District Improvement Plan

University Preparatory Academy (PSAD)

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals

University Preparatory Academy (PSAD) - High School

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

University Preparatory Academy (PSAD)

Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals
Bridge Program	Bridge is designed to provide students in gateway grades (5th-6th and 8th-9th) who have a history of struggling with course material an opportunity to get a jump-start on the next school year. In addition to providing instruction in basic academic skills such as study habits, organization, and homework completion, students will also review academic topics that will be used in the next year's courses.	Academic Support Program	Tier 1	Monitor	07/28/2014	08/08/2014	\$2000	Principals

University Preparatory Academy (PSAD) - Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Principals

District Improvement Plan

University Preparatory Academy (PSAD)

Class Size Reduction	When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Principals
Read180	Purchase consumable books and supplies for Read180 program.	Academic Support Program	Tier 2	Monitor	07/01/2014	06/30/2015	\$1200	Principal
Summer Reading Program	Provide students with consumable reading resources over the summer so that all students may have grade-level appropriate reading material during the break.	Academic Support Program	Tier 1	Monitor	06/29/2015	09/04/2015	\$2000	Principals
Class Size Reduction	When possible within the district and allowable under state law/regulation, the class size for one section of K-2 will be reduced to a maximum of 19 students.	Class Size Reduction	Tier 1	Monitor	07/01/2014	06/30/2015	\$27500	Principals