

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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Overview

Plan Name

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Plan Description

DIP for 2019-2020

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students scoring proficient or advanced proficient on the ELA portion of the state assessment will total 60% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$377031
2	Students scoring proficient or advanced proficient on Math portion of the state assessment will total 47.55% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$391700
3	Students scoring proficient or advanced proficient on the Science portion of the state assessment will total 27% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$392700
4	Students scoring proficient or advanced proficient on the Social Studies portion of the state assessment will total 27% by the year 2024-25.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$352700

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

Measurable Objective 1:

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

Strategy 1:

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

Category: Learning Support Systems

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

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>In Tier 1 ELA, students receive instruction with the EL Education K-12 Language Arts curriculum which is a comprehensive, standards-based core literacy program. K-2 receive Skills block, Module block, and Literature Lab. The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation. Using supplemented with technology (Exact Path), teacher created activities that focus on phonemic awareness, spelling, decoding and fluency. Progress monitoring using cycle assessments and EL Benchmarking administered three times a school year. In Kindergarten for example students will receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support in Tier 2 for interventions.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$127331</p>	<p>Title II Part A, Title I Part A, Title II Part A, Title I Part A, Section 31a, Title II Part A, Title I Part A</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.

In Module Block, students receive grade level instruction in a whole group setting. Lessons consist of exploration of rich text, writing objectives and engaging protocols that encourage grade level appropriate speaking and listening standards. Progress monitoring includes Entrance and Exit Tickets, verbal checks for understanding, a variety of mid and end of unit assessments, performance tasks and speaking and listening checklists. Beyond instruction and assessment, we will partner with our parents to bolster student achievement and progress. Additionally, instructional paraprofessional under the guidance of the teacher will assist with assessments and during independent work time. The instructional coaches (\$60,000) will assist in the development of teacher practice driven by data and student work. We will also use our library science resources as well. Follett is a library science program that will allow students to check out books for reading groups and research projects. This program is to help supplement recommended text for the ELA and Social Studies curriculum. It also allows the school to catalog entire book collections.

Our ELA Tier 1 Core Content and Interventions are grounded in teachers delivering high-quality, standards-based and aligned lessons. Teachers work to be facilitators of learning by designing activities that allow student discourse and ownership of their own learning. We also provide opportunities for teachers to receive additional professional development (\$18,000) around teacher facilitation, project-based learning, Culturally Responsive Education, Social Justice, and more. Class discussions are a central component of ELA instruction. Teachers provide students with opportunities to interact with complex texts and build conceptual knowledge. Lessons and activities also allow for conceptual application of new information. To make learning relevant, engaging, and responsive to the cultural identities of our students, units contain various connections and applications to larger real-world problems and contexts.

Students in ELA will engage in project-based learning activities to make content more relevant and engaging to learners as a means of increasing student performance in ELA. Where opportunities exist, ELA teachers will engage students in Service Learning projects. Students complete Service Learning projects to help students become better global citizens and contributors to society.

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<p>contributors to society.</p> <p>Engage New York is our ELA curriculum. It is a research-based, Common Core State Standards aligned curriculum. Our instructional coaches (\$60,000) are instrumental in helping develop and strengthen teachers' content knowledge and pedagogical skills. Our instructional coaches provide teachers with feedback, help analyze data, and help with instructional design and curriculum implementation. Teachers use document cameras (\$12,331) to increase student engagement and model application of materials in ELA.</p> <p>We use ANET quarterly benchmark assessments as a tool to measure the effectiveness of our school's ELA instruction. ANET's assessment system is standards-bases and gives teachers accurate measures of student proficiency. We use this data to make decisions and determinations about what students need further intervention.</p> <p>Progress Monitoring and Learning Walks: The ELA Instructional Coach (\$60,000) and ELA teams engage in learning walks to provide precise written and oral feedback and analyze results of Tier 1 instructional components to make evidence based recommendations for further and successful support and implementation. (Substitutes for teacher coverage \$2500)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPA, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Our Tier II interventions continue the ELA academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in Skills Block & Reading. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group reading intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-2, the Tier II small group interventions will occur during Labs or after-school intervention. In 3-12, the Tier II small group interventions will occur during additional Reading instruction and/or in-school intervention time. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring.</p> <p>Students who are demonstrating that Tier II interventions are necessary within the ELA modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, sentence frames for writing tasks, and being given graphic organizers or charts. Teachers may also choose to use their in-school intervention time to address critical RI/RL standards. In addition, after school tutoring will serve as Tier II intervention support in ELA.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>Section 31a</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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<p>Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring intervention program. This program will focus on closing the learning gaps for these students.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Section 31a	All Instructional Support Staff and the Building Leadership Team

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Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$49700</p>	<p>Title II Part A, Section 31a, Section 31a, Section 31a, Section 31a, Section 31a, Section 31a</p>	<p>All Instructional Staff, Behavioral Staff and the Building Leadership Team</p>
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<p>that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500) Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation- will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring-Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar’s success.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$20000</p>	<p>Section 31a</p>	<p>Behavioral Support Staff and the Building Leadership Team</p>
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Schools: All Schools								
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Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Other	Behavioral Support Staff and the Building Leadership Team
Schools: All Schools								

Goal 2: Students scoring proficient or advanced proficient on Math portion of the state assessment will total 47.55% by the year 2024-25.

Measurable Objective 1:

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

Strategy 1:

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

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Category: Learning Support Systems

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

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>problems are given for K-2 as well as 3-5. These problems promote critical thinking and problem solving. Students with the correct answers are acknowledged during Community Circle and are rewarded with scholar dollars. The Eureka Math Curriculum: The curriculum is taught whole-group; however, students are also given opportunities to work independently as well as collaborate and practice with partners and small groups. Checks for understanding are embedded throughout the lesson in various ways. Teachers also use the M-STEP coaching book to track understanding in all standards covered during the year. Exit Tickets/Assessments: Along with teaching the curriculum, students are given formal assessments through exit tickets after every lesson as well as summative assessments through mid- and end-module assessments. Instructional Aides (\$50,000) will have a daily schedule of which grade and teacher they will push in for and the aide will focus on supporting students with understanding the grade-level content.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>Schools: All Schools</p>								
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<p>Our Tier II interventions continue the math academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in guided math. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group math intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-5, the Tier II small group interventions will occur during additional math time or after-school intervention. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring. Students who are demonstrating that Tier II interventions are necessary within the math modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, use of concrete manipulatives, and being given graphic organizers or charts.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$65000</p>	<p>Section 31a, Title I Part A</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring (\$5,000) intervention program. This program will focus on closing the learning gaps for these students.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to mathematics strategies. These interventions will help accelerate students math ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Section 31a	All Instructional Support Staff and the Building Leadership Team

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University Preparatory Academy (PSAD)

Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ES: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000. We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$49700</p>	<p>Section 31a, Section 31a, Other, Section 31a, Section 31a, Section 31a, Title II Part A</p>	<p>All Instructional Staff, Behavioral Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500) Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation- will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring-Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar’s success.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$20000</p>	<p>Section 31a</p>	<p>Behavioral Support Staff and the Building Leadership Team</p>
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Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Other	Behavioral Support Staff and the Building Leadership Team
Schools: All Schools								

Goal 3: Students scoring proficient or advanced proficient on the Science portion of the state assessment will total 27% by the year 2024-25.

Measurable Objective 1:

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

Strategy 1:

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

Category: Learning Support Systems

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$88000</p>	<p>Title II Part A, Title I Part A, Title I Part A</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Parents and students will participate Family Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Science will be given the opportunity to participate in tutoring to improve science and math skills. Summer School (\$40,000) will provide additional instructional support for students who did not meet proficiency in science on the MSTEP and/or local science assessments. Students will be selected to attend a 1 week summer session (\$15,000) provided by Ecotek, where they will receive increased exposure to science lab techniques and strategies in a comprehensive STEM research and innovation camp.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$115000</p>	<p>Section 31a, Section 31a, Section 31a</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to science strategies. These interventions will help accelerate students science and math ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Section 31a	All Instructional Support Staff and the Building Leadership Team

Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000. We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$49700</p>	<p>Section 31a, Section 31a, Section 31a, Section 31a, Title II Part A, Section 31a</p>	<p>All Instructional Staff, Behavioral Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500) Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation- will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring-Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar’s success.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$20000</p>	<p>Section 31a</p>	<p>Behavioral Support Staff and the Building Leadership Team</p>
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Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Other	Behavioral Support Staff and the Building Leadership Team
Schools: All Schools								

Goal 4: Students scoring proficient or advanced proficient on the Social Studies portion of the state assessment will total 27% by the year 2024-25.

Measurable Objective 1:

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

Strategy 1:

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

Category: Learning Support Systems

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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

Tier:

Activity - Academic Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$88000</p>	<p>Title I Part A, Title II Part A, Title I Part A</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Parents and students will participate Family Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>Schools: All Schools</p>								
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Activity - Academic Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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University Preparatory Academy (PSAD)

<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Social Studies will be given the opportunity to participate in tutoring to improve ELA and Social Studies skills. Summer School will provide additional instructional support for students who did not meet proficiency in social studies on the MSTEP and/or local social studies assessments. Students will be selected to attend a 4 week summer session (\$15,000) where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$75000</p>	<p>Section 31a, Section 31a</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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Activity - Academic Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to social studies strategies. These interventions will help accelerate students reading and social studies ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$120000	Section 31a	All Instructional Support Staff and the Building Leadership Team

Activity - Behavioral Tier I	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000. We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$49700</p>	<p>Title II Part A, Section 31a, Section 31a, Section 31a, Section 31a, Section 31a, Section 31a</p>	<p>All Instructional Staff, Behavioral Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

<p>science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500) Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p> <p>Schools: All Schools</p>								
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Activity - Behavioral Tier II	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation- will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem- solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring-Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar’s success.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$20000</p>	<p>Section 31a</p>	<p>Behavioral Support Staff and the Building Leadership Team</p>
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Activity - Behavioral Tier III	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken t	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Other	Behavioral Support Staff and the Building Leadership Team
Schools: All Schools								

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavioral Tier III	When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be meet. The plan may include specific actions and consequences that could be taken t	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team
Behavioral Tier III	When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be meet. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team
Behavioral Tier III	When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be meet. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team
Behavioral Tier III	When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be meet. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team

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<p>Behavioral Tier I</p>	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ES: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>All Instructional Staff, Behavioral Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ES: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$8000	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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University Preparatory Academy (PSAD)

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<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to science strategies. These interventions will help accelerate students science and math ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$120000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve.</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$15000	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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	<p>reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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	healthy classroom and school-wide communities.							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$2700	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to mathematics strategies. These interventions will help accelerate students math ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$120000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	healthy classroom and school-wide communities.							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier II	<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation-will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring- Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$20000	Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar's success.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Behavioral Tier I</p>	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$1500</p>	<p>All Instructional Staff, Behavioral Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>At the University Preparatory Academy, in Tier 1 Math, we will use best practices, technology, collaboration, rich math tasks and the curriculum</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$50000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>collaboration, rich math tasks and the curriculum to address the standards. To accomplish that task, in Tier 1, we will use do now and fluency activities, math problems of the week, the Eureka math curriculum, formative and summative assessments and instructional content aides. Do Now & Fluency: Do Now's and Fluency are opportunities given daily for students to practice and strengthen computational skills along with reinforce foundational understandings. Math problem of the week: Math Problems of the Week are given weekly from October to May where math problems are given for K-2 as well as 3-5. These problems promote critical thinking and problem solving. Students with the correct answers are acknowledged during Community Circle and are rewarded with scholar dollars. The Eureka Math Curriculum: The curriculum is taught whole-group; however, students are also given opportunities to work independently as well as collaborate and practice with partners and small groups. Checks for understanding are embedded throughout the lesson in various ways. Teachers also use the M-STEP coaching book to track understanding in all standards covered during the year. Exit Tickets/Assessments: Along with teaching the curriculum, students are given formal assessments through exit tickets after every lesson as well as summative assessments through mid- and end-module assessments. Instructional Aides (\$50,000) will have a daily schedule of which grade and teacher they will push in for and the aide will focus on supporting students with understanding the grade-level content.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	(\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

<p>Academic Tier II</p>	<p>Our Tier II interventions continue the ELA academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in Skills Block & Reading. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group reading intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-2, the Tier II small group interventions will occur during Labs or after-school intervention. In 3-12, the Tier II small group interventions will occur during additional Reading instruction and/or in-school intervention time. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring.</p> <p>Students who are demonstrating that Tier II interventions are necessary within the ELA modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, sentence frames for writing tasks, and being given graphic organizers or charts. Teachers may also choose to use their in-school intervention time to address critical RI/RL standards. In addition, after school tutoring will serve as Tier II intervention support in ELA.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring intervention program. This program will focus on closing the learning gaps for these students.</p>							
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University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve.</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$2500	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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University Preparatory Academy (PSAD)

	healthy classroom and school-wide communities.							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>In Tier 1 ELA, students receive instruction with the EL Education K-12 Language Arts curriculum which is a comprehensive, standards-based core literacy program. K-2 receive Skills block, Module block, and Literature Lab. The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation. Using supplemented with technology (Exact Path), teacher created activities that focus on phonemic awareness, spelling, decoding and fluency. Progress monitoring using cycle assessments and EL Benchmarking administered three times a school year. In Kindergarten for example students will receive</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$2500</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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	<p>Kindergarten for example students will receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support in Tier 2 for interventions.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>In Module Block, students receive grade level instruction in a whole group setting. Lessons consist of exploration of rich text, writing objectives and engaging protocols that encourage grade level appropriate speaking and listening standards. Progress monitoring includes Entrance and Exit Tickets, verbal checks for understanding, a variety of mid and end of unit assessments, performance tasks and speaking and listening checklists. Beyond instruction and assessment, we will partner with our parents to bolster student achievement and progress. Additionally, instructional paraprofessional under the guidance of the teacher will assist with assessments and during independent work time. The instructional coaches (\$60,000) will assist in the development of teacher practice driven by data and student work. We will also use our library science resources as well. Follett is a library science program that will allow students to check out books for reading groups and research projects. This program is to help supplement recommended text for the ELA and Social Studies curriculum. It also allows the school to catalog entire book collections.</p> <p>Our ELA Tier 1 Core Content and Interventions are grounded in teachers delivering high-quality, standards-based and aligned lessons. Teachers work to be facilitators of learning by designing</p>							
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University Preparatory Academy (PSAD)

	<p>work to be facilitators of learning by designing activities that allow student discourse and ownership of their own learning. We also provide opportunities for teachers to receive additional professional development (\$18,000) around teacher facilitation, project-based learning, Culturally Responsive Education, Social Justice, and more. Class discussions are a central component of ELA instruction. Teachers provide students with opportunities to interact with complex texts and build conceptual knowledge. Lessons and activities also allow for conceptual application of new information. To make learning relevant, engaging, and responsive to the cultural identities of our students, units contain various connections and applications to larger real-world problems and contexts.</p> <p>Students in ELA will engage in project-based learning activities to make content more relevant and engaging to learners as a means of increasing student performance in ELA. Where opportunities exist, ELA teachers will engage students in Service Learning projects. Students complete Service Learning projects to help students become better global citizens and contributors to society.</p> <p>Engage New York is our ELA curriculum. It is a research-based, Common Core State Standards aligned curriculum. Our instructional coaches (\$60,000) are instrumental in helping develop and strengthen teachers' content knowledge and pedagogical skills. Our instructional coaches provide teachers with feedback, help analyze data, and help with instructional design and curriculum implementation. Teachers use document cameras (\$12,331) to increase student engagement and model application of materials in ELA.</p> <p>We use ANET quarterly benchmark assessments as a tool to measure the effectiveness of our school's ELA instruction. ANET's assessment system is standards-based and gives teachers accurate measures of student proficiency. We use this data to make decisions and determinations about what students need further intervention.</p> <p>Progress Monitoring and Learning Walks: The ELA Instructional Coach (\$60,000) and ELA teams engage in learning walks to provide precise written and oral feedback and analyze results of Tier 1</p>							
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University Preparatory Academy (PSAD)

	<p>and oral feedback and analyze results of Tier 1 instructional components to make evidence based recommendations for further and successful support and implementation. (Substitutes for teacher coverage \$2500)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPA, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$1500	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier II</p>	<p>Our Tier II interventions continue the math academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in guided math. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group math intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-5, the Tier II small group interventions will occur during additional math time or after-school intervention. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring. Students who are demonstrating that Tier II interventions are necessary within the math modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, use of concrete manipulatives, and being given graphic organizers or charts.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$5000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring (\$5,000) intervention program. This program will focus on closing the learning gaps for these students.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier II	<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation-will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring- Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$20000	Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar's success.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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Title I Part A

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

University Preparatory Academy (PSAD)

<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Parents and students will participate Family Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

<p>Academic Tier II</p>	<p>Our Tier II interventions continue the math academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in guided math. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group math intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-5, the Tier II small group interventions will occur during additional math time or after-school intervention. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring. Students who are demonstrating that Tier II interventions are necessary within the math modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, use of concrete manipulatives, and being given graphic organizers or charts.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

	<p>documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring (\$5,000) intervention program. This program will focus on closing the learning gaps for these students.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Parents and students will participate Family Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p>							
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Title II Part A

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

University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$20000	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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University Preparatory Academy (PSAD)

	<p>Kindergarten for example students will receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support in Tier 2 for interventions.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>In Module Block, students receive grade level instruction in a whole group setting. Lessons consist of exploration of rich text, writing objectives and engaging protocols that encourage grade level appropriate speaking and listening standards. Progress monitoring includes Entrance and Exit Tickets, verbal checks for understanding, a variety of mid and end of unit assessments, performance tasks and speaking and listening checklists. Beyond instruction and assessment, we will partner with our parents to bolster student achievement and progress. Additionally, instructional paraprofessional under the guidance of the teacher will assist with assessments and during independent work time. The instructional coaches (\$60,000) will assist in the development of teacher practice driven by data and student work. We will also use our library science resources as well. Follett is a library science program that will allow students to check out books for reading groups and research projects. This program is to help supplement recommended text for the ELA and Social Studies curriculum. It also allows the school to catalog entire book collections.</p> <p>Our ELA Tier 1 Core Content and Interventions are grounded in teachers delivering high-quality, standards-based and aligned lessons. Teachers work to be facilitators of learning by designing</p>							
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University Preparatory Academy (PSAD)

	<p>work to be facilitators of learning by designing activities that allow student discourse and ownership of their own learning. We also provide opportunities for teachers to receive additional professional development (\$18,000) around teacher facilitation, project-based learning, Culturally Responsive Education, Social Justice, and more. Class discussions are a central component of ELA instruction. Teachers provide students with opportunities to interact with complex texts and build conceptual knowledge. Lessons and activities also allow for conceptual application of new information. To make learning relevant, engaging, and responsive to the cultural identities of our students, units contain various connections and applications to larger real-world problems and contexts.</p> <p>Students in ELA will engage in project-based learning activities to make content more relevant and engaging to learners as a means of increasing student performance in ELA. Where opportunities exist, ELA teachers will engage students in Service Learning projects. Students complete Service Learning projects to help students become better global citizens and contributors to society.</p> <p>Engage New York is our ELA curriculum. It is a research-based, Common Core State Standards aligned curriculum. Our instructional coaches (\$60,000) are instrumental in helping develop and strengthen teachers' content knowledge and pedagogical skills. Our instructional coaches provide teachers with feedback, help analyze data, and help with instructional design and curriculum implementation. Teachers use document cameras (\$12,331) to increase student engagement and model application of materials in ELA.</p> <p>We use ANET quarterly benchmark assessments as a tool to measure the effectiveness of our school's ELA instruction. ANET's assessment system is standards-based and gives teachers accurate measures of student proficiency. We use this data to make decisions and determinations about what students need further intervention.</p> <p>Progress Monitoring and Learning Walks: The ELA Instructional Coach (\$60,000) and ELA teams engage in learning walks to provide precise written and oral feedback and analyze results of Tier 1</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>and oral feedback and analyze results of Tier 1 instructional components to make evidence based recommendations for further and successful support and implementation. (Substitutes for teacher coverage \$2500)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPA, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>In Tier 1 ELA, students receive instruction with the EL Education K-12 Language Arts curriculum which is a comprehensive, standards-based core literacy program. K-2 receive Skills block, Module block, and Literature Lab. The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation. Using supplemented with technology (Exact Path), teacher created activities that focus on phonemic awareness, spelling, decoding and fluency. Progress monitoring using cycle assessments and EL Benchmarking administered three times a school year. In Kindergarten for example students will receive</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$27000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>Kindergarten for example students will receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support in Tier 2 for interventions.</p> <p>Reading instructors and support staff will attend training (Orton Gillingham Training: \$15000) to improve instructional strategies in the classroom that will promote individual academic growth and increased reading achievement. Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>In Module Block, students receive grade level instruction in a whole group setting. Lessons consist of exploration of rich text, writing objectives and engaging protocols that encourage grade level appropriate speaking and listening standards. Progress monitoring includes Entrance and Exit Tickets, verbal checks for understanding, a variety of mid and end of unit assessments, performance tasks and speaking and listening checklists. Beyond instruction and assessment, we will partner with our parents to bolster student achievement and progress. Additionally, instructional paraprofessional under the guidance of the teacher will assist with assessments and during independent work time. The instructional coaches (\$60,000) will assist in the development of teacher practice driven by data and student work. We will also use our library science resources as well. Follett is a library science program that will allow students to check out books for reading groups and research projects. This program is to help supplement recommended text for the ELA and Social Studies curriculum. It also allows the school to catalog entire book collections.</p> <p>Our ELA Tier 1 Core Content and Interventions are grounded in teachers delivering high-quality, standards-based and aligned lessons. Teachers work to be facilitators of learning by designing</p>							
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University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ES: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$20000	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

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	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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University Preparatory Academy (PSAD)

	<p>work to be facilitators of learning by designing activities that allow student discourse and ownership of their own learning. We also provide opportunities for teachers to receive additional professional development (\$18,000) around teacher facilitation, project-based learning, Culturally Responsive Education, Social Justice, and more. Class discussions are a central component of ELA instruction. Teachers provide students with opportunities to interact with complex texts and build conceptual knowledge. Lessons and activities also allow for conceptual application of new information. To make learning relevant, engaging, and responsive to the cultural identities of our students, units contain various connections and applications to larger real-world problems and contexts.</p> <p>Students in ELA will engage in project-based learning activities to make content more relevant and engaging to learners as a means of increasing student performance in ELA. Where opportunities exist, ELA teachers will engage students in Service Learning projects. Students complete Service Learning projects to help students become better global citizens and contributors to society.</p> <p>Engage New York is our ELA curriculum. It is a research-based, Common Core State Standards aligned curriculum. Our instructional coaches (\$60,000) are instrumental in helping develop and strengthen teachers' content knowledge and pedagogical skills. Our instructional coaches provide teachers with feedback, help analyze data, and help with instructional design and curriculum implementation. Teachers use document cameras (\$12,331) to increase student engagement and model application of materials in ELA.</p> <p>We use ANET quarterly benchmark assessments as a tool to measure the effectiveness of our school's ELA instruction. ANET's assessment system is standards-based and gives teachers accurate measures of student proficiency. We use this data to make decisions and determinations about what students need further intervention.</p> <p>Progress Monitoring and Learning Walks: The ELA Instructional Coach (\$60,000) and ELA teams engage in learning walks to provide precise written and oral feedback and analyze results of Tier 1</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>and oral feedback and analyze results of Tier 1 instructional components to make evidence based recommendations for further and successful support and implementation. (Substitutes for teacher coverage \$2500)</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p> <p>For incoming K, 6th, and 9th graders to UPA, we utilize our Summer Bridge program to acclimate students to our school. During Summer Bridge (\$2,500) students get the opportunity to learn the norms, expectations, and engage with our ELA curriculum and teachers.</p>							
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<p>Academic Tier II</p>	<p>Our Tier II interventions continue the ELA academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in Skills Block & Reading. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group reading intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-2, the Tier II small group interventions will occur during Labs or after-school intervention. In 3-12, the Tier II small group interventions will occur during additional Reading instruction and/or in-school intervention time. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring.</p> <p>Students who are demonstrating that Tier II interventions are necessary within the ELA modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, sentence frames for writing tasks, and being given graphic organizers or charts. Teachers may also choose to use their in-school intervention time to address critical RI/RL standards. In addition, after school tutoring will serve as Tier II intervention support in ELA.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$60000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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	<p>Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring intervention program. This program will focus on closing the learning gaps for these students.</p>							
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University Preparatory Academy (PSAD)

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to reading strategies. These interventions will help accelerate students reading ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$120000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve.</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$49700	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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University Preparatory Academy (PSAD)

	healthy classroom and school-wide communities.							
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University Preparatory Academy (PSAD)

<p>Behavioral Tier II</p>	<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation-will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring- Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$20000</p>	<p>Behavioral Support Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

	<p>evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar's success.</p>							
Behavioral Tier III	<p>When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team

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<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will meet throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>At the University Preparatory Academy, in Tier 1 Math, we will use best practices, technology, collaboration, rich math tasks and the curriculum</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$137000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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	<p>collaboration, rich math tasks and the curriculum to address the standards. To accomplish that task, in Tier 1, we will use do now and fluency activities, math problems of the week, the Eureka math curriculum, formative and summative assessments and instructional content aides. Do Now & Fluency: Do Now's and Fluency are opportunities given daily for students to practice and strengthen computational skills along with reinforce foundational understandings. Math problem of the week: Math Problems of the Week are given weekly from October to May where math problems are given for K-2 as well as 3-5. These problems promote critical thinking and problem solving. Students with the correct answers are acknowledged during Community Circle and are rewarded with scholar dollars. The Eureka Math Curriculum: The curriculum is taught whole-group; however, students are also given opportunities to work independently as well as collaborate and practice with partners and small groups. Checks for understanding are embedded throughout the lesson in various ways. Teachers also use the M-STEP coaching book to track understanding in all standards covered during the year. Exit Tickets/Assessments: Along with teaching the curriculum, students are given formal assessments through exit tickets after every lesson as well as summative assessments through mid- and end-module assessments. Instructional Aides (\$50,000) will have a daily schedule of which grade and teacher they will push in for and the aide will focus on supporting students with understanding the grade-level content.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice</p>							
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University Preparatory Academy (PSAD)

	(\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.							
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<p>Academic Tier II</p>	<p>Our Tier II interventions continue the math academic supports provided in Tier I, and use formative and summative assessment data to provide another layer of targeted, classroom teacher driven interventions to help students master grade level standards. Tier II can be seen as a “double dose” of grade level content. Tier II interventions last from six to eight weeks and provides around 50 to 100 minutes of additional instruction per week on specifically targeted skills. These interventions are always “in addition to” and never “instead of” Tier I instruction. Students are encouraged to immediately apply skills learned in Tier II in their daily independent practice.</p> <p>In Tier I, all students receive differentiated small group instruction in guided math. During this small group time, student receive instruction that addresses gaps in learning, as well as reinforces current grade level standards. Students who struggle to make progress within their small group will receive Tier II small group math intervention from their classroom teacher or from one of our paraprofessionals designated for Tier II interventions (\$60,000) under the direction of the classroom teacher. In K-5, the Tier II small group interventions will occur during additional math time or after-school intervention. Tier II small groups differ from Tier I in the instructional strategies that are utilized. Tier II small groups should follow a format of: modeling, guided and supported practice, affirmative and immediate corrective feedback, and student self-monitoring. Students who are demonstrating that Tier II interventions are necessary within the math modules can be provided with scaffolded supports during whole group or teacher led small group work. These scaffolds include: shortening of assignments, increased time to complete assignments, use of concrete manipulatives, and being given graphic organizers or charts.</p> <p>When a student is placed in a Tier II academic intervention, communication between the classroom teacher and parents should increase. Parents should be made aware of interventions being provided inside and outside of the classroom, reason for interventions, student progress based on interventions, and parents should be given resources & strategies to help support their students at home. Communication between the teacher and parents should be documented in case an MTSS meeting becomes</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$65000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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University Preparatory Academy (PSAD)

	<p>documented in case an MTSS meeting becomes necessary.</p> <p>It is crucial that data be collected by the classroom teacher in Tier II to document what interventions have been provided, duration of the interventions, and the outcomes of the provided interventions. Data collection should occur more frequently with the classroom teacher and paraprofessional in Tier II interventions to monitor student progress and make adjustments to instructional strategies being used. Students who continue to struggle to make adequate gains with Tier II interventions should be referred to the MTSS team to determine if Tier III interventions are necessary. Documentation is vital in Tier II because the MTSS team can only act on the information and data they are provided by the classroom teacher.</p> <p>All Tier II students will have the opportunity to take part in our after school tutoring (\$5,000) intervention program. This program will focus on closing the learning gaps for these students.</p>							
<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher who is a math/reading teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to mathematics strategies. These interventions will help accelerate students math ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$120000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>

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Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ES: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$49700	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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University Preparatory Academy (PSAD)

	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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University Preparatory Academy (PSAD)

Behavioral Tier II	<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation-will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring- Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$20000	Behavioral Support Staff and the Building Leadership Team
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	<p>evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar's success.</p>							
Behavioral Tier III	<p>When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$88000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Parents and students will participate Family Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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

University Preparatory Academy (PSAD)

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to science strategies. These interventions will help accelerate students science and math ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$120000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier I	<p>Crew and School Wide Community Crew: UPA supports its EL Education Crew and Community Crew practices and values the impact it has had on developing talented student champions. It is in Crew where teachers and student peers create a community where relationship building, academic monitoring, and individual student strengths are nurtured and celebrated. Crew meets every morning, five days a week. Community Crew takes place every month where the entire student body and staff meet to celebrate student successes and behavioral growth.</p> <p>UPA ET/MM: Restorative practices are effective at addressing the disproportionality of discipline on students of color. Restorative practices will give us new tools to replace outdated and ineffective methods of punishment and suspension. It's aim is to decrease school push-out/suspension and create a more positive school culture, the Restorative Practices (RP) approach uses various communicative techniques focused on affective statements and proactive community building activities. (\$20,000) in training will include an Introduction to Restorative Practices, Book study, Tier II and III intensive training, restorative strategies and circle training for up to 20 participants. The additional 20 participants will cost \$20, 000.</p> <p>We will use positive behavior incentives to encourage the use of character traits and choices that meet our school wide and classroom expectations. This approach is used to improve school safety and promote positive behavior. It teaches students about behavior, just as they would teach about any other subject. It allows kids to meet behavior expectations if they know what the expectations are. It is required that everyone is that everyone knows what's appropriate behavior. Some the practices include: Weekly community circle - a weekly celebration where students are acknowledged for character traits and academic achievement. Daily opening and closing crew time - designed to set the tone for the day and reflect on character growth and development. Student-led norms/rules students - allows students to create social contracts that govern student behavior Teaching Character Education traits - explicit lessons that focus on one of the four Character Traits Restorative language - used to reinforce a common language to problem-solve, disolav a growth mind-set and support</p>	Behavioral Support Program	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$49700	All Instructional Staff, Behavioral Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>display a growth mind-set and support transformative behavioral change Weekly Check-ins - one-on-one time between teacher and student used to address/assess growth and development. Other examples possibly include: Scholar Dollar Store, Pizza Party, Ice Cream Social, Fun Friday Field.</p> <p>UPA MS / HS: At UPA our Tier 1 Behavioral Intervention initiatives are universally grounded in our school wide positive support plan that every student will experience in the mathematics and science classrooms, all other classrooms and in all school settings. It is preventative and proactive. It is a multiple tiered system of support (MTSS) behavior plan whereby Tier 1 provides our staff and students with concrete tools, systems and practices. We believe in our best practices as these tools have already begun to shape the vision we have for a championship positive school culture. These practices will include and build on the following: PBIS \$8,000 (Positive Behavior Intervention and Supports) activities like, Restorative Practices, praise, rewards and consequences; ScholarChip ABE w/Parental Portal \$2500 Crew (Expeditionary Learning Model) \$500, Community Crew (\$1000, Parent Communication Systems, Naviance (\$2,700), Etiquette Classes \$400, Community Partnerships, and College and Career Counseling (\$1500)</p> <p>PBIS , Restorative Practices and Crew: UPA is working toward linking classroom and school wide best practices that teach classroom behavior expectations, recognizes the social growth of individual, student groups, and classrooms through: acknowledgements (Crew and Community Crew), teaching expectations of the UPA core values (Crew and Community Crew-Wings), providing appropriate discipline systems and supports for teachers, Coaching and mentoring by students and staff, responses to misbehavior, student leadership initiatives (DocSidekicks/Student Ambassadors/Michigan First Banking Program) and field trips (\$15,000). We also integrate the Restorative Practices approach where students learn how to use various communicative techniques and affective statements. We use this strategy to improve, repair and rebuild student relationships and build healthy classroom and school-wide communities.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

Behavioral Tier II	<p>The Restorative Practice Practitioner (\$20,000) will assist with the following restorative practices: Problem Solving Circles - used to address recurring issues and concerns Peer mediation-will be used to resolve individual challenges and concerns that occur and could be resolved through positively supported ideas that help resolve existing and new misunderstandings Reflection sheets - used as an immediate opportunity for reflection Buddy room - a “friendly” place for a student to move away from the conflict and reflect on behavior Restorative language - used to reinforce a common language to problem-solve, display a growth mind-set and support transformative behavioral change.</p> <p>The Restorative Practice Practitioner will lead the following: Restorative Conferencing and circles - used to allow student to dive into the root of the concern and problem solve with all participants related to the issue Restorative plans and agreements - after the concern is addressed and an agreement is drawn up students will be accountable for their decisions BIPs - A behavioral contract written by the Dean of Culture that has to be agreed and signed off by all parties (student, parent and the Dean)</p> <p>To encourage Tier 2 to increase greater self-awareness and social and academic improvement they will be involved in mentoring activities. Students would be paired with adult mentors from local community entities. The volunteers meet with kids and participate in fun activities that explore education, career- and self-awareness. Mentors and students will participate in monthly mentoring sessions, meetings with refreshments, field trips, and end of year celebration with refreshments and associated costs with mentoring.</p> <p>Continuous Staff Monitoring, Self Monitoring (Student Ownership) and Peer Mentoring- Scholars receiving Tier 2 behavior supports will be required to ‘check-in, check-out and receive encouragement from their peer mentor, parent, Dean and the School Based Intervention Team.. A timeline of these events will be detailed in the scholar’s contract. Student scholars must take ownership in meeting the expectations for improvement which must take place within a specified time. Scholars will provide details of their improvement which would include a self evaluation of their success at their student led</p>	Behavioral Support Program	Tier 2	Getting Ready	09/03/2019	06/30/2020	\$20000	Behavioral Support Staff and the Building Leadership Team
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar's success.</p>							
Behavioral Tier III	<p>When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken to ensure the student and family meet the outlined expectations and more severe measures may be taken if compliance is not met.</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team

2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier I</p>	<p>At University Preparatory Academy, we believe a strong Tier I is a critical component to ensure student success both behaviorally and academically. We define Tier I instruction as universal instructional practices, protocols and supports delivered within the classroom to all students. In terms of professional development, we define Tier I as training available to all staff in order to support all students. Along with instruction provided to all students, it is vital that we monitor data on an ongoing process in order to determine whether or not students are mastering the content or need extra support. Data we will be tracking will be based off priority standards. We will collect and analyze data from said standards in a few ways including bi-weekly grade level meetings, quarterly data step backs and daily exit tickets. We use formative and summative assessments to track data and determine who needs additional supports. Below is a summary of our Tier I practices available to all students.</p> <p>Teachers will throughout the month with their Grade Level Teams to analyze benchmark data, set action plans to target weak areas, and examine formative assessment data to evaluate progress. Grade Level Team Leaders will provide support to the teachers in implementing the data team process and monitor that the data team process is being done with fidelity. Teachers, students and families will meet at least twice a year at parent teacher conferences or a meeting specifically designed for setting goals for the student on meeting academic goals. Progress will be monitored and reviewed throughout the year.</p> <p>There will be various instructional coaches (\$60,000), who will observe and meet with teachers weekly. The coaches will analyze data, review teacher planning documents, adjust scope and sequences and provide instructional feedback. Lesson plan checks will be performed by our instructional coaches to monitor the frequency of math strategies within Tier I. The Instructional Coach will also coordinate our Peer-to-Peer classroom observations along with providing teachers necessary Tier I coaching, along with providing classroom walk through observations and support.</p> <p>Grade level teachers will engage in a variety of professional development and learning activities that will help them implement what is necessary</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$88000</p>	<p>All Instructional Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>that will help them implement what is necessary for effective data-based decision making. This includes training on: the data team process, data driven decision making, using assessments to drive instruction, effective progress monitoring, best practices in reading instruction, using formative assessments, developing and using common assessments and using technology to enhance instruction.</p> <p>Teachers will use the results of formative assessments to determine the depth of student understanding of the material, and to adjust their instruction to meet the needs of students. Adjustments may include spending additional time reviewing material with the class, with small groups of students, or presenting information in a different way, bringing in additional phenomenon for students to consider, reviewing pre-requisite skills with the class, pairing higher-performing students with lower-performing students, or asking questions and engaging students in dialogue so that students realize self-monitor their understanding as well.</p> <p>Parents and students will participate Family Night (\$1,000). Parents will be given helpful guidelines from an experienced teacher to enhance their child's ability. Parents will be educated on strategies to implement at home to improve their child's math ability. Math work stations and games will be available along with take home materials.</p> <p>Mentor teachers will receive extensive training (\$27,000) and support to work with novice teachers as they enter the profession of teaching. Mentors will acquire skills around facilitating conversations, observation/coaching, leading analyses of student work, and setting goals with colleagues. Mentors and novice teachers will interact at least one hour per week throughout the school year.</p>							
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier II</p>	<p>Based on student results from tier I instruction and intervention, students are assigned to Tier II Interventions. Tier II instruction and support varies from Tier I in a few ways. Tier II instruction is provided to small groups of students as determined by the data collected from benchmark assessments and grade-level data meeting after tracking the priority standards. Additionally, Tier II can be either pull in or push out, under the guidance of a certified teacher.</p> <p>Tier II interventions will be done in small groups providing struggling students with additional exposure to classroom content. Intervention for Tier II goes beyond the classroom and students benefit by having another opportunity to learn the grade level content.</p> <p>There will be numerous paraprofessionals (\$60,000) designated to support small group instruction both as push in and pull out under the guidance of a certified teacher. Groups will be designated by frequent assessment and data collection. Data collection will be based off students' mastery on the grade level standards as we track the priority standards in our bi-weekly grade level meetings and quarterly benchmark assessments. We will determine success to see whether or not students have been successful in Tier II intervention based off these benchmark assessments and ongoing data collection. For students who have not made progress on the tracked standards, they will be recommended for Tier III intervention.</p> <p>Teachers will participate in MTSS professional development to ensure timely intervention for students who are struggling in content.</p> <p>Students struggling in Social Studies will be given the opportunity to participate in tutoring to improve ELA and Social Studies skills. Summer School will provide additional instructional support for students who did not meet proficiency in social studies on the MSTEP and/or local social studies assessments. Students will be selected to attend a 4 week summer session (\$15,000) where they will receive direct instruction from highly qualified teachers that will focus on areas where students need to improve upon.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$75000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

<p>Academic Tier III</p>	<p>Based on student results from Tier I and II interventions, students are assigned to Tier III Interventions. Tier III intervention is our most intensive support system for students who have not made growth on the tracked priority standards. Tier III instruction is provided by a certified teacher. In Tier III, students receive extra time in order to get access to grade level content. This instruction is provided either 1 on 1 or in a small group setting.</p> <p>Intervention Teachers (\$120,000) in grades K-12 will run mini groups providing struggling Tier 2 students additional time and a reduced teacher to student ratio. These interventions will utilize more intensive strategies in a smaller group setting and will provide students additional exposed to social studies strategies. These interventions will help accelerate students reading and social studies ability through instruction built around community, inferencing, critical thinking and text structures.</p> <p>The school will also provide extended learning opportunities for students through a series of after school and summer programs.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Getting Ready</p>	<p>09/03/2019</p>	<p>06/30/2020</p>	<p>\$120000</p>	<p>All Instructional Support Staff and the Building Leadership Team</p>
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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

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2019-2020 UPA District Improvement Plan

University Preparatory Academy (PSAD)

	<p>evaluation of their success at their student led conference.</p> <p>School Based Intervention Team: The function of the Intervention Team as a Tier 2 participant will be to work together with the Dean and support staff and to assist with any other actions or recommendations that are needed for the scholar's success.</p>							
Behavioral Tier III	<p>When Tier 2 does work, the Dean of Culture would intervene and begin structuring a plan involving the family and school priorities and responsibilities that need to be met. The plan may include specific actions and consequences that could be taken t</p>	Behavioral Support Program	Tier 3	Getting Ready	09/03/2019	06/30/2020	\$0	Behavioral Support Staff and the Building Leadership Team