



District Improvement Plan

Ypsilanti Community Schools

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

YCS Administrative Cabinet members worked together to create a list of individuals to invite and participate on the District Improvement Plan Advisory. Roles invited included parent, students, board members, administrator, community partner, Nine potential members were invited. Six responded. They include:

Will Spotts - University Partner

Derick Ryles - student

Ms. Elizabeth Brown - Parent

Mrs. Shequielia Rodgers - Parent

Dr. Celeste Hawkins - Board President

Raymond Alvarado - Administrator

Meetings were scheduled in late/afternoon evening to accommodate those that may work.

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

A collaborative learning cycle data protocol was used with the advisory members to review the self-assessment data. A need was discussed to create a train the trainer model for data use and evaluation. This aligns with the goals set in the District Improvement Plan for Performance Management.

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

The final plan was communicated to Advisory Team members on June 11, 2019, and with the Board of Education on June 2019. A meeting is set for November 2019, to discuss fall assessment and demographic data and District Turnaround Network progress.

2019-20 DIP Plan (Goals & Plans)

Overview

Plan Name

2019-20 DIP Plan (Goals & Plans)

Plan Description

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	Goal 4: Ypsilanti Community Schools High Quality Instruction	Objectives: 2 Strategies: 4 Activities: 34	Organizational	\$4517875
2	Goal 3: All English Learners will increase proficiency in English language development and acquisition in core content areas.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Goal 1: All students will be proficient in English Language Arts	Objectives: 1 Strategies: 8 Activities: 82	Academic	\$5633149
4	Goal 2: All students will be proficient in Mathematics	Objectives: 1 Strategies: 5 Activities: 36	Academic	\$3132162
5	Goal 5: Culture and Climate - All students will learn self-regulatory skills in a safe, healthy, and nurturing learning environment	Objectives: 1 Strategies: 6 Activities: 35	Academic	\$3665706

Goal 1: Goal 4: Ypsilanti Community Schools High Quality Instruction

Measurable Objective 1:

increase student growth in reading by 3 percentage points by 06/30/2020 as measured by monitoring district common assessment data.

(shared) Strategy 1:

Instructional Infrastructure - The Instructional Infrastructure is the second district system developed by the District Turnaround Network (DTN). The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for all core content areas. This was done in 2016-17 and will be continued in the following years. The district will measure the extent to which the current classroom instruction is aligned to the vision. Student sub-group data will be analyzed and strategies will be used to support student growth for each sub-group. Sub-groups supported include: Homeless, ELL, African-American, Hispanic, Caucasian, Asian, Low Socio-Economic status, Special Education.

Category: Career and College Ready

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis*, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *Mathematics Teacher Education and Development*, 13(1), 6-33.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), *Design based implementation research: Theories, methods, and exemplars*. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier:

Activity - High Quality Subject Specific Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SLOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p> <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	07/01/2019	06/30/2020	\$494788	Title II Part A, Title I Part A, Section 31a, Title IV Part A	All
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Activity - Aligned Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Align district curriculum and assessments through common grade level and content area work groups and training, as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.</p> <p>Schools: All Schools</p>	Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$48110	Title II Part A	All instructional staff

Activity - High Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Instructional Coaches monthly Professional Learning Series for Ambitious Teaching Strategies Teacher Mentoring Program Instructional Rounds Instructional Coaching Disciplinary Literacy Use of technology in instruction (Google Classroom) Specialized instructional professional development for elective content areas (i.e. physical education, art, technology, Spanish, music, etc.) Outside resourced training companies (i.e. Scholastic, Everyday Math, FOSS Science, Social Studies Alive, IQWST, Heinemann, Wilson Language, Etc.) Socio-emotional support models Stipends and salaries will be paid out of Title II and other grant sources. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$170799	Title IV Part A, Title II Part A	All
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Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students. District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system. YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium. Schools: All Schools	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$2501974	Title III, Title I Part A, Section 31a, Title IV Part A, Title II Part A	All

Activity - Assessment and Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will provide teachers with professional development on assessment building and data use to inform instruction in order to provide academic supports for students.</p> <p>An online data and assessment tool, Illuminate, will be utilized to provide all instructional staff access to assessments and student assessment and achievement data. Ongoing training will occur on the use of this system, built in a train-the-trainer model for building level supports.</p> <p>Training for Principals (Title IIA - Purchase Data Driven Dialogue Book and Putting Faces on the Data by Lyn Sharratt - PD Data Institute for School Leaders - Consultants Lyn Sharratt and Ellen Varencamp</p> <p>Schools: All Schools</p>	Monitor	Tier 1		07/01/2019	06/30/2020	\$12000	Title II Part A	All instructional and coaching staff.
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Activity - Support male students as a subgroup to increase student growth in reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our data supports the intervention and support of male students as a population. This will require a deep look at student instructional materials and teacher instructional practices. Professional development, involving conference attendance, coaching and material purchase will be included.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$10000	Title II Part A	All professional instructional staff.

Activity - Participation in WISD Consortium for Support English Learners Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>On-going, job-embedded professional development for EL/General Education Teachers -Consortium members will be given the opportunity for job-embedded professional development through a minimum of 3 sessions of content-specific topics related to best-practices with EL students. These meetings will allow teachers to learn new strategies to embed into their lessons and classroom practice District/ Consortium Member Teacher Endorsement Instructional staff of consortium members will be provided opportunities to seek certification and/or endorsement, enabling districts to provide highly qualified services to EL students. Opportunities may include tuition for participation in post-secondary or graduate learning opportunities, sub costs, materials, etc Assessment Training Consortium members will be given the opportunity to attend EL focused training on how to administer and interpret results of various state and national assessments, discuss and plan for instruction, use and understand entrance and exit protocols of EL students.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>		<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19748</p>	<p>Title III</p>	<p>Consortium Lead and Consortium members attending the training</p>
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Activity - Participation in WISD EL Consortium for use of best practices with English acquisition and comprehension in core content areas daily.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District/Consortium will provide an opportunity for SIOP training on lesson preparation to all teachers working with EL students. -Teachers will be given the opportunity to attend a training to acquire knowledge and skills around Sheltered Instruction Observation Protocol and how to embed acquired skills into their classroom. Method of delivery of training may be face-to-face, online, or a combination.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Title III</p>	<p>Consortium Members</p>

Activity - Participation in WISD EL Consortium to support providing additional instructional supports for EL students.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will provide tutoring during, after-school and/or summer programming on or off-site. -Tutors will work with EL students to provide diverse supports in order for students to continue to acquire English in core content areas including direct instruction, authentic experiences/texts, and technology/software. The district will provide support materials to include software, technology, and text to support language acquisition. -Tutors/ Teachers/Coordinators will work with EL students and use multiple resources to ensure high-quality language acquisition.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2		07/01/2019	06/30/2020	\$19478	Title III	Consortium members
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Activity - Participation in WISD Consortium for improving involvement of parents of English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Learning about the Educational System in the United States through learning and using instructional/language development strategies with their students to support their academic progress. -WISD, with input from its Title III EL Consortium Members, may plan 1-2 parent engagement meetings to be hosted at a location accessible by the majority of families. Each meeting may include information determined to be gap areas by each participating member. For example, reviewing district curriculum, student handbook, etc. Create effective parent engagement materials -Consortium members and/or Consortium Lead will assist in providing resources to help create bilingual parent engagement materials to be handed out at the engagement meetings. Consortium may contract with a Parent Involvement Liaison to provide and/or enhance on-going outreach to EL parents. The Parent Involvement Liaison will work with Consortium districts and teachers to plan for on-going parent involvement meetings, facilitate parent meetings, or provide districts resources for on-going parent involvement.</p> <p>Schools: All Schools</p>	Community Engagement, Parent Involvement	Tier 2		07/01/2019	06/30/2020	\$19478	Title III	Contracted Parent Involvement Liaison, Consortium Lead, and Consortium Districts

Activity - EARLY LITERACY TRAINING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$2000	Title II Part A	Assistant Superintendent

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Activity - FOUNTAS & PINNELL PROFESSIONAL LEARNING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fountas and Pinnell professional learning will be provided to staff. Schools: All Schools	Professional Learning	Tier 2	Implement	08/01/2019	07/31/2020	\$11900	Title II Part A	Assistant Superintendent
Activity - SCIENCE PROFESSIONAL LEARNING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Instructional Coach will attend NGSS 2-day training to train 6-12 grade science teachers to effectively incorporate NGSS standards into instruction. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/01/2019	07/31/2020	\$0	Title II Part A	Assistant Superintendent
Activity - CLASSROOM MANAGEMENT TRAINING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with classroom management, routines and procedures workshops. The workshop will be designed using the book "Teach Like a Champ" / EL Management in the Active Classroom. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$21900	Title II Part A	Assistant Superintendent
Activity - FEDERAL PROGRAMS COORDINATOR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Federal programs coordinator will be responsible for planning Title II planning, monitoring, program evaluation for all Title I & II programs, and ensure purchases, billing, spreadsheets and reporting expenses are coordinated. Federal Programs Coordinator: Coordinate with Title II planning, monitoring and program evaluation for all Title II programs; assist in follow thru, purchases, billing, spreadsheets, reporting expenses. \$22,500 Schools: All Schools	Professional Learning, Monitor	Tier 1	Implement	07/01/2019	07/31/2020	\$112200	Title II Part A, Title I Part A	Superintendent
Activity - MSBO ANNUAL CONFERENCE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administrators will attend 2020 MSBO Annual Conference improve the leadership of and management in school business and operational services. This includes registration, transportation, lodging, parking, and mileage costs. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$15600	Title II Part A	Assistant Superintendent
Activity - HURON VALLEY & YCS PD ALIGNMENT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huron Valley Catholic Schools will be provided professional development materials that are aligned to YCS initiatives. These resources include books for study groups, PD CDs & DVDs, workbooks and basic supplies to be used at professional development sessions. Schools: All Schools	Professional Learning, Materials	Tier 1	Implement	08/01/2019	07/31/2020	\$3537	Title II Part A	Superintendent
Activity - Content and Grade Level Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content leaders will be provided stipends and grade level leaders at ACTech, STEMM and YCMS will be selected to support professional development beyond the contract work day to support teacher workshops in data analysis, facilitation, and instructional coaching. Schools: All Schools	Academic Support Program, Curriculum Development, Materials, Implementation	Tier 1	Implement	09/10/2019	07/01/2020	\$33000	Title II Part A	Building principals, central office administrators, human resources director.
Activity - IQWST Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IQWST training provided to science teachers by a representative from Activate Learning. This is a 2 day training session at a cost of \$1800.00 a day. The cost for the PD is \$3600 . The PD will be scheduled throughout the year. Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	09/09/2019	06/30/2020	\$3600	Title II Part A	Principal, trainer, assistant superintendent
Activity - Art Ed Now Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Art teachers will attend the Art Ed Now National Online Conference. This online conference will be supportive for our teachers and costs will cover registration, fees, one year of access for materials. Schools: All Schools	Professional Learning	Tier 1	Implement	09/09/2019	07/10/2020	\$900	Title II Part A	Teachers, principals
Activity - Leader In Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff to attend the Leader in Me training to develop their skillset in the implementation of the program in our district. Materials will also be purchased to aid in the embedding of knowledge. Leader In Me -Social Emotional -Goal Setting- 7Habits Building Culture & Community for a 2 days conference for 3 teachers. Cost would include the cost for 3 subs for 2 days and mileage for 3 teachers to drive 110.2 miles round trip 2 days. 3 subs x 2 days x \$100 = \$600 Mileage 110.2 x 3 teachers x 2 days x \$0.545=360.54 Schools: All Schools	Professional Learning, Materials	Tier 1	Implement	08/01/2019	08/31/2020	\$12860	Title II Part A	Assistant superintendent, principal, teacher leaders
Activity - Envisioning Equity Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A professional development provided by a trainer to building teachers skillset related to equitable educational access in the school. This 4 day summer training will require stipends and materials. Schools: All Schools	Professional Learning, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	Title II Part A	Building principal, superintendent, trainer

(shared) Strategy 2:

Performance Management - As the district begins to move forward at a rapid pace, it is important that everyone within the organization has a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems developed by the DTN that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Career and College Ready

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening districtwide reform. Thousand Oaks, CA: Corwin Press.

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Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). Crucial conversations: Tools for talking when stakes are high. New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier: Tier 1

Activity - DTN Performance Management Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the DTN Performance Management Tool to record and use multiple sources of data to problem solve. Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data Professional development and district support will be utilized. The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building and district levels. Professional development will be utilized to support the use of the tool. Schools: All Schools	Evaluation	Tier 1	Implement	07/01/2019	06/30/2020	\$50746	Title I Part A	All

Activity - High Quality Data Collection Tool for Ambitious Teaching Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and administrators will utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples, perception data, process data, demographic data, attendance and behavioral data. Professional development will be utilized to train all staff on the use of this protocol. Instructional coaches will also provide support and training. A train-the-trainer model will be utilized at the Building Turnaround Network level. Schools: All Schools	Evaluation	Tier 2	Monitor	07/01/2019	06/30/2020	\$1000	Title II Part A	All

(shared) Strategy 3:

Talent Management - As the district moves forward in its turnaround efforts, the DTN must ask itself whether or not the current structure of the central office lends itself to focusing on instructional improvement. This was done in 2015-16.

The final step of the Talent Management district system is in the installation phase. Retention and Removal is the part of the Talent Management system that is concerned with how the district will provide effective incentives to attract and retain the appropriately skilled teachers and principals along with defining the process in which the district will respond when they are faced with removing low-performing teachers and principals.

Category: Career and College Ready

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in Charlotte-Mecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Lane, B.(2012).Emerging practices in rapid achievement schools: Analysis of 2010-2011 level 4 schools to identify organizational and institutional practices that accelerate students' academic achievement . Retrieved from <http://www.instill.com>.

Lane, B.(2014).Turnaround practices in action: An analysis of school and district practices,systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Player, D.,Hambrick Hitt, D., & Robinson, W. (n.d.). District readiness to support school turnaround: A users' guide to inform the work of state education agencies and districts. Retrieved from

http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/district-readiness-tosupport-school-turnaround.pdf.

Zavadsky,H.(2012). School turnarounds: The essential role of districts. Cambridge, MA: Harvard Education Press.

Tier:

Activity - DANIELSON PROFESSIONAL DEVELOPMENT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development for instructional and administrative staff will be provided. Schools: All Schools	Evaluation, Policy and Process	Tier 1	Implement	07/01/2019	05/29/2020	\$5500	Title I Part A, Title II Part A	All

(shared) Strategy 4:

Leadership - The last component of the Blueprint to be developed and installed during this phase of installation is the Instructional Leadership Routines - Monitoring. The DTN will develop a plan to implement a consistent monitoring protocol for classroom observations that aligns to the district's vision for subject-specific teaching and learning. This will include setting timelines for instructional improvement, developing consistent processes for monitoring curriculum planning and implementation, along with determining how all instructional leaders will assist teachers to track the process of all students.

As central office administrators are entrenched in their partnerships with building leaders, it will be apparent that the district must intentionally develop policies and structures that will support these partnerships.

Category: Career and College Ready

Research Cited: Baroody,K.(2011). Turning around the nation’s lowest performing schools: Five steps districts can take to improve their chances of success.

Washington, D.C.: Center for American Progress. Retrieved from http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five_steps.pdf

Duke,D. (2008). Keys to sustaining successful school turnarounds. Retrieved from University of Virginia, Darden/Curry Partnership for Leaders in Education website: http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/ UVA_School_Turnaround/KeysToSuccess.pd.

Honig, M., Copland, M.A.,Rainey, L.,Lorton, J.A., Newton, M. (2010). Central Office transformation for district-wide teaching and learning improvement. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from http://depts.washington.edu/uwcel/news/ctp_cotdtli.pdf.

Knapp, M.S.,Copland, M.A.,Honig,M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington.

Tier:

Activity - DTN Collaborative Leadership Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A partnership will be identified for each building leader. They will collaborate with a central office leader who provides support for building level improvement. This collaboration will focus on the urgency for instructional improvement and will be regularly communicated at all levels of the organization. This will become a driving force behind the work of all building level instructional leaders. Furthermore, the central office leader's monthly use of the DTN Performance Management Driver System will maintain the focus of all instructional leaders on instructional improvement and student performance. Successful partnerships will have measurable results in the following areas: (1) increased Turnaround Competencies of building-level administrators; (2) higher rates of high quality subject-specific instruction observed; (3) evidence of success in the coaching record; and (4) data from the Performance Management Driver System.</p> <p>Professional development for central office administrators and building leaders will be provided. Stipends for those who are not scheduled to be working during the workshop times along with mileage should be added. Supplies for implementation in the district should be included for DTN use.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Recruitment and Retention, Teacher Collaboration, Materials, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>09/30/2020</p>	<p>\$711640</p>	<p>General Fund</p>	<p>Superintendent, Building Administrator or Mentors, Human Resource Director, DN</p>
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Activity - Allocation of Resources Aligned to Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p> <p>Successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision.</p> <p>Schools: All Schools</p>	<p>Policy and Process</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>05/29/2020</p>	<p>\$17183</p>	<p>Title II Part A</p>	<p>All</p>

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Activity - PRINCIPAL PROFESSIONAL DEVELOPMENT COACH	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies. Additional coaching and support will be provided through a district hired walkthrough and evaluation coach.</p> <p>Stipend: After School Support and Mentoring New Principals in Mechanics of Building Leadership, BluePrint Installation, Develop and provide mentorship with YCS Leadership Academy - 3 mentors @5000 each plus Benefits - \$22,100</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$54100	Title II Part A	All

Activity - Leadership Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District administration will facilitate collaborative professional learning sessions throughout the school year to building capabilities and competencies in teacher leaders and building administrators to assist in growing academic achievement district-wide.</p> <p>Schools: All Schools</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$7000	Title III	Building Administrators, Superintendent, Human Resources Directors

Activity - Building Administrator Mentors- Team Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators will be selected to mentor and lead mentoring sessions and progress monitoring CLC's with administrative teams in the district. These leaders will also develop activities for the leadership academy.</p> <p>Schools: All Schools</p>	Communication, Professional Learning, Recruitment and Retention, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$15000	Title II Part A	Building Administrator Mentors-Team Leaders, Human Resource Director, Superintendent

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Activity - PRIVATE SCHOOLS PROFESSIONAL DEVELOPMENT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided in the following areas: Rubicon International Training, Dyslexia Building New Neuropathways to Master Visual & Auditory Memory, and Visual Perceptual Skills. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$8668	Title II Part A	Superintendent.
Activity - MANS FAITH BASED SCHOOLS CONFERENCE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huron Valley Catholic School Principal will attend MANS Faith Based School conference to enhance school leadership skills. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$538	Title II Part A	Superintendent
Activity - Cognitive Coaching Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Collaborative Thinking, district teachers, administrators, coaches and support staff will be trained on facilitation, being a group member, student identity and academic growth. Trainer, materials and food will be provided. Cognitive Coaching Costs related to registration for 50 staff members to attend 8 days seminars of Cognitive Coaching focusing on leading professional learning through effective coaching. Costs include: \$101 x 8 sessions x 50 participant = \$40,400 Cognitive Coaching for K-12 Instructional Coaches, Culture and Climate Coaches, and instructional leaders. PD focus on improve leading, teaching and learning. Carolyn McKanders – Cognitive Coaching Presenter cost \$3,000 per day x 8 days = \$24,000 plus Travel and Lodging \$5,000, Workshop Materials for participants - \$6,000 and Food for Participants \$10,000 (Coaches) = \$45,000 Miscellaneous Supplies for Cognitive Coaching PD that focuses on improved leading, teaching and learning like Chart paper, Post-It, Paper, Pens, Easel Pads but not limited to. \$750 Schools: All Schools	Professional Learning, Academic Support Program, Behavioral Support Program, Materials	Tier 1	Implement	07/01/2019	09/30/2020	\$86150	Title II Part A	Superintendent, WISD, WCC, Thinking Collaborative trainer
Activity - Competency Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District staff will participate in professional development opportunities to improve competencies related to their job requirements. Attendance to conferences, workshops, and training will be encouraged and included in educators goals. Conferences by MASPA, MEMSPA, MASSP, MACUL, National Speech and Language Conference, MASA, AASA, NSBE, MNA, MSBE, MRA, MABE, Leader in Me, Alternative Schools Conference, MSTA Schools: All Schools	Communication, Professional Learning, Career Preparation /Orientation, Teacher Collaboration, Materials, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$25000	Title II Part A	Assistant Superintendent, Principals, Department Chairs, Grants Director
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Measurable Objective 2:

increase student growth in mathematics by 3 percentage points by 06/30/2020 as measured by monitoring district common assessment data .

(shared) Strategy 1:

Instructional Infrastructure - The Instructional Infrastructure is the second district system developed by the District Turnaround Network (DTN). The first phase of the development of this system involved describing and communicating explicit high quality subject-specific instructional practices for all core content areas. This was done in 2016-17 and will be continued in the following years. The district will measure the extent to which the current classroom instruction is aligned to the vision. Student sub-group data will be analyzed and strategies will be used to support student growth for each sub-group. Sub-groups supported include: Homeless, ELL, African-American, Hispanic, Caucasian, Asian, Low Socio-Economic status, Special Education.

Category: Career and College Ready

Research Cited: Barnes, C., Camburn, E., Kim, J., & Rowan, B. (2004, April). School leadership and instructional improvement in CSR schools Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Camburn, E., Rowan, B., & Taylor, J. (2003). Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis*, 25(4), 347-343.

Cobb, P., & Jackson, K. (2011). Towards an empirically grounded theory of action for improving the quality of mathematics teaching at scale. *Mathematics Teacher Education and Development*, 13(1), 6-33.

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), *Design based implementation research: Theories, methods, and exemplars*. National Society for the Study of Education Yearbook (Vol. 112, Issue 2, pp. 320-349). New York: Teachers College.

Tier:

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Activity - High Quality Subject Specific Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SIOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p> <p>Schools: All Schools</p>	Implementation	Tier 1	Implement	07/01/2019	06/30/2020	\$494788	Title IV Part A, Title II Part A, Section 31a, Title I Part A	All
Activity - Aligned Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Align district curriculum and assessments through common grade level and content area work groups and training, as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.</p> <p>Schools: All Schools</p>	Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$48110	Title II Part A	All instructional staff
Activity - High Quality Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Instructional Coaches monthly Professional Learning Series for Ambitious Teaching Strategies Teacher Mentoring Program Instructional Rounds Instructional Coaching Disciplinary Literacy Use of technology in instruction (Google Classroom) Specialized instructional professional development for elective content areas (i.e. physical education, art, technology, Spanish, music, etc.) Outside resourced training companies (i.e. Scholastic, Everyday Math, FOSS Science, Social Studies Alive, IQWST, Heinemann, Wilson Language, Etc.) Socio-emotional support models Stipends and salaries will be paid out of Title II and other grant sources. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$170799	Title IV Part A, Title II Part A	All
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Activity - Multi-Tiered System of Supports (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students. District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system. YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium. Schools: All Schools	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$2501974	Section 31a, Title III, Title I Part A, Title II Part A, Title IV Part A	All

Activity - Assessment and Data Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will provide teachers with professional development on assessment building and data use to inform instruction in order to provide academic supports for students.</p> <p>An online data and assessment tool, Illuminate, will be utilized to provide all instructional staff access to assessments and student assessment and achievement data. Ongoing training will occur on the use of this system, built in a train-the-trainer model for building level supports.</p> <p>Training for Principals (Title IIA - Purchase Data Driven Dialogue Book and Putting Faces on the Data by Lyn Sharratt - PD Data Institute for School Leaders - Consultants Lyn Sharratt and Ellen Varencamp</p> <p>Schools: All Schools</p>	Monitor	Tier 1		07/01/2019	06/30/2020	\$12000	Title II Part A	All instructional and coaching staff.
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Activity - Support male students as a subgroup to increase student growth in reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our data supports the intervention and support of male students as a population. This will require a deep look at student instructional materials and teacher instructional practices. Professional development, involving conference attendance, coaching and material purchase will be included.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$10000	Title II Part A	All professional instructional staff.

Activity - Participation in WISD Consortium for Support English Learners Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>On-going, job-embedded professional development for EL/General Education Teachers -Consortium members will be given the opportunity for job-embedded professional development through a minimum of 3 sessions of content-specific topics related to best-practices with EL students. These meetings will allow teachers to learn new strategies to embed into their lessons and classroom practice District/ Consortium Member Teacher Endorsement Instructional staff of consortium members will be provided opportunities to seek certification and/or endorsement, enabling districts to provide highly qualified services to EL students. Opportunities may include tuition for participation in post-secondary or graduate learning opportunities, sub costs, materials, etc Assessment Training Consortium members will be given the opportunity to attend EL focused training on how to administer and interpret results of various state and national assessments, discuss and plan for instruction, use and understand entrance and exit protocols of EL students.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>		<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19748</p>	<p>Title III</p>	<p>Consortium Lead and Consortium members attending the training</p>
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Activity - Participation in WISD EL Consortium for use of best practices with English acquisition and comprehension in core content areas daily.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District/Consortium will provide an opportunity for SIOP training on lesson preparation to all teachers working with EL students. -Teachers will be given the opportunity to attend a training to acquire knowledge and skills around Sheltered Instruction Observation Protocol and how to embed acquired skills into their classroom. Method of delivery of training may be face-to-face, online, or a combination.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Title III</p>	<p>Consortium Members</p>

Activity - Participation in WISD EL Consortium to support providing additional instructional supports for EL students.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The district will provide tutoring during, after-school and/or summer programming on or off-site. -Tutors will work with EL students to provide diverse supports in order for students to continue to acquire English in core content areas including direct instruction, authentic experiences/texts, and technology/software. The district will provide support materials to include software, technology, and text to support language acquisition. -Tutors/ Teachers/Coordinators will work with EL students and use multiple resources to ensure high-quality language acquisition.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2		07/01/2019	06/30/2020	\$19478	Title III	Consortium members
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Activity - Participation in WISD Consortium for improving involvement of parents of English Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Learning about the Educational System in the United States through learning and using instructional/language development strategies with their students to support their academic progress. -WISD, with input from its Title III EL Consortium Members, may plan 1-2 parent engagement meetings to be hosted at a location accessible by the majority of families. Each meeting may include information determined to be gap areas by each participating member. For example, reviewing district curriculum, student handbook, etc. Create effective parent engagement materials -Consortium members and/or Consortium Lead will assist in providing resources to help create bilingual parent engagement materials to be handed out at the engagement meetings. Consortium may contract with a Parent Involvement Liaison to provide and/or enhance on-going outreach to EL parents. The Parent Involvement Liaison will work with Consortium districts and teachers to plan for on-going parent involvement meetings, facilitate parent meetings, or provide districts resources for on-going parent involvement.</p> <p>Schools: All Schools</p>	Community Engagement, Parent Involvement	Tier 2		07/01/2019	06/30/2020	\$19478	Title III	Contracted Parent Involvement Liaison, Consortium Lead, and Consortium Districts

Activity - EARLY LITERACY TRAINING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$2000	Title II Part A	Assistant Superintendent

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Activity - FOUNTAS & PINNELL PROFESSIONAL LEARNING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fountas and Pinnell professional learning will be provided to staff. Schools: All Schools	Professional Learning	Tier 2	Implement	08/01/2019	07/31/2020	\$11900	Title II Part A	Assistant Superintendent
Activity - SCIENCE PROFESSIONAL LEARNING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Instructional Coach will attend NGSS 2-day training to train 6-12 grade science teachers to effectively incorporate NGSS standards into instruction. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	08/01/2019	07/31/2020	\$0	Title II Part A	Assistant Superintendent
Activity - CLASSROOM MANAGEMENT TRAINING	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with classroom management, routines and procedures workshops. The workshop will be designed using the book "Teach Like a Champ" / EL Management in the Active Classroom. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$21900	Title II Part A	Assistant Superintendent
Activity - FEDERAL PROGRAMS COORDINATOR	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Federal programs coordinator will be responsible for planning Title II planning, monitoring, program evaluation for all Title I & II programs, and ensure purchases, billing, spreadsheets and reporting expenses are coordinated. Federal Programs Coordinator: Coordinate with Title II planning, monitoring and program evaluation for all Title II programs; assist in follow thru, purchases, billing, spreadsheets, reporting expenses. \$22,500 Schools: All Schools	Professional Learning, Monitor	Tier 1	Implement	07/01/2019	07/31/2020	\$112200	Title II Part A, Title I Part A	Superintendent
Activity - MSBO ANNUAL CONFERENCE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administrators will attend 2020 MSBO Annual Conference improve the leadership of and management in school business and operational services. This includes registration, transportation, lodging, parking, and mileage costs. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$15600	Title II Part A	Assistant Superintendent
Activity - HURON VALLEY & YCS PD ALIGNMENT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huron Valley Catholic Schools will be provided professional development materials that are aligned to YCS initiatives. These resources include books for study groups, PD CDs & DVDs, workbooks and basic supplies to be used at professional development sessions. Schools: All Schools	Professional Learning, Materials	Tier 1	Implement	08/01/2019	07/31/2020	\$3537	Title II Part A	Superintendent
Activity - Content and Grade Level Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content leaders will be provided stipends and grade level leaders at ACTech, STEMM and YCMS will be selected to support professional development beyond the contract work day to support teacher workshops in data analysis, facilitation, and instructional coaching. Schools: All Schools	Academic Support Program, Curriculum Development, Materials, Implementation	Tier 1	Implement	09/10/2019	07/01/2020	\$33000	Title II Part A	Building principals, central office administrators, human resources director.
Activity - IQWST Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IQWST training provided to science teachers by a representative from Activate Learning. This is a 2 day training session at a cost of \$1800.00 a day. The cost for the PD is \$3600 . The PD will be scheduled throughout the year. Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	09/09/2019	06/30/2020	\$3600	Title II Part A	Principal, trainer, assistant superintendent
Activity - Art Ed Now Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Art teachers will attend the Art Ed Now National Online Conference. This online conference will be supportive for our teachers and costs will cover registration, fees, one year of access for materials. Schools: All Schools	Professional Learning	Tier 1	Implement	09/09/2019	07/10/2020	\$900	Title II Part A	Teachers, principals
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Activity - Leader In Me	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff to attend the Leader in Me training to develop their skillset in the implementation of the program in our district. Materials will also be purchased to aid in the embedding of knowledge. Leader In Me -Social Emotional -Goal Setting- 7Habits Building Culture & Community for a 2 days conference for 3 teachers. Cost would include the cost for 3 subs for 2 days and mileage for 3 teachers to drive 110.2 miles round trip 2 days. 3 subs x 2 days x \$100 = \$600 Mileage 110.2 x 3 teachers x 2 days x \$0.545=360.54 Schools: All Schools	Professional Learning, Materials	Tier 1	Implement	08/01/2019	08/31/2020	\$12860	Title II Part A	Assistant superintendent, principal, teacher leaders

Activity - Envisioning Equity Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A professional development provided by a trainer to building teachers skillset related to equitable educational access in the school. This 4 day summer training will require stipends and materials. Schools: All Schools	Professional Learning, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	Title II Part A	Building principal, superintendent, trainer

(shared) Strategy 2:

Performance Management - As the district begins to move forward at a rapid pace, it is important that everyone within the organization has a specific process for facilitating effective data conversations that establishes a spirit of inquiry and positions the analysis of multiple measures of data at the heart of the exploration and action plan development. The Problem-Solving Driver System is the first of three district drivers systems developed by the DTN that will support rapid improvement in student and teacher performance in a short amount of time. The Performance Management tool is utilized in this Driver System.

Category: Career and College Ready

Research Cited: Bernhardt, V.L.,(2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Sharratt, L. & Fullan, M. (2009). Realization: The change imperative for deepening districtwide reform. Thousand Oaks, CA: Corwin Press.

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Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). Crucial conversations: Tools for talking when stakes are high. New York: McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior (2nd ed.). McGraw-Hill.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2013). Influencer: The New Science of Leading Change (2nd ed.). New York: McGraw-Hill.

Tier: Tier 1

Activity - DTN Performance Management Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the DTN Performance Management Tool to record and use multiple sources of data to problem solve. Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data Professional development and district support will be utilized. The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building and district levels. Professional development will be utilized to support the use of the tool. Schools: All Schools	Evaluation	Tier 1	Implement	07/01/2019	06/30/2020	\$50746	Title I Part A	All

Activity - High Quality Data Collection Tool for Ambitious Teaching Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff and administrators will utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples, perception data, process data, demographic data, attendance and behavioral data. Professional development will be utilized to train all staff on the use of this protocol. Instructional coaches will also provide support and training. A train-the-trainer model will be utilized at the Building Turnaround Network level. Schools: All Schools	Evaluation	Tier 2	Monitor	07/01/2019	06/30/2020	\$1000	Title II Part A	All

(shared) Strategy 3:

Talent Management - As the district moves forward in its turnaround efforts, the DTN must ask itself whether or not the current structure of the central office lends itself to focusing on instructional improvement. This was done in 2015-16.

The final step of the Talent Management district system is in the installation phase. Retention and Removal is the part of the Talent Management system that is concerned with how the district will provide effective incentives to attract and retain the appropriately skilled teachers and principals along with defining the process in which the district will respond when they are faced with removing low-performing teachers and principals.

Category: Career and College Ready

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in Charlotte-Mecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Lane, B.(2012).Emerging practices in rapid achievement schools: Analysis of 2010-2011 level 4 schools to identify organizational and institutional practices that accelerate students' academic achievement . Retrieved from <http://www.instill.com>.

Lane, B.(2014).Turnaround practices in action: An analysis of school and district practices,systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Player, D.,Hambrick Hitt, D., & Robinson, W. (n.d.). District readiness to support school turnaround: A users' guide to inform the work of state education agencies and districts. Retrieved from http://www.darden.virginia.edu/uploadedFiles/Darden_Web/Content/Faculty_Research/Research_Centers_and_Initiatives/Darden_Curry_PLE/district-readiness-tosupport-school-turnaround.pdf.

Zavadsky,H.(2012). School turnarounds: The essential role of districts. Cambridge, MA: Harvard Education Press.

Tier:

Activity - DANIELSON PROFESSIONAL DEVELOPMENT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development for instructional and administrative staff will be provided. Schools: All Schools	Evaluation, Policy and Process	Tier 1	Implement	07/01/2019	05/29/2020	\$5500	Title I Part A, Title II Part A	All

(shared) Strategy 4:

Leadership - The last component of the Blueprint to be developed and installed during this phase of installation is the Instructional Leadership Routines - Monitoring. The DTN will develop a plan to implement a consistent monitoring protocol for classroom observations that aligns to the district's vision for subject-specific teaching and learning. This will include setting timelines for instructional improvement, developing consistent processes for monitoring curriculum planning and implementation, along with determining how all instructional leaders will assist teachers to track the process of all students.

As central office administrators are entrenched in their partnerships with building leaders, it will be apparent that the district must intentionally develop policies and structures that will support these partnerships.

Category: Career and College Ready

Research Cited: Baroody,K.(2011). Turning around the nation's lowest performing schools: Five steps districts can take to improve their chances of success.

Washington, D.C.: Center for American Progress. Retrieved from http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/02/pdf/five_steps.pdf

Duke,D. (2008). Keys to sustaining successful school turnarounds. Retrieved from University of Virginia, Darden/Curry Partnership for Leaders in Education website: http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/UVA_School_Turnaround/KeysToSuccess.pd.

Honig, M., Copland, M.A.,Rainey, L.,Lorton, J.A., Newton, M. (2010). Central Office transformation for district-wide teaching and learning improvement. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from http://depts.washington.edu/uwcel/news/ctp_cotdtli.pdf.

Knapp, M.S.,Copland, M.A.,Honig,M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington.

Tier:

Activity - DTN Collaborative Leadership Network	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

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<p>A partnership will be identified for each building leader. They will collaborate with a central office leader who provides support for building level improvement. This collaboration will focus on the urgency for instructional improvement and will be regularly communicated at all levels of the organization. This will become a driving force behind the work of all building level instructional leaders. Furthermore, the central office leader's monthly use of the DTN Performance Management Driver System will maintain the focus of all instructional leaders on instructional improvement and student performance. Successful partnerships will have measurable results in the following areas: (1) increased Turnaround Competencies of building-level administrators; (2) higher rates of high quality subject-specific instruction observed; (3) evidence of success in the coaching record; and (4) data from the Performance Management Driver System.</p> <p>Professional development for central office administrators and building leaders will be provided. Stipends for those who are not scheduled to be working during the workshop times along with mileage should be added. Supplies for implementation in the district should be included for DTN use.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Recruitment and Retention, Teacher Collaboration, Materials, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>09/30/2020</p>	<p>\$711640</p>	<p>General Fund</p>	<p>Superintendent, Building Administrator or Mentors, Human Resource Director, DN</p>
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Activity - Allocation of Resources Aligned to Student Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p> <p>Successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision.</p> <p>Schools: All Schools</p>	<p>Policy and Process</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>05/29/2020</p>	<p>\$17183</p>	<p>Title II Part A</p>	<p>All</p>

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Activity - PRINCIPAL PROFESSIONAL DEVELOPMENT COACH	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies. Additional coaching and support will be provided through a district hired walkthrough and evaluation coach.</p> <p>Stipend: After School Support and Mentoring New Principals in Mechanics of Building Leadership, BluePrint Installation, Develop and provide mentorship with YCS Leadership Academy - 3 mentors @5000 each plus Benefits - \$22,100</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$54100	Title II Part A	All

Activity - Leadership Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District administration will facilitate collaborative professional learning sessions throughout the school year to building capabilities and competencies in teacher leaders and building administrators to assist in growing academic achievement district-wide.</p> <p>Schools: All Schools</p>	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$7000	Title III	Building Administrators, Superintendent, Human Resources Directors

Activity - Building Administrator Mentors- Team Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building administrators will be selected to mentor and lead mentoring sessions and progress monitoring CLC's with administrative teams in the district. These leaders will also develop activities for the leadership academy.</p> <p>Schools: All Schools</p>	Communication, Professional Learning, Recruitment and Retention, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$15000	Title II Part A	Building Administrator Mentors-Team Leaders, Human Resource Director, Superintendent

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Activity - PRIVATE SCHOOLS PROFESSIONAL DEVELOPMENT	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided in the following areas: Rubicon International Training, Dyslexia Building New Neuropathways to Master Visual & Auditory Memory, and Visual Perceptual Skills. Schools: All Schools	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$8668	Title II Part A	Superintendent.
Activity - MANS FAITH BASED SCHOOLS CONFERENCE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Huron Valley Catholic School Principal will attend MANS Faith Based School conference to enhance school leadership skills. Schools: All Schools	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$538	Title II Part A	Superintendent
Activity - Cognitive Coaching Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through Collaborative Thinking, district teachers, administrators, coaches and support staff will be trained on facilitation, being a group member, student identity and academic growth. Trainer, materials and food will be provided. Cognitive Coaching Costs related to registration for 50 staff members to attend 8 days seminars of Cognitive Coaching focusing on leading professional learning through effective coaching. Costs include: \$101 x 8 sessions x 50 participant = \$40,400 Cognitive Coaching for K-12 Instructional Coaches, Culture and Climate Coaches, and instructional leaders. PD focus on improve leading, teaching and learning. Carolyn McKanders – Cognitive Coaching Presenter cost \$3,000 per day x 8 days = \$24,000 plus Travel and Lodging \$5,000, Workshop Materials for participants - \$6,000 and Food for Participants \$10,000 (Coaches) = \$45,000 Miscellaneous Supplies for Cognitive Coaching PD that focuses on improved leading, teaching and learning like Chart paper, Post-It, Paper, Pens, Easel Pads but not limited to. \$750 Schools: All Schools	Professional Learning, Academic Support Program, Behavioral Support Program, Materials	Tier 1	Implement	07/01/2019	09/30/2020	\$86150	Title II Part A	Superintendent, WISD, WCC, Thinking Collaborative trainer
Activity - Competency Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District staff will participate in professional development opportunities to improve competencies related to their job requirements. Attendance to conferences, workshops, and training will be encouraged and included in educators goals. Conferences by MASPA, MEMSPA, MASSP, MACUL, National Speech and Language Conference, MASA, AASA, NSBE, MNA, MSBE, MRA, MABE, Leader in Me, Alternative Schools Conference, MSTA	Communication, Professional Learning, Career Preparation /Orientation, Teacher Collaboration, Materials, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$25000	Title II Part A	Assistant Superintendent, Principals, Department Chairs, Grants Director
Schools: All Schools								

Goal 2: Goal 3: All English Learners will increase proficiency in English language development and acquisition in core content areas.

Measurable Objective 1:

increase student growth with all (100%) identified English Learners by 06/30/2020 as measured by the clearly identified Annual Measurable Achievement Objectives (AMAOs) as defined by state standards on the WIDA Annual Assessment.

Strategy 1:

SUPPLEMENTAL INTERVENTION - Title I and 31 A Instructional Advocates will implement researched-based instructional strategies during small and whole group instruction. Supplemental teachers will collaborate with classroom/ content area teachers to ensure the supplementation instruction is aligned with classroom objectives and state standards. Teachers will focus on historical text, critical thinking skills, problem solving and hands-on /simulated learning. Every effort to integrate mathematics and reading in the content area skills should occur. Supplemental teachers should reinforce objectives articulated in the common assessments for social students and state objectives.

Category: English/Language Arts

Research Cited: Research

Kolodner, J., Krajcik, J., Edelson, D., Resider, B., & Starr, M. (Eds). (2009). Project inquiry science: diving into science. Armonk, NY. Herff Jones Education Division.

Markhan, TI, Larmer, J., & Ravitz, J. (2003). Project based learning handbook: A guide to standards--focused project based learning for middle and high school teachers. The Buck Institute for Education, Novato, CA.

Tomlinson, C. A., & Imbeau, M. B. (2010). Leading and managing a differentiated classroom. ASCD.

Alexandria. VA.

Tier: Tier 2

Activity - WRITING ACROSS THE CURRICULUM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will be given opportunities to research and report on historical events that are of particular interest. Teachers will use skills learned during training in cultural competency and Reading Apprenticeship when preparing and teaching these lessons. The Collins Writing Program is one example that presents a model for writing across the curriculum. It was designed to simultaneously improve students' thinking and writing skills. This program develops Five Types of Writing assignments that can easily be used in any content area. The model is based on two essential principles: 1) thinking and writing skills develop experience and practice and 2) it is almost impossible to be both a creative and critical thinker at the same time. The student will learn to adhere to format and style guidelines or standards of professional papers such as reports, article, persuasive and research papers (at the secondary level). Elementary level students will focus on grade level writing mechanics and genre writing germane to grade level objectives.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials, Other</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$0</p>	<p>Other</p>	<p>District and building level administrators, classroom teachers, supplemental teachers, all academic tutors.</p>
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Activity - INSTRUCTIONAL COACH	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>An instructional coach will specialize in each of the 4 content areas (language arts, math, science and social studies) for the purpose of supporting students who need EL support. They will maintain a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade levels content area teachers to ensure the highest quality instructional implementation is evident. This support along with Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials, Other, Direct Instruction</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>District and building administration, WISD administration and consultants, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, special education and ESL support staff.</p>

Goal 3: Goal 1: All students will be proficient in English Language Arts

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 3% in English Language Arts by 06/30/2020 as measured by state and local assessments.

Strategy 1:

Strategy 1: Balanced Literacy Instruction - Balanced Literacy Instruction - Teachers will conduct guided reading instructional sessions with whole groups, small guided reading groups, and individual learners. Teachers will ensure students are appropriately matched with leveled text. Teachers will demonstrate effective strategies while facilitating literacy instruction through higher order thinking and questioning skills and through engaged discussion of informational and narrative text. Teachers will assign progressively more challenging text as students demonstrate improved fluency and comprehension proficiency. Teachers will learn how to create classroom cultures that prioritize and enhance balanced literacy to include 1) use of classroom libraries, rotation/participation in centers 3) small group instruction with teacher/independent reading 4) application of reading strategies 5) take home book for practice.

Category: All Schools

Category: English/Language Arts

Research Cited: Research Cited: Frey, B. Lee, S, Tollefson, N., Pass, L. and Massengill, D. (2005, May/June). Balanced Literacy in an urban school district. Journal of Educational Research, 98 (5), 272-280.

Heydon, R. and Hebbert, K. (2004, December). Strategies to support balanced literacy approaches in teacher education. Journal of Adolescent and Adult Literacy, 48 (4). 312-319.

Hinchman, K., and Sheridan-Thomas, H. (2008). Best practices in adolescent literacy instruction, Guilddford Press, New York, NY

Tier: Tier 1

Activity - Guided Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balance literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets. Teachers will utilize running records for student assessment and ELA instruction from our structure instructional program. For instructional intervention 6th-12th, students will use Read 180 in intervention classes. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$20000	Title II Part A, Title I Part A, Section 31a	District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff
Schools: All Schools								

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Activity - Phonics and Word Work Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components within the 90 minute language arts/ reading block. Teachers will utilize the Words Their Way program for phonemic awareness, K-2. Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$10000	Title I Part A, Title II Part A, Section 31a	District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.
Activity - 90 Minute Uninterrupted Literacy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines. Students/ Teacher may incorporate supplemental leveled reading material during the 90 minute instructional period. All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to grade level prompts from our ELA core curriculum units. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. Students will write according to a variety of narrative and expository prompts across all content areas. Students will also receive reading and writing instruction in science and social studies. Our ELA core curriculum units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model instruction utilizing the ELA core curriculum infrastructure. Teachers will receive support in reading instruction from the district reading specialists. Schools: All Schools</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$15000	Title I Part A, Title II Part A, General Fund	District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.
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Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All middle school and high school content area teachers will participate in RA (Reading Apprenticeship) training and embed these "literacy" practices in their daily instruction. RA trained teachers systematically integrate "literacy" strategies into content area instruction. Students continue to refine their reading skills while learning mathematics, science, social studies and other elective applications. Teachers "teach" students how to read textbook and other informational text using effective expository strategies. Teachers "teach" students how to write persuasively and appropriately in response to a variety of narrative and non-narrative purposes. Teachers new to the district or who have not been previously trained will receive three days of training in using the RA model in all content areas. Teachers will participate in monthly after school support and training meetings to increase instructional skills in RA. Teachers will utilize reading, writing, listening, and speaking skills in disciplined, focused ways. Teachers will utilize disciplinary literacy in all content areas, participate in professional development, and the WISD network. Schools: Ypsilanti STEMM Middle College, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$15000	Title II Part A	WISD literacy consultants, district and building administrators, all classroom and support staff.
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Strategy 2:

Strategy 2: Supplemental Instruction - Supplemental Instruction - Title I and 31A Instructional Advocates, ESL teachers and para educators, and other academic tutors will supplement the balanced literacy curriculum district framework. Supplemental instruction will provide additional and strategic support in areas of literacy development ensure students increase fluency, comprehension and writing skills, are able to apply these skills across content areas using multi genres (including textbook information). Supplemental plans for students will be made collaboratively with classroom teachers with oversight by administration and monitored for effective impact using performance assessments. Category: All Schools

Category: English/Language Arts

Research Cited: Research Cited: Frey, B., Lee, S., Tollefson, N., Pass, L. and Massengill, D. (2005, May/ June). Balanced literay in an urban school distict. Journal of Educational Research, 98 (5) 272-280.

Heydon, R. and Hebbert, K. (2004, December). Strategies to support balanced literacy approaches in teacher education. Journal of Adolescent and Adult Literacy, 48 (4) 312-319.

Jensen, E. (2009). Teach with Poverty in Mind: What being poor does to kids' brains and what school can do about it. ASCD, Alexandria, VA Pressley, M. (2006).

Reading instruction that works: the case for balanced teaching, Guilford Press, New York, NY

Tier: Tier 2

District Improvement Plan

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Activity - Title I and 31A Instructional Advocates	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I teachers and Instructional Advocates will provide supplemental interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework. Schools: All Schools</p> <p>Schools: All Schools</p>	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$163250	Section 31a, Title I Part A	Title I and 31 A Instructional Advocates, District and building administrators, Director of State and Federal Planning, ESL teachers. eligibility
Activity - Title I Kindergarten Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Highly qualified teachers will provide supplemental reading intervention in phonemic awareness, phonics, sight vocabulary recognition, fluency vocabulary, and reading comprehension using evidence-based practices to support differentiation. Kindergarten teachers will collaborate with Title I and Instructional Advocates to provide individual and small group interventions to ensure kindergarten students receive supplemental support on foundational skill development. Schools: Perry Early Learning Center, Ford Early Learning Center</p> <p>Schools: All Schools</p>	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$265000	Title I Part A	A District and building principals, Title I funded kindergarten teachers, early childhood instructional coach.
Activity - Bright Futures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Bright Futures offers high quality after school programs to improve literacy academic achievement, develop self-efficacy and to prepare elementary, middle and high school students to prepare for the next level of schooling. Bright Future staff will collaborate with Title I and 31 A funded staff, classroom teachers and building principals to ensure a seamless, coordinated supplemental intervention. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School.</p> <p>Schools: All Schools</p>	Academic Support Program, Extra Curricular	Tier 2	Implement	07/01/2019	08/31/2020	\$10000	Title I Part A, Section 31a	Title I teachers, Instructional Advocates, classroom teachers and building principals will coordinate supplemental support services with Bright Future staff. Bright Futures will become part of a well organized co-curricular design.
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Activity - ESL Teachers and Para Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the M-STEP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support. Schools: All Schools</p> <p>Schools: All Schools</p>	Class Size Reduction, Academic Support Program, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$151000	Title II Part A, Section 31a	Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.

Activity - Instructional Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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n instructional coach will specialize in ELA K-12 for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. Substitute teachers will be provided for teachers to observe best practices. The District will also employ a data coach to aid in the evaluation of data and to aid in the creation of SLOs. Schools: All Schools	Professional Learning	Tier 2	Monitor	07/01/2019	08/31/2020	\$926493	Title II Part A, Section 31a, Title I Part A	District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers
Schools: All Schools								

Activity - Reader's & Writer's Workshop	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reader's and Writer's Workshop materials from School Specialty to conduct literacy instruction in K-12. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$24633	Section 31a	School Principals and teachers

Activity - Content Leader Stipends	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Leaders stipends and grade level stipends at ACTech, STEM, ACCE, and YCMS to support professional development beyond the contract workday to support teacher workshop in data analysis facilitation and instructional coaching. \$3,000 stipend each teacher x 14 teachers. Each staff member will provide minimally 100 hours of work throughout the 2019-20 SY. \$75,600 Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$75600	Title II Part A	Assistant Superintendent

Strategy 3:

Strategy 3: Professional Development/Training - Professional Development/Training - The professional staff and administrators will participate in professional development in order to improve their ability to effectively teach to at risk groups defined by current achievement scores and other sub groups (i.e., African-American, Hispanic, Economically Disadvantaged, English Language Learners, Students with Disabilities, Students qualified as homeless, etc.). Staff and administrators will reflect professional development training in school routines/ organizational practices, instructional framework and pedagogy, assessment protocol, climate/ culture, and professional evaluation practices at each school. Staff and administrators will monitor that professional development training is in fact embedded in the school's culture.

SY 2018-2019

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resulting in increased student achievement for each disaggregated group.

Category: English/Language Arts

Research Cited: Research Cited: What Works in Schools: Translating Research into Action. ASCD Alexandria, VA. Reeves, D. (2006). How to Focus School Improvement, ASCD. Alexandria, VA.

Hinchmann, K., and Sheridan-Thomas, H. (2008). Best practices in adolescent literacy instruction. Guilford Press, New York, NY.

Pressley, M. (2006). Reading instruction that works: the case for balanced teaching. Guilford Press, New York, NY.

Lucas, L.J. (2012). Write more, grade less: five practices for effectively grading writing. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 85(4). 136-140.

City, E., Elmore, R., & Fierman, S. (2009). Instructional Rounds in Education. Harvard Education Press, Boston MA.

Pappano, L., (2010). Inside School Turnarounds Urgent Hopes, Unfolding Stories. Harvard Press, Boston. MA.

Jensen, E. (2009). Teach with poverty in mind: What being poor does to kids' brains and what schools can do about it. ASCD, Alexandria, VA.

Stephens, D. B. (2010). Improving Struggling Schools: A Developmental Approach to Intervention. Harvard Press, Boston MA.

Tier: Tier 1

Activity - Data Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Evaluation - instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for all students to show growth. The district will provide a data coach for using data in instruction, planning, and evaluating programs. Holmes Elementary teams will receive additional time for training to address the priority school needs. Schools: All Schools Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$12000	Title II Part A	District and building administrators, instructional and supplemental support staff
Activity - SIOP - Sheltered English Workshop Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ an on-site SIP consultant to further support teachers in the Focus school and its feeder schools. Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	07/01/2019	08/31/2020	\$15000	Title II Part A, Title III	District and building administration, classroom and support staff, contracted trainers.
Schools: All Schools								

Activity - Cultural Competency/Cultural Relevancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CULTURAL COMPETENCY - Instructional staff will participate in a multi-year professional development training program offered by Dr. Shayla Griffin to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students. Due to the examination of gaps in assessment scores, teachers will receive professional development on the use of culturally sensitive, relevant, and responsive materials in instruction. Staff will also participate from the the WISD Responsive Teaching Institute (RTI); Shayla Griffin Relationship - EJATT - The district will co-share speaker cost with WISD. Schools: All Schools Responsive Teaching Institute Collaborative between YCS and WISD. We will co-chair consultant fee. The RTI Speaker will come to YCS and present during the November 5 Cultural Proficient Conference \$10,000 YCS Culturally Proficient Instruction Conference will be held on November 5, 2019. The \$5,000 will be used to provide speakers with a small stipend for their presentation. (All Staff) Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$30000	Title II Part A	District and building administration, classroom and support staff, contracted trainers.

Activity - Study of Early Literacy, Disciplinary Literacy Professional Workgroups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Identified teachers in early childhood classrooms will participate in the Study of Early Literacy professional development monthly series at WISD. These teachers will bring back to their buildings best practices in Early Literacy for the staff in their buildings.</p> <p>Identified teachers in disciplinary literacy secondary classrooms will participate in the Disciplinary Literacy work group professional development monthly series at WISD. These teachers will bring back to their buildings best practices in Disciplinary Literacy for the staff in their buildings.</p> <p>Schools: Ypsilanti STEMM Middle College, YIES, Estabrook Elementary School, Ford Early Learning Center, ACTech High School, Ypsilanti Community Middle School.</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$10000	Title II Part A	District and building administrators, classroom teachers, writing and kindergarten instructional coaches.
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Activity - IB Primary Program Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after-school training in which they would receive stipends for attending.</p> <p>Schools: YIES</p> <p>Stipends for Teachers at YIES to attend training over the summer on implementing IB practice and curriculum (15 hours x 22 teachers x \$25/hour). The IB training will be provided by Jean Ramsayer. \$11,715</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$19715	Title II Part A	District and building administration, teaching staff IB Conference Registration costs for 10 teachers/admin. Conference cost: \$800 per participant x 10 = \$8,000

Activity - Project-Based Professional Development (SEMIS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers at AC Tech and Estabrook will participate in project based learning professional development. Schools: AC Tech High School, Estabrook Elementary School - \$71,500 Stipends for attending SEMIS Placed-Based Ed Conference Summer, Winter, Fall and Spring for Holmes, ACCE, YCMS, and YCHS. \$45 hr(Includes benefits) x 5 days x 6 hrs = \$1,350 per person x 18 = \$24,300 Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$71500	Title II Part A	District and building administration, teaching staff.
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Activity - Title I Principal Boot Camp, MAS/FPS training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and Building administration will participate in MAS/FPS training sessions around correct implementation and understanding of Consolidated Application, School-wide vs Targeted Assistance, Parental Involvement, AYP and Consequences, Allowable Use of Funds, Supplement vs. Supplant, District CNA, Comparability, Technology for Directors, Planning Calendar, Evaluation, Waivers, Amending Applications, MEGS+, GEMS, TISS, Private School Consultation, Priority, Focus & Reward Schools, Amending Applications, Technology for Directors, Planning Calendar, Budgets, Fiscal Guidance, Audits, District Improvement Plan, Annual Education Report. Schools: All Schools Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$5000	Title II Part A	District and Building Administration.

Activity - Administration Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit building-a framework for success. The training will focus on creating instructional leaders for academic improvement, using data to inform instruction, not just building managers. Schools: All Schools</p> <p>Purchase of Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning Data-Driven Dialogue helps support our leaders by teaching them how to use the cycle of inquiry, experimentation and reflection to accelerate continuous growth and learning. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning. \$107.90 x 20 = \$2,158 + 216 = \$2,374</p> <p>Purchase - Got Data? Now What? Helps support our leaders by teaching them how to create and lead a culture of inquiry that honors the use of data to help others grow. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2012) Got Data? Now What? Solutions Tree, IN. \$16.70 x 20 = \$334 + S/H = 33.40 = \$368</p> <p>Purchase Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA to help leaders learn how to create and lead a culture of inquiry. Presenter: Carlos Lopez, Amy Olmstead-Brayton Resources: Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA - \$38.95 x 20 = \$779 + S/H \$78 = \$857</p> <p>Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p> <p>Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$31181</p>	<p>Title II Part A</p>	<p>District and Building Administration.</p>
Activity - FOSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K-5 Teachers will be provided FOSS materials and PD on how to use the materials to inform instruction. Presenters Fee: \$2,200 Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600 Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$35767	Title II Part A, Section 31a	K-5 Teachers.
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Activity - NGSS PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NGSS PD and materials for professional learning for K-12. Materials will vary from different vendors such as Office Supply Co, Carolina Biology, Barnes and Noble, Flinn Sci, and other vendors - \$10,000 NGSS Science Collaborative follow-up PD for grades 9-12 (Full Day) @ YCHS - Consultant Free: \$45 x 8hrs x 3 days = \$1,080 (August PD) NGSS Training at WISD for 3 YCHS Science Teachers. \$25 + F/B x 7 x 3 days x 8 = \$7,560 NGSS Material costs for PD on Carbon TIME Biology. \$200 Schools: All Schools	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$25956	Section 31a, Title II Part A	Teachers

Activity - IQUEST	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IQUEST Professional development and purchase of IQUEST materials for teachers to learn how to inform instruction forward. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$25712	Section 31a, Title II Part A	Teachers

Activity - MTSS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 teachers will participate from MTSS professional development to improve their classroom practices to support all students (especially our subgroups). Schools: All Schools	Academic Support Program	Tier 2	Implement	08/27/2019	06/30/2020	\$10500	Title II Part A	Teachers and coaches

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Activity - Instructional Technology Professional Developer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hire Jerilyn Lynn to provide instructional technology professional development to teachers and staff, work with district IT department and curriculum department to help teachers integrate technology Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$11500	Title IV Part A	Jerilyn Lynn will work with teachers, staff and administrators.
Activity - TCI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with TCI professional learning and materials needed to teach social students using reading apprenticeships practices. August 28 - Cengage Social Studies PD Grades 6-12 (Full Day) Consultant Fee \$2,700 Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$17636	Title II Part A, Section 31a	School leaders, and principals
Activity - Professional Learning Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Science supports high quality instruction aligned to the vision for ambitious teaching identified by the District Network Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$2300	Title II Part A	Instructional Coaches
Activity - MABE Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10 Participants will attend the MABE Conference Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$3368	Title II Part A	Assistant Superintendent
Activity - Justice Leaders WKSHPS at WISD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
13 Teachers will attend the Justice Leaders workshop through the WISD. This is a total of 52 sessions. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5252	Title II Part A	Principals
Activity - Art Ed Now Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Art Ed Now National Online Conference for six art teachers. Cost covers registration fee of \$149. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$894	Title II Part A	Art Teachers
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Activity - WISD/LESA/RESA WKSHPs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cost of YCS staff attending training at the WISD/LESA/RESA to attend sessions including NGSS, Study of Early Literacy, and other related workshops. Costs associated with mileage and registration fees. Schools: All Schools	Professional Learning, Evaluation, Parent Involvement, Academic Support Program, Behavioral Support Program, Walkthrough, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$13404	Title II Part A	Assistant Superintendent

Activity - IB Conference	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will support 10 teachers to attend the IB Conferences throughout the 2019-20 SY. It includes registration costs average \$800/conference, registration for 10 teachers/admin. Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$8000	Title II Part A	YES Principal

Activity - Blueprint Network Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stipend for district staff to attend District Blueprint Network training over the summer (32 hours x 12 members x \$40/her) Stipends for district staff to attend District Blueprint Network training over the summer (32hours x 12 staff members x \$40/hour) - \$22,660 Stipends for a team of District Teachers and Coaches to attend Enhanced Curriculum Development training for 16 Staff members X 6 days X 8 hours/day X \$25.00 / hour plus benefits - \$25,632 Schools: All Schools	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$48292	Title II Part A	Assistant Superintendent

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Activity - MAS/FPS:Edgar/MSBO Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin conference MAS/FPS:Edgar Boot Camp Registration; MAS/FPS Winter Institute Conference in Feb Registration for Admin; 2020 MSBO Annual Conference April - May - registration, hotel, mileage, meals, parking for 3 participants; MSBO conference, workshops, registration, hotel, meals, parking 7 participants Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$16600	Title II Part A	Assistant Superintendent
Activity - Leader's Data Culture Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Purchase Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA to help leaders learn how to create and lead a culture of inquiry. Presenter: Carlos Lopez, Amy Olmstead-Brayton Resources: Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA - \$38.95 x 20 = \$779 + S/H \$78 = \$857</p> <p>Purchase of Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning Data-Driven Dialogue helps support our leaders by teaching them how to use the cycle of inquiry, experimentation and reflection to accelerate continuous growth and learning. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning. \$107.90 x 20 = \$2,158 + 216 = \$2,374</p> <p>Purchase - Got Data? Now What? Helps support our leaders by teaching them how to create and lead a culture of inquiry that honors the use of data to help others grow. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2012) Got Data? Now What? Solutions Tree, IN. \$16.70 x 20 = \$334 + S/H = 33.40 = \$368</p> <p>Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p> <p>Purchase of the 3 Minute Classroom Walk-Through support leaders by teaching them how to conduct a three minutes walk-through. Presenter: Dr. Carlos Lopez - Resources: Downey, C. & Steffy, B. (2004) The Three-Minute Classroom Walkthrough Corwin Press, Thousand Oaks, CA. \$22.92 x 20 = \$458.40 + \$45.84 = \$505</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$4896</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>
Activity - New Teacher PD Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Professional Development for 30 teachers: Day 1 - Vision of High Quality Instruction (Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450) Days 2 and 3 - Restorative Practices (Stipend for 30 teachers to participate from Days 1 and 2 of Restorative Practices (August 21 and 22, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450 x 2 days = \$18,900) Total 3 Days = \$28,350</p> <p>Purchase of 30 copies of Restorative Circles in Schools by and 30 Copies of the Restorative Practices Handbook from IIRP for new teachers - \$12 per book x 2 books = \$24 x 30 books = 720 + S/H \$72 = \$792 (New Staff)</p> <p>Purchase of 30 copies of Teach Like a Champion for new teachers - \$20.81 per book 30 books = \$624.30 + S/H \$62.43 = \$687 (New Staff)</p> <p>Purchase of 30 copies of First Day of School by Harry Wong for new teachers - \$34.93 per book 30 books = \$1,047.90 + S/H \$104.79 = \$1153 (New Staff)</p> <p>Purchase of 30 copies of Conscious Discipline for new teachers - \$29 per book 30 books = \$870 + S/H \$87 = \$857(New Staff)</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$31047</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>
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Activity - IQWST PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>August 28 IQWST Training for Grades 6-8 (Full Day) training to prepare science teachers on how to better inform science instruction.</p> <p>IQWST training for teachers in grades 6-8 by representative from Active Learning. This is a 2 days training session at a cost of \$1,800/day. The cost for the PD is \$3,600. The 2 PD's will be scheduled throughout the year.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$6300</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>

Activity - WISD Offered PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Opportunities for staff to attend the following WISD / LESA / RESA PD:</p> <p>Sub Costs: YCS teachers attending Training at WISD/LESA/RESA – Assessment Literacy, The study of Early Literacy, NGSS, Culture Responsive Teaching, etc. with trainings, mileage and registration fees. Teachers participating in cohorts from WISD. 200 participants x \$101 = \$20,200.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2200</p>	<p>Title II Part A</p>	<p>School leader</p>
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Activity - SOEL Study of Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate from SOEL Cohort offered by WISD. Substitute Cost: 60 teachers to participate from the SOEL – Study of Early Literacy – It include the K-3 and 4-5 Essentials. \$101 x 60 teachers x 8 sessions = \$48,480</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$48480</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>

Activity - Teacher Support & PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Stipend for 3 instructional coaches to support new teachers using three books: Teach Like a Champion, First Days of school, and Management in the active Classroom. \$3,000 x 3 each. \$13,140</p> <p>Stipend for Instructional Coaches to learn how to coach K-5 teachers through the ELA Curriculum to ensure that high quality teaching is taking place. \$45 x 7 hrs. x 5 days x 6 coaches. \$9,430</p> <p>Stipend for Instructional Coaches to learn how to coach 6-12 teachers through the ELA Curriculum to ensure that high quality teaching is taking place. \$45 x 7 hrs. x 5 days x 3 coaches. \$4725</p> <p>ELA Professional Learning for K-5 teachers on High Quality ELA Instruction 1 Day at \$3,600 x 3 presenters = \$10,800 (Fall 2019)</p> <p>ELA Professional Learning for K-5 instructional coaches TOT on High Quality ELA Instruction (Fall to Spring) \$1,990 per coach x 10 coaches=\$9,950</p> <p>ELA Professional Learning for 6-12 teachers on High Quality ELA Instruction 1 day at \$2,800 presenter (Fall 2019)</p> <p>ELA Professional Learning for 6-12 instructional coaches TOT on High Quality ELA Instruction (Fall to Spring) \$2,800 x 8 sessions = \$22,400</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$73245</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>
Activity - Building PD and Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Stipend for 25 teachers from Ford to attend training from Play Leadership Essentials that promotes literacy through play. \$25 x 6 hrs x 25 teacher + H/B = \$6,750 (Ford)</p> <p>Stipend for 25 K-1 teachers at Ford to attend Saturday PD on utilizing games and play during recess to build conflict resolution, teamwork, and interpersonal relationships with students. \$25 x 7 hours x 1 day x 25 teachers = \$5,538 (Ford)</p> <p>Stipend for 4 teachers (\$25 +FB x 30 hrs x 4 teachers = \$5,400 to participate from a schoolwide and classroom norms (Summer 2019) (YCMS)</p> <p>Stipend for 4 teachers (\$25 +FB x 30 hrs x 4 teachers = \$5,400 to participate from a schoolwide and classroom norms (Summer 2020) YCMS</p> <p>Stipend for 3 teacher (\$25 + FB x 10 hrs x 3 teachers) to learn about the Relationship Initiative (Summer 2019) YCMS Total: \$1350.</p> <p>Stipend for 3 teacher (\$25 + FB x 10 hrs x 3 teachers) to learn about the Relationship Initiative (Summer 2020) YCMS Total: \$1,350</p> <p>Schools: All Schools</p>	<p>Professional Learning, Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$31326</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>
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Activity - Visual & Performing Arts / EL/ Students w/ Exceptionality PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development for Subgroups and Specials include:</p> <p>August 20 Visual and Performing Arts PD for K-12 teachers (Full Day) Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD)</p> <p>9-12 Teachers – Accommodating High School Students with Exceptionalities and English Language Learners in Your Classroom PD. Presenters Fee: \$45 x 8hrs x 3 days = \$1,080</p> <p>Schools: All Schools</p>	<p>Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2160</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>

Activity - Memberships & Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Memberships and Conferences include: NSTA Membership for science teachers @\$79 per teacher x 7 teachers = \$553 Michigan Council for the Social Studies (Fall 2019) @ Macolmb ISD \$130 x 7 teachers = \$910 ASCA National Membership (American Counselor Association) for 1 YCHS Counselor- Cost: \$129; MSCA Michigan School Counselor Cost: \$65. Total \$194 MABE Conference (Registration, Meals, Mileage) for 10 Participants x \$300 per person = \$3,000 (May 2020) Admin Conference @ MAS/FPS: EDGAR Boot Camp Registration \$300, Mileage \$200 Admin Conference @MAS/FPS Winter Institute Conference in February: Registration \$300, Mileage \$200 Administration 2019 MSBO Annual Conference April 29 - May 2 (Registration, Hotel, Mileage, Meals, Parking) 3 Participant - \$1700/Participant = \$5100 Administrative MSBO Conferences/Workshops (Registration, Hotel, Mileage, Meals, Parking) 7 participant @1500 = \$1500 Conference and Workshops @ MDE - Michigan Department of Education Conferences for (Registration, hotel, mileage, food) 20 admin @ \$500 = \$15,000 Conference Costs associated with MDE Special Populations Conference, Conference Registration: \$75, Lodging: \$115, Mileage Stipend: \$80 Two staff will attend. Purchased Service was changed from \$280 to \$270 Conferences (Registration, Hotel, Mileage, Meals, Parking): Michigan Association of School Boards (MASB) 2 participant x \$450= \$900; Training session through MASB @ \$450/session - 4 sessions - \$3,400; Conferences (Registration, Hotel, Mileage, Meals, Parking): Michigan Elementary and Secondary Principals Association (MASPA) 2 participant x \$1500 = \$3,000; MDE SI conference 10 @ 594=\$5940; MEMSPA Conference 5 participant x \$1500 = \$7,500; Michigan Association of School Administrations (MASA) 2 X \$1300 = \$2600; Costs related to DTN members attending conference and training (Registration, Hotel, Mileage, Meals and Parking). DTN Conference workshops @ Lansing on 2 days in Feb, 2 days in March, and 2 days in April. Costs related to registration for Social Workers to attend a Mental Health workshop/conference. An additional \$100 will be used for mileage to attend the conference. The workshop/conference will take place in May 2020. Data and Grants Coordinator attended the PowerSchool Users Group Midwest Fall Conference. Registration for the conference was \$300. The cost for mileage was \$316, lodging cost was 336 and \$48 for food Code changed to Purchased Services -\$1,000 MAS/FPS Title I Director's Fall and Winter Institute (5 days of training) October 2018, February 2019 Dates; Conference Registration and Conference related costs for: Registrations: \$800; Lodging \$1000. Mileage \$600 = \$2,400</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$87102</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>
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<p>\$800; Lodging \$1000, Mileage \$600 = \$2,400 MEMSPA Professional Membership for Principal (1 membership @ \$555 SSP membership for each YCHS Administrator (4 total) \$400 each x 4 = \$1600 EdCon Conference for YCHS Administrators (3 total) \$1500 each x4 = \$4500 NASSP institutional membership for YCHS Administrators (4 Total) \$250 x 4 = \$1000 NASSP Conference for YCHS Principal – Boston MA July 18-20 (3 Days) Gaylord Nate Resort (\$1,000 conference, 700 flight, hotel 600, food 200) Total \$2500 Principal, AP, Restorative Coach, Culture and Climate Coach, and SLC Leaders (4) will attend Restorative Practices: Tools of the trade Conference on August 21 - \$175 each x 4 = \$700 PSAT/SAT Conference, Results are in, now what? (4 Administrators @175 each x \$700. November 6, 2019 Legal Hot Topics Conference for 2 administrators to attend on October 2, 2019. Cost \$175 x 2 = \$350 MEMCA-Middle College Membership for STEMM. Information Updates for our STEMM Program. Principal, STEMM SLC Leader, Counselors (2) and Dual Enrollment CO, attend 2 Conferences, Oct 2019 and Feb 2020. Cost \$100 per person /session x 2 sessions. Cost: \$100 x 6 participants x 2 conferences = \$1200 PSUG (Powerschool Training) Cost: \$399 conference cost, \$297 3 nights hotel, \$254 Mileage, and 250 food. Total: \$1,200 x 6 = \$7,200</p>								
<p>Schools: All Schools</p>								

Strategy 4:

Strategy 4: Data Management and Use - Data Management and Use - Student achievement data will guide instructional decisions and lesson design for classroom teachers and support staff. Building principals will use performance data to inform overall supervision and to coordinate/ enhance achievement across a school and/or at a particular grade level with additional professional development and dialogue amongst staff. All students performing below grade level who meet Title I / 31 A eligibility and/or students who are identified for intervention based on standardized test scores will receive differentiated supplemental instruction . Supplemental support will be outcome-specific predicated on the students' needs and provided by Title I staff and/or the Instructional Advocate in cooperation with the classroom teacher. Building level data teams will monitor the progress made by all students receiving supplemental support. Instructional Advocates will be a key participant in these conversations. Classroom and grade level performance will be monitored by staff and administration collectively. All supplemental programs will be evaluated for efficacy using the MDE suggested program evaluation too.

District Improvement Plan

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Category: English/Language Arts

Research Cited:

Category:

Research Cited: Hill, H.C., Rowen, B., & Ball, D. (2005). Effects of teachers' mathematic knowledge for teaching on student achievement. American Educational Research Journal, 42 (2) 371-406. Reeves, D. (2007). Responding to changing demographics: Closing the Achievement Gap. Educational Leadership, 64(6), 85-86. Ainsworth, L., & Viegut, D. (2006). Common formative Assessments: How to connect standards-based instruction and assessment. Corwin Press. Thousand Oaks, CA. White, S. H. (2005). Marzano, R., Pickering, D., Pollaock, J., (2001). Classroom Instruction that works: research based strategies for Increasing student achievement. ASCD, Alexandria, VA. Fielding, L., Kerr, N., & Rosier, P. (2007). Annual growth for students; catch up growth for those who are behind. New Foundation Press, New York, NY. Goodwin, B., (2011). Simply Better. Doing What Matters Most to change the odds for student success. Aurora, CO Danielson, C. (2007) Enhancing professional practice: a framework for teaching, ASCD, Alexandria, VA. Moss, C.; Brookhart, S. (2007). Advancing formative assessment in every classroom, ASCD, Alexandria, VA. Frey, B, Lee, S., Tollefson, ., Pass, L., and Massengill, D. (2005), May/Jue). Balanced Literacy in an urban school district. Journal of Educational Research, 98 (5), 272-280.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DATA TEAM MEETINGS - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA, MI standardized state assessment, running records, balanced literacy assessments, MLPP, etc). and to collaborate around effective literacy instruction specifically for at risk students not demonstrating unit concept mastery; professional development, literacy lessons, use of time, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Staff will utilize data spreadsheets for fidelity of program implementation monitoring.</p> <p>Holmes Elementary, Estabrook Elementary, Ypsilanti Community Middle School, and ACTech data teams will receive additional time for training to address the priority school needs.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1		07/01/2019	08/31/2020	\$20000	Title II Part A	District and building administration, classroom and support staff (to include ESL teachers and special education staff).

Activity - ILC Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ILC Teams - will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. Teams will collaboratively work to prevent over identification of students for special education. The teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs. Schools: All Schools Schools: All Schools	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$5000	Title II Part A	Building administration, classroom teachers, all support staff, special education and ESL teachers, tutorial support.
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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and content level instructional staff will collaboratively refine formative assessments, which are ongoing, repetitive measures designed to provide information to both the teacher and students concerning the students' understanding of small segments of course material (or instructional unit). As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions. Literacy coaches will participate from a FAME Team. Funding will cover mileage to and from conference location. Schools: All Schools Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	Title II Part A	District and building level administration, classroom teachers, all support and supplemental teachers.

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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will create and administer common ELA benchmark assessments, which are assessments that fall on the continuum between formative and summative assessments. Benchmark assessments will: 1) evaluation students' knowledge and skills relative to specific goals, typically within a limited time frame and 2) inform decisions at the classroom, school, or district level. Benchmark assessments will be administered no less than 3 times during the year and at the beginning / end of summer intercessions (school school). Purchase Make Just One Change by Luz Santana - Book Study for teachers Schools: All Schools Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$2000	Title II Part A	Office of Student Affairs Department
Activity - Xello Career Cruising	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Xello Career Cruising to help our students to to identify potential future careers. Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$6000	Section 31a	Principals
Activity - State and Federal Programs Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The State and Federal Programs Coordinator will coordinate with Title I staff the panning, monitoing and program evaluation for all Title I programs, assist with purchases, billings, speadsheets, reporting expenses. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$112200	Title I Part A, Title II Part A	Assistant Superintendent
Activity - FAME Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of a FAME Team through MDE. Cost: Mileage for Instructional Coaches to Attend. Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1254	Title II Part A	Assistant Superintendent
Activity - Accelerated Access to College Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Access to college accelerated learning , dual enrollment, etc. YCHS / STEMM / ACCE / ATTECH Total \$63,340 Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$63340	Title IV Part A	Principal
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Strategy 5:

Strategy 5: Extra English/Language Arts Support - Extra English / Language Arts Support - At the elementary level students will be given extra support by a Title I math teacher and/or by a 31 A Instructional Advocate or ESL teacher/ para professional (ELL students only). The support staff will work in collaboration with the classroom teacher to develop individual student plans to address areas for skill improvement. At the secondary level students will receive supplement instructional support. Instructional Advocates will work with small learning community faculty to remediate skills necessary to demonstrate competencies in reading fluency, comprehension and written language. This supplemental support may be pull out, extended day, intercession classes, and/or take the form of an additional English/writing class depending on the needs of the students. Student progress will be closely monitored through the use of formative assessments, journal writing, collaborative grade level performance assessments by school or across the district.

Category: English/Language Arts

Research Cited: Category: English/Language Arts

Research Cited: Fielding, L, Kerr,N., & Rosier, P. (2007). Annual growth for all students; catch up growth for those who are behind. New Foundation Press, New York. NY. Marzano, R. Pickering, D., Pollock., J., (2001). Classroom instruction that works: research based strategies for increasing student achievement, ASCD, Alexandria, VA. Reeves, D.B. (2007). Responding to changing demographics: Closing the achievement gap. Educational Leadership, 64 (6), 85-86. Ainsworth, L., & Viegut, D. (2006). Common formative assessments: How to connect standards-based instruction and assessment. Corwin Press, Thousand Oaks, CA. White, S. H. (2005). Beyond the numbers: Making data work for teachers and school leaders. Lead and Learn Press, Englewood, CO. Danielson, C. (2007) Enhancing professional practice: a framework for teaching, ASCD, Alexandria, VA. Moss, C,; Brookhart, S. (2007). Advancing formative assessment in every classroom, ASCD, Alexandria, VA. Hinchman, L, and Sheridan-Thomas, H. (2008). best practices in adolescent literacy instruction, Guilford Press, New York, NY. Pressley, M. (2006). Reading instruction that works: the case for balanced teaching, Guilford Press, New York, NY.

Tier: Tier 2

Activity - After School, Intercession, Summer School Summer Bridge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to as summer intercessions as YCS prepares to move towards a year round calendar). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplemental instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Funded through 31A / Title I, Part A Schools: All Schools</p> <p>Transportation for Summer School \$166,320 Schools: All Schools</p>	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$562320	Title I Part A, Section 31a, Title I Part A	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and para educators.
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Activity - After School Enhancement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning. Funded through Title 1 and 31 A Funding Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$150000	Title II Part A, Section 31a, Title I Part A	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators.

Activity - School Garden Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School Garden Coordinator will work closely with Director of Facilities, Farm to School committee and individual school leads to create garden teams with specific focus on garden sustainability, management, and nutrition education. Schools: All Schools</p>	Academic Support Program	Tier 1		07/01/2019	07/27/2020	\$27196	Title IV Part A	Director of Facilities, school principals, and staff

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Activity - Content Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content Leaders will plan, organize, and support curriculum work; teach and model high quality instruction, and support professional learning in the following content areas: ELA, Math, Science, Social Studies, Student Support Team, Electives in 6-12. Total of 11 (ACTech, ACCE, STEMM, and YCMS)	Academic Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$48015	Title II Part A	Principals and Teacher Leads
Schools: All Schools								

Activity - Social Studies Trainer of Trainer Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Social Studies Leader will participate in professional development through module presentations and prepare an overview of the Social Studies Alive electronic components and strategies to support and differentiate instruction.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$600	Title II Part A	Teacher Lead
Schools: All Schools								

Strategy 6:

Strategy 6: Supplemental Materials and Learning Opportunities - Supplemental material and leaning opportunities - Instructional staff will use supplemental materials to facilitate research and evidence based instruction (and interventions) during the day and during after school, summer school, and intercessions.

Category: English/Language Arts

Research Cited: Research Cited: Hinchman, K., and Sheridan-Thomas, H. (2008). Best practices in adolescent literacy instruction, Guilford Press, New York, NY.

Jensen, E. (2009). Teacher with poverty in mind: What being poor does t kids' brains and what schools can do about it. ASCD. Alexandria, VA.

Pappano, L. (2010). Inside School Turnarounds Urgent Hopes, Unfolding Stories. Harvard Press, Boston, MA. Stephens, D.B. (2010). Improving Struggling Schools: A

Developmental Approach to Intervention. Harvard Press, Boston, MA. City, E., Elmore, R., & Fierman, S. (2009). Instructional Rounds in Education. Harvard Education Press, Boston, MA.

Tier: Tier 2

Activity - RAAL/Reading Apprenticeship/ Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Reading Apprenticeship Academic Literacy (RAAL) year-long course is organized into three discipline-specific units—English language arts, history, and science—each of which supports the integration of literacy and subject area instruction.</p> <p>Within and across the three units, students read increasingly complex text and apply their growing repertoire of literacy skills with increasing flexibility and control. In addition, a carefully scaffolded program of sustained silent reading is provided for each unit, building reader enjoyment, independence, stamina, and persistence.</p> <p>Step-by-step lesson plans integrate instruction and assessment. Student materials include a full year of course readings, interactive notebooks for working with the disciplinary texts, and metacognitive logs for the sustained silent reading program.</p> <p>RA instructional approaches are based on a framework that describes classroom life in terms of four interacting dimensions that support reading development: social, personal, cognitive, and knowledge-building. These dimensions are woven into subject area teaching through metacognitive conversations--conversations about the thinking processes students and teachers engage in as they read. Using this framework student will become more independent and strategic readers to support reading proficiency across the content areas. Teachers will participate in monthly after school meetings to further learn RA strategies and improve literacy instruction in all content areas. Teachers will also participate in professional development around best practices in disciplinary literacy. Teachers will participate in the WISD Disciplinary Literacy network.</p> <p>Schools: Ypsilanti STEMM Middle College, YIES, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p> <p>Reading Apprenticeship Training for grades 4-5; 6-8; and 9-12 core subject areas teachers. 3 Consultants \$45 x 8hrs x 3 days = \$1,080 x 3 consultants = \$3,240</p> <p>Reading Apprenticeship Materials – 3 Class Sets: Reading Apprenticeship Academic Literacy (RAAL) Course: Teacher’s Materials, Units 1-3 (3 Sets) - \$1,600 x 3 = \$4,800, Reading Apprenticeship Academic Literacy (RAAL) Course: Student Materials, Unit 1-3 (3 Sets) \$350 x 3 = 1,050. Total: \$5,850</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$14299</p>	<p>Title II Part A</p>	<p>District and building administrators, all content area teachers and support staff.</p>
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Activity - Supplemental Leveled Reader Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>An interactive vocabulary and reading program can be presented to students individually, in small groups, and whole classes using the interactive boards and iPads. Leveled texts and vocabulary lists can be downloaded and printed which allow teachers to differentiate instructional for students at varied reading and vocabulary levels. Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$50000</p>	<p>Section 31a</p>	<p>District and building level administrators, classroom and support staff.</p>
<p>Activity - Credit Recovery</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction. Schools: Ypsilanti STEMM Middle College, ACTech High School, ACCE - Apex Credit Recovery</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$40000</p>	<p>Section 31a</p>	<p>District and building level administrators, 31 A Instructional Advocates, credit recovery teachers, Title I teachers, ESL teachers. ACCE will be included.</p>
<p>Activity - Reading Journals and Word Walls</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Students will use reading/ writing journals to explain their understanding of text and/or to ask questions about the nature of a passage. Reading journals allow teachers and students to exchange ideas about the author's intent, use of plot structure, character development, and to develop reading vocabulary. Reading journals maybe used as warm up activities. READING WORD WALLS reflect reading vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference. Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$50000</p>	<p>Section 31a</p>	<p>District and building level administrators, classroom teachers, and all supplemental teachers must monitor that this best practice is occurring in all class.</p>

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Activity - 9-12 Accelerated Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promoting access to accelerated position will be held by an individual responsible for providing learning opportunities including dual or concurrent enrollment programs, and early college high schools, Counseling and mentoring to develop study skills and critical thinking. Offer students help prepare students to transition to college, assistance is provided on identifying post-secondary opportunities that are associated with students. It provides an additional layer of support for potential first generation college going students. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/29/2020	\$63340	Title IV Part A	teachers, principal.

Activity - Illiminate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Illuminate so that teachers can use to generate common assessments, use data to inform instruction, and provide feedback about progress with parents. Schools: All Schools	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$23794	Section 31a	Teachers, Administrators, and central office staff

Activity - Advanc-ED	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Renew Advanc-ED so that each School Improvement Team can use the system to report, monitor, and live the core of the SIP Plan. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$14400	Section 31a	Assistant Superintendent

Strategy 7:

Strategy 7: Reading Differentiated Instruction - Reading Differentiated Instruction - A variety of strategies will be used to build fluency, comprehension, and literacy skills of staff. Category: English/Language Arts.

Category: English/Language Arts

Research Cited: Research Cited: Literacy Essentials

Tier: Tier 2

Activity - Kindergarten Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Kindergarten Intervention Teachers will provide extended learning opportunities for students working toward mastery of state standards. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$428250	Title I Part A	Principals
Activity - Freckle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Freckle to provide differentiated reading and social studies practice for all students. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$12988	Title I Part A	Instructional Coaches, teachers
Activity - Afterschool Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After-school tutoring will be offered to students needing additional support meeting grade level standards. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$150000	Section 31a, Title I Part A	Assistant Superintendent
Activity - Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teacher will provide supplementary support for struggling students. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 3	Implement	07/31/2019	08/31/2020	\$76910	Title I Part A	Principals
Activity - Reading Intervention Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading intervention materials Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$25000	Section 31a, Title I Part A	Principals

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Activity - Lexia Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Lexia learning to build foundational literacy skills. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$60632	Title I Part A	Instructional Coaches
Activity - Imagine Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Imagine Reading to provide differentiated reading and social studies practice for all students. Grade K-8. School: ALL Schools (Title I / 31 A Funding) Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$75000	Title I Schoolwide	Instructional Coach.
Activity - Foundations Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will utilize Foundations to provide differentiated reading practice for all students. Foundations professional development. Presenters Fee: \$5,000 Schools: All Schools	Professional Learning, Academic Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$27695	Title II Part A, Section 31a	Principal
Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 teachers will utilize Read 180 to provide differentiated instruction to 6-12 grade students. ACTech, STEMM High, YCMS, and ACCE Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$19291	Title II Part A, Section 31a	Principals
Activity - Hegg Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize Hegg Reading to provide differentiated reading to all students. Funded through Title I and 31A funding. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$10500	Title II Part A	Instructional coach
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Activity - LLI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the LLI Program to provide differentiated reading for all students. Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 3	Implement	07/01/2019	08/31/2020	\$12325	Title IV Part A	Instructional coaches

Activity - Info Into Action PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for K-5 teachers - Costs related to vendor provided PD for Info In Action Curricular Tool for trainer to come and train our instructional coaches to become TOT (Summer) and staff (Fall) - \$6,498 Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6498	Title II Part A	Coaches

Strategy 8:

Strategy 8: Reading Instruction Improvement - Reading Instruction Improvement - Instructional Coaches will provide teachers with sustained-professional learning based on research-based intervention ideas to better meet the needs of struggling students. Category: English/Language Arts

Category: English/Language Arts

Research Cited: Research Cited: Literacy Essentials

Tier: Tier 2

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$934500	Title I Part A, Title II Part A, Section 31a	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy.
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Activity - ELL Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will work side-by-side with teachers and hold workshops based on best practices using the SIOP model. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$68759	Title II Part A	Assistant Superintendent.

Activity - Fountas & Pinnell Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fountas and Pinnell professional learning will be provided to staff. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 3	Implement	07/01/2019	08/31/2020	\$825	Title II Part A	Assistant Superintendent

Activity - Early Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction. Schools: All Schools Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$5000	Title II Part A	Assistant Superintendent

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Activity - IB Consultant Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>20 hours of IB consultant services for YIES.</p> <p>Stipends for Teachers at Erickson Elem to attend Leader in Me Training over the Summer (Training to be held August 28th) One day of Training for entire staff; approximately 30 teachers x 7 hours x \$25/hour Training was given by associates of Franklin Covey. The Leader in Me Grant paid for the Professional Development. Title II funds were used to pay the stipends. \$9,450</p> <p>Contracted services: Jean Ramsayer, IB Coordinator, to guide principal and Teachers at YIES on implementing IB. \$100/hour = 20 hours of consulting services. Total: \$2,092</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$13634	Title II Part A	YIES Principal
Activity - DN Turnaround K-12 Ambitious Teaching Strategies Implementation Coaches	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The DN Turnaround K-12 Ambitious Teaching Strategies Implementation Coaches - one science and one math, one ELA will be contracted to support instruction.</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program, Behavioral Support Program, Curriculum Development, Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$60000	Title II Part A	Assistant Superintendent
Activity - New Teacher Professional Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Purchase a resource library for new teachers that will be used to conduct book study throughout the school year.</p> <p>Purchase of 30 copies of Restorative Circles in Schools by and 30 Copies of the Restorative Practices Handbook from IIRP for new teachers - \$12 per book x 2 books = \$24 x 30 books = 720 + S/H \$72 = \$792</p> <p>Purchase of 30 copies of Teach Like a Champion for new teachers - \$20.81 per book 30 books = \$624.30 + S/H \$62.43 = \$687</p> <p>Purchase of 30 copies of First Day of School by Harry Wong for new teachers - \$34.93 per book 30 books = \$1,047.90 + S/H \$104.79 = \$1153</p> <p>Purchase of 30 copies of Conscious Discipline for new teachers - \$29 per book 30 books = \$870 + S/H \$87 = \$857</p> <p>Total: \$3,489</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$3489	Title II Part A	Assistant Superintendent
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Activity - Early Intervention Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book Study for Ford Early Childhood Center - Purchase 20 copies of book: Early Intervention for Reading Difficulties 2nd Edition for teachers. \$35.70 x 20 = \$714 + \$71.40 = 786	Academic Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$786	Title II Part A	Principal
Schools: Ford Early Learning Center								

Goal 4: Goal 2: All students will be proficient in Mathematics

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 3% in Mathematics by 06/30/2020 as measured by state and local assessments.

Strategy 1:

Strategy 1: Data Management and Use - Data Management and Use - All students performing below grade level who meet Title I / 31 A eligibility and/or students who are identified for intervention based on standardized test scores will receive differentiated supplemental instruction provided by the classroom teachers and special education staff or Title I/31a staff. Supplemental support will be outcome-specific predicated on the students' needs and provided by Title I staff and/or the Instructional Advocate, or the special education staff in cooperation with the classroom teacher. Building level data teams will monitor the progress made by all students receiving supplemental support using the instructional learning cycle protocol (ILC). All supplemental programs will be evaluated for efficacy using the MDE suggested program evaluation tool and/or turnaround problem solving protocol for rapid turnaround.

District Improvement Plan

Ypsilanti Community Schools

Category: Other - Data Use

Category: Learning Support Systems

Research Cited: Research Cited: Hill, H.C., Rowen, B., & Ball, D. (2005). Effects of teachers' mathematic knowledge for teaching on student achievement. American Educational Research Journal, 42 (2) 371-406.

Reeves, D. (2007). Responding to changing demographics: Closing the Achievement Gap. Educational Leadership, 64(6), 85-86.

Ainsworth, L., & Viegut, D. (2006). Common formative Assessments: How to connect standards-based instruction and assessment. Corwin Press. Thousand Oaks, CA.

White, S. H. (2005). Beyond the numbers: Making data work for teachers and school leaders. Lead ad Learn Press, Englewood. CO.

Ball, D., Boerst, University of Michigan in the Elementary Mathematics--Collaborative Assessment of Teacher (EM-CAT) project (completed, 2013).

Marzano,R., Pickering, D., Pollaock, J., (2001). Classroom Instruction that works: research based strategies for Increasing student achievement. ASCD, Alexandria, VA.

Fielding, L., Kerr, N., & Rosier,P. (2007). Annual growth for students; catch up growth for those who are behind. New Foundation Press, New York, NY. Goodwin, B., (2011). Simply Better. Doing What Matters Most to change the odds for student success. Aurora, CO

Danielson, C. (2007) Enhancing professional practice: a framework for teaching, ASCD, Alexandria, VA.

Tier: Tier 1

Activity - Data Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DATA TEAM MEETINGS - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA/ Des Cartes, state standardized assessments, etc). and to collaborate around the effective instruction of mathematics instruction specifically for at risk students not demonstrating unit concept mastery; professional development, pacing guides, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. The data teams will use the district problem solving protocol.</p> <p>Holmes and Estabrook Elementary data teams will receive additional time for training to address the target school needs. There are two additional teacher work days built in to their balanced calendar for data team work. Additionally, as a Target school, YCMS will also receive additional data team time.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	Implementation	Tier 1		07/01/2019	08/31/2020	\$20000	Title II Part A	District and building administrators will schedule grade level meetings facilitated by data team members. A building log of all meetings will be maintained.

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

Ypsilanti Community Schools

<p>The Instructional Learning Cycle (ILC) process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term Instructional Learning Cycle. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measurable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC. The ILC process includes a series of three collaborative meetings held by content area or grade level teacher teams. Each meeting provides an opportunity for teachers to reflect on the quality of instruction and the evidence of student learning. Collaborative meetings also allow teacher teams to analyze their combined implementation and impact data to build a sense of collective responsibility for the learning of all students. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within their own classroom. This data is used to determine next instructional steps for students. Holmes Elementary, Estabrook Elementary and YCMS are currently holding ILC team meetings. Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>District and building level administrators, teacher consultants and case managers, classroom and support teachers</p>
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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>These assessments will be developed collaboratively by a team of instructional staff responsible for the same grade level, core, or content. The assessments will be developed across a grade level to ensure continuity of instructional targets, within small learning communities to guide the unique nature of the SLC, and within a school to better address the specific learning challenges of that school (as evidenced by performance assessments). Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$2000</p>	<p>Title II Part A</p>	<p>District and building administrators, classroom teachers.</p>

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Activity - Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions. District Coaches will participate from a FAME Team to learn to lead Formative Assessments throughout the district. Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	Title II Part A	Building and district administrators, district coaches, classroom teachers, Title I/ 31 A Instructional Advocates, ESL teachers.

Strategy 2:

Strategy 2: Professional Development - Professional Development/Training - The professional staff and administrators will participate in professional development in order to improve their ability to effectively teach mathematics to at risk groups defined by current achievement scores and other sub groups (i.e., African-American, Hispanic, Economically Disadvantaged, English Language Learners, Students with Disabilities, Students qualified as homeless, etc.). Staff and administrators will reflect professional development training in school routines/ organizational practices, instructional framework, assessment protocol, climate/ culture, and professional evaluation practices at each school. Staff and administrators will monitor that professional development training is in fact embedded in the school's culture resulting in increased student achievement for each disaggregated groups.

Category: All Schools

Category: Mathematics

Research Cited: Research Cited: Hill, H.C., Blunk, M, Charalamboues, C, Lewis, J., Phelps, G., SleepL., & Ball, D.L (2008). Mathematical knowledge for teaching and mathematical quality of instruction: An exploratory study, *Cognition and Instruction*. 26(4), 430-511.

Marzano, R. (2004). *What Works in Schools: Translating Research into Action*. ASCD Alexandria, VA. Reeves, D. (2006). *How to Focus School Improvement*, ASCD. Alexandria, VA.

Tier: Tier 1

SY 2018-2019

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District Improvement Plan

Ypsilanti Community Schools

Activity - Data Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for at-risk learners. Teachers will also utilize professional learning materials, such as Data Wise, to facilitate their learning. The district will provide a data coach for using data in instruction, planning, and evaluating programs. Holmes Elementary, Estabrook Elementary, and YCMS teams will receive additional time for training to address the target school needs. Schools: All Schools</p> <p>Schools: All Schools</p>	Evaluation, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10525	Title II Part A	District Leadership, building principals, WISD consultants , Data trainers, and District Coaches.

Activity - District Math Curriculum (Every Day Mathematics and Big Ideas Mathematics)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>DISTRICT MATH CURRICULUM - the district will secure math consultants or coaches able to work with staff and building administrators to effectively implement the district selected math curriculum K-12 with fidelity to increase student achievement in numbers and operations, basic computation, problem solving, pre-algebra and algebra concepts. The instructional staff will learn how to effectively use manipulatives, promote higher order thinking skills, project based applications, technology review to facilitate the development of these skills, apps on iPads for additional practice. Progress will be monitored and shared during Data team meetings. Classroom teachers will be able to develop lessons that engage all students for 90 uninterrupted minutes of math engagement (minimally K-5) and 60 minutes for grades 6-12. Teachers will receive professional development for effective implementation of district math curriculum. This may include stipends, substitutes, and trainers. Schools: All Schools</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Implement	07/01/2019	08/31/2020	\$22500	Title II Part A	District and building administrators, WISD consultants , small learning community teacher leaders, classroom teachers, SE staff, Title I/31a support teachers

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

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<p>YCS has written Ambitious Teaching Standards for all four content areas. The standards follow instructional best practices and the Common Core State Standards. All instructional programs, decisions about programs, and evaluation of programs will follow the practices outlined in the Ambitious Teaching Standards.</p> <p>COMMON CORE STATE STANDARDS (CCSS) - The instructional staff and administrators will continue to receive training about the Common Core Standards to provide a clear and consistent framework to prepare YCS students for college and workforce readiness. Classroom and support teachers will be expected to reflect the appropriate level of instructional rigor, use of CCSS vocabulary and aligned curricular material when developing lessons. Teachers will use NWEA and other benchmark measures to address student achievement relative to state and national targets. Staff will utilize Mathematical Practices for instruction.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program, Direct Instruction	Tier 1	Implement	07/01/2019	08/31/2020	\$60000	Title II Part A	District and building level administrators, classroom teachers, SE staff.
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Activity - Sheltered English (SIOP) and Other Effective Strategies for ELLs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners and all subgroups of students. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ a SIOP consultant to further support teachers in the Focus school and its feeder schools.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10000	Title III	ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant, and district EL coach.

Activity - Cultural Competency/Cultural Relevancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>CULTURAL COMPETENCY - Instructional staff will participate in a multi-year professional development training program offered by a local consultant, Dr. Shayla Griffin, to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students in mathematics instruction. Schools: All Schools</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$12250	Title II Part A	Trainers for Cultural Competency/ Equity Initiatives, District and building administrators, classroom teachers, SE staff, Title I/31a support teachers.
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Activity - Instructional Rounds Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will participate in peer-to-peer observations and debriefing sessions around mathematics instruction. Substitutes will be provided to the buildings to allow for teachers to observe each other in mathematics instructional practices and then allow for time to debrief what was observed. Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$3000	Title II Part A	District and building administrators, mathematics instructional coaches, classroom teachers

Activity - IB Primary Program Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after-school training in which they would receive stipends for attending. Schools: YIES</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$16715</p>	<p>Title I Part A, Title II Part A</p>	<p>District and building administration, teaching staff</p>
<p>Activity - Project-Based Professional Development (SEMIS)</p> <p>Teachers in secondary programs will participate in project based learning professional development. Some teachers will utilize the Buck Institute PBL training, and SEMIS Placed Based Initiative to help students to self-regulate their own learning. Teachers will utilize professional development system for individualized training needs, as well as, on site coaching. Schools: Ypsilanti STEMM Middle College and ACTech High School.</p> <p>Schools: All Schools</p>	<p>Activity Type Professional Learning</p>	<p>Tier 1</p>	<p>Phase Implement</p>	<p>Begin Date 07/01/2019</p>	<p>End Date 08/31/2020</p>	<p>Resource Assigned \$71500</p>	<p>Source Of Funding Title II Part A</p>	<p>Staff Responsible District and building staff, teaching staff.</p>
<p>Activity - Administration Professional Development</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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<p>Title I Principal Boot Camp, MAS/FPS training District and Building administration will participate in MAS/FPS training sessions around correct implementation and understanding of Consolidated Application, School-wide vs Targeted Assistance, Parental Involvement, AYP and Consequences, Allowable Use of Funds, Supplement vs. Supplant, District CNA, Comparability, Technology for Directors, Planning Calendar, Evaluation, Waivers, Amending Applications, MEGS+, GEMS, TISS, Private School Consultation, Priority, Focus & Reward Schools, Amending Applications, Technology for Directors, Planning Calendar, Budgets, Fiscal Guidance, Audits, District Improvement Plan, Annual Education Report.</p> <p>Washtenaw County Teacher Evaluation Network The goal of the group would be to give teachers and administrators opportunity to improve communication, improvement, reliability, validity, and acceptability of your current evaluation system. The network will include building administrators from elementary, middle school, and high school level, at least one district administrator, and one teacher representative from the elementary, middle school, and high school level.</p> <p>The network will meet three times next year, once in August (full day), January (full day), and April (half day) to minimize disruption. Attendance will require sub costs for the teacher representatives.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>Title II Part A</p>	<p>District and Building Administration, teacher leaders.</p>
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Activity - Principal/Administration Instructional Leadership Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$26000</p>	<p>Title II Part A</p>	<p>District and building level leadership.</p>

Activity - Big Ideas	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Big Math Professional Development will help teachers to take Big Math to the next level. The students in YCS have not had access to math books to take home to work with. This funding will also allow students to take home books. The curriculum adopted is Big Ideas. August 28 PD - Consultant Fee: \$5,000 Schools: All Schools	Academic Support Program	Tier 1	Implement	08/27/2019	06/30/2020	\$32550	Title II Part A, Title IV Part A	Teachers, instructional coaches.
Activity - EDM PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EDM Professional Development will help teachers to take EDM to the next level. The student in YCS have not had access to math supplemental materials to take home to work with. This funding will also allow students to take home books. The curriculum adopted is EDM. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	07/27/2020	\$73320	Title IV Part A, Title II Part A	Teachers and coaches
Activity - ED Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Every Day Calendars so that teachers can use to help students to master conceptual mathematics with ease. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$10000	Section 31a	Teachers
Activity - Professional Learning Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Math for 6-12 through Cengage Learning for 6-8 and 9-12 math teachers. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5000	Title II Part A	Instructional Coaches

Strategy 3:

Strategy 3: Supplemental Instructional /Certified Math Teachers - Supplemental Instruction/Certified Math Teachers - Instructional staff will provide supplemental instruction to students who meet Title I/ 31 A eligibility criteria and/ or as selected for intervention based on standardized test scores. Teachers will provide evidenced-based interventions that improve math fact recall, understanding of mathematical concepts, math fluency, computational skills, reasoning and problem solving, math applications during project based learning (real world applications), the ability to explain mathematic thinking while problem solving, pre-algebra and algebra foundations, etc.

Category: Mathematics

Category: Learning Support Systems

Research Cited: Research Cited: Fielding, L., Kerr, N. & Rosier, P. (2007). Annual growth for all students; catch up growth for those who are behind. New Foundation Press, New York. NY.

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Reeves, D. (2000). Accountability in action. Advanced Learning Systems. League City, TX.

Goodwin, B. (2011). Simply Better: doing what matters most to change the odds for student success. Aurora, CO: Mid-continent research for education and learning.

Tier: Tier 2

Tier: Tier 1

Activity - Title I Teachers, Instructional Advocates and Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>TITLE I TEACHERS, INSTRUCTIONAL ADVOCATES, AND SCHOOL IMPROVEMENT FUNDED TUTORS will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, instruction 6-12 in small groups with Math 180</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$163250	Title I Part A, Section 31a	District and building level administrators will supervise the implementation of these supplemental programs to ensure effective instruction is evident and measurable.

Activity - ESL Teachers and Para Educators	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ESL TEACHERS and PARA EDUCATORS - will use common supplemental math vocabulary, manipulatives, and curriculum based strategies when working with ELL students.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$151000	Section 31a, Title II Part A	ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff

Activity - Title I Kindergarten Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Ypsilanti Community Schools

<p>TITLE I FUNDED KINDERGARTEN INTERVENTION TEACHERS - these highly qualified teachers will provide supplemental math intervention in number recognition, one to one correspondence when counting, number sense regarding sequence and magnitude, basic computation, patterning, math vocabulary and problem solving as encouraged by effective evidence-based, developmentally appropriate practices. Teachers will receive training on the effective use of data to design instruction for intervention. Schools: Perry Early Learning Center, Ford Early Learning Center</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$265000	Title I Part A	District and building level administrators, kindergarten teachers assigned to each elementary building, preschool teachers in collaboration with kindergarten teachers.
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Activity - Bright Futures	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all student 2nd-12th grade to prepare for the next level of school. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, , YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p> <p>Schools: All Schools</p>	Professional Learning	Tier 2	Implement	07/01/2019	08/31/2020	\$10000	Section 31a, Title I Part A	District staff, building principals will work with the Bright Futures organization to ensure seamless, well organized and well monitored supplemental programming.

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Instructional coaches will specialize in math instruction for K-5th grades and 6th-12th grades for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. The District will utilize substitute teachers to allow for more personalized professional development needs, including instructional rounds and modeling best practices. Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$935000</p>	<p>Section 31a, Title I Part A, Title II Part A</p>	<p>District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.</p>
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Strategy 4:

Strategy 4: Supplemental Math Materials and Learning Opportunities - Supplemental Math Materials and Learning Opportunities - Instructional staff will use supplemental materials to facilitate research and evidence based instruction (and interventions) during the day and during after school, summer school, and intercessions.

Category: All Schools.

Category: Mathematics

Research Cited: Research Cited: Fielding, Kerr, Rosier. (2007) Annual Growth for All Children, Catch-Up for For Those Who Are Behind, The New Foundation Press, Kennewick, WA.

Marzano, R. (2004) What Works In Schools: Translating Research into Action. ASCD, Alexandria. VA

Reeves, D. (2006). How to Focus School Improvement. ASCD. Alexandria, VA.

Reeves, D. (2000). Accountability in Action. Advanced Learning Systems, League City, TX.

Reeves, D. (2004). Accountability for learning: how teachers and school leaders can take charge. ASCD. Alexandria VA.

Tier: Tier 1

Activity - Freckle	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize Freckle to provide differentiated math practice for all students. Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Class Size Reduction, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$15000</p>	<p>Title I Part C</p>	<p>Instructional Coaches and Teachers.</p>

District Improvement Plan

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Activity - Kindergarten Intervention Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kindergarten Intervention Teachers highly qualified teachers will provide supplemental math intervention in number recognition, one to one correspondence when counting, number sense regarding sequence and magnitude, basic computation, patterning, math vocabulary and problem-solving as encouraged by effective evidence-based, developmentally appropriate practices.</p> <p>Teachers will receive training on the effective use of data to design instruction for intervention.</p> <p>Schools: Perry Early Learning Center, Ford Early Learning Center</p> <p>Schools: All Schools</p>	Class Size Reduction, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$265000	Title I Part A	Principal
Activity - Imagine Math (Grades 2-8)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will utilize Imagine Math to provide differentiated math practice for all students.</p> <p>Schools: All Schools</p>	Class Size Reduction, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$75000	Title I Part A	Teachers and Instructional Coaches.
Activity - Math Intervention Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Intervention Teacher and Tutor will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, in small groups with Math 180.</p> <p>Schools: All Schools</p> <p>Schools: All Schools</p>	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$170000	Section 31a, Title I Part A	Principals.
Activity - Math Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Hands-on manipulatives will be provided to help students represent math. Purchase Making Number Talks Matter Ruth Parker - Book Study PD for Math K-5 Teachers Schools: All Schools Schools: All Schools	Academic Support Program, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$20000	Title I Part A	Principals.
Activity - Math Journals and Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use math journals to explain their thinking about how they arrived at solutions. Math journals allow teachers and students to conduct error analysis when solving problems and to develop math vocabulary. Data that are compiled in math journals maybe used as warm up activities and exit slips. Math vocabulary is targeted to ensure a common use and understanding from class to class, grade to grade. Schools: All Schools Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$124000	Title I Part A, Section 31a	All highly qualified staff working with student to advance mathematic learning, building principals.
Activity - I-Pads and Supplemental Applications and Technology Licenses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math applications on the ipad can range from flash cards to calculators to graphing to project problem solving. The iPad can represent a textbook, a calculator, and a review sheet when carefully integrated into a math lesson. Reflex Math (for example) is a math practice website for K-12 school students (subscription based). Funded through 31A and Title I Schoolwide funding. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, Washtenaw International Middle Academy, YIES, Holmes Elementary, Estabrook Elementary School, Ford Early Learning Center, ACTech High School, Ypsilanti Community Middle School Schools: All Schools	Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$50230	Section 31a	Building principal and high qualified instructional and support staff; academic tutors.
Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction. Schools: Ypsilanti STEMM Middle College, ACTech High School, and ACCE. Apex Credit Recovery Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$40000	Section 31a	District and building level administrators, classroom and credit recovery assigned teachers, supplemental teachers.
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Activity - EDM Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase EDM Calendars for K-8 teachers to use to inform math instruction. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$30000	Title II Part A, Section 31a	K-8 Teachers

Activity - Math 180	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math 180 PD will be provided to the math teachers at middle school level and high school level. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$3750	Title II Part A	Teachers

Strategy 5:

Strategy 5: Extra Math Support - Extra Math Support - At the elementary level students will be given extra support by a Title I math teacher and/or by a 31 A Instructional Advocate or by an school improvement academic mentor or ESL teacher/ para professional (ELL students only). The support staff will work in collaboration with the classroom teacher to develop individual student plans to address areas for skill improvement.

At the secondary level students will receive supplement instructional support. The highest priority will be to provide additional instructional in the area of mathematics. Instructional Advocates will work with small learning community faculty to remediate skills necessary to demonstrate competencies in mathematics. This supplemental support may be pull out, extended day, intercession classes, and/or take the form of an additional math class depending on the needs of the students.

Student progress will be closely monitored through the use of formative and summative assessments.

Category: Mathematics

Category: Mathematics

Research Cited: Category: Mathematics

Research Cited: Fielding, L, Kerr,N., & Rosier, P. (2007). Annual growth for all students; catch up growth for those who are behind. New Foundation Press, New York. NY.

Marzano, R. Pickering, D., Pollock., J., (2001). Classroom instruction that works: research based strategies for increasing student achievement, ASCD, Alexandria, VA.

District Improvement Plan

Ypsilanti Community Schools

Reeves, D.B. (2007). Responding to changing demographics: Closing the achievement gap. Educational Leadership, 64 (6), 85-86.

Ainsworth, L., & Viegut, D. (2006). Common formative assessments: How to connect standards-based instruction and assessment. Corwin Press, Thousand Oaks, CA.

White, S. H. (2005). Beyond the numbers: Making data work for teachers and school leaders. Lead and Learn Press, Englewood, CO.

Danielson, C. (2007) Enhancing professional practice: a framework for teaching, ASCD, Alexandria, VA.

Moss, C.; Brookhart, S. (2007). Advancing formative assessment in every classroom, ASCD, Alexandria, VA. Tier: Tier 2

Tier: Tier 2

Activity - Summer School / Summer Bridge / Intercession Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to as intercessions for Holmes and Ford Elementary buildings). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Students will utilize Elevate K12 and Read/Math 180 programs for supplemental instruction. Funded through 31A / Title 1, Part A Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$254000	Title II Part A, Title I Part A, Section 31a	District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.

Activity - Afterschool Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. Funded through 31A and Title 1, Part A. Schools: All Schools Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$150000	Title I Part A, Section 31a, Title II Part A	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional Advocates.

Activity - Title I Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During the Title I Family Math Nights, the instructional staff will present math concepts and skills that students are learning in schools. Students and teachers will demonstrate for parents how to play math games and reinforce math processes at home. Instructional staff will share math games, interactive math programs, and strategies that parents can use to facilitate math development at home --- i.e. during grocery shopping, ball games, using iphone downloads, singing songs. Parent will be given opportunities to make and take activities that can be used to strength students' use of numbers and operations in real life contexts. Art , PE and Music teachers are encouraged to participate in the evening events and demonstrate how the "arts" can reinforce math learning. Buildings will purchase supplies and provide stipends for teachers that assist. Schools: Erickson Elementary School, Perry Early Learning Center, Holmes Elementary, Estabrook Elementary School, Ford Early Learning Center, Ypsilanti Community Middle School Schools: All Schools	Parent Involvement	Tier 2	Implement	07/01/2019	06/30/2020	\$20572	Title I Part A	Title I teachers, classroom teachers, building administrators, district administrators.
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Goal 5: Goal 5: Culture and Climate - All students will learn self-regulatory skills in a safe, healthy, and nurturing learning environment

Measurable Objective 1:

100% of All Students will demonstrate a behavior that reflects a decrease in referrals and suspensions by 10% during the 2019-20 school year and an increase of in overall attendance resulting in an overall 95% attendance rate as measure by in Practical Living by 06/30/2020 as measured by attendance data, discipline data.

Strategy 1:

Strategy 1: Intense Student Support Network - Intense Student Support Network - Restorative Practices/Social Emotional Strategies - Ypsilanti Community Schools have adopted the following 5 guiding principals to support the redesign of the newly consolidated district: 1) High Expectations for ALL learners 2) Evidence-based "best" practices while allowing for innovations and creativity 3) Family and community partnerships 4) Student voice and empowerment 5) Efficiency and financial viability. YCS believes that developing character and social-emotional skills are as important as academic achievement. Character education creates and supports a safe and healthy learning environment that promotes positive self-advocacy and citizenship. while building a kind, caring and just community. Restorative Practices provide an underpinning ethos and philosophy for building, maintaining, and repairing relationships and for fostering a sense of social responsibility and shared accountability. Restorative practices promote inclusiveness, relationship-building, and problem-solving through such methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair them. ALL staff at YCS will be trained in this framework and use of strategies. ALL volunteers and support agencies will also be trained in these strategies to include security and truancy personnel.

Category: School Culture

Category: School Culture

District Improvement Plan

Ypsilanti Community Schools

Research Cited: Category: School Culture

Research Cited: Anchorage School District. (2005). Social and Emotional Learning Standards and Benchmarks for the Anchorage School District. Retrieved from http://smhp.psych.ucla.edu/pdfdocs/sel%20standards%20and%20benchmarks%20_anchorage%20school%20dist_.pdf.

Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL Guide: Effective Social and Emotional Learning Programs- Preschool and Elementary Edition. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>.

Campbell Jones,F. L., Campbell Jones, B., and Lindsey,R.B. (2010). The culturally proficient journey. Thousand Oaks, CA: Corwin Press. Lindsey, R.B., Roberts, L. M., & Campbell Jones,F. L. (2013).The culturally proficient school. Thousand Oaks, CA: Corwin Press. Murphy, J. & Torre, D. (2014). Creating productive cultures in schools. Thousand Oaks, CA: Corwin Press.

Murphy, J.(2010). The educator’s handbook for understanding and closing the achievement gap. Thousand Oaks, CA: Corwin Press.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Tier: Tier 1

Activity - Membership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Membership involves ownership, involvement, accomplishment, and belonging. Professional development and district support will be utilized to implement the following programs:</p> <ul style="list-style-type: none"> -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Co-curriculars, extracurriculars, and student organizations (for example after school art activities, Detroit Urban Debate League) -Parent involvement -Justice League <p>Funded by Section 31A, Title II Part A, and Title IV. Schools: All Schools</p> <p>Schools: All Schools</p>	Behavioral Support Program, Supplemental Materials	Tier 1	Implement	07/01/2019	08/31/2020	\$136326	Title I Part A, Title IV Part A, Title II Part A	All

Activity - Safety	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Safety involves personalization, prevention, systematic action, a climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety: - Restorative Practices -Structures and Routines (Teach Like a Champion, Consistent Discipline) -Non Violent Crisis Intervention -Crisis Response Team - Conscious Discipline -School Reform Officer Funded through 31A, Title II, Part A, and Title I, Part A Schools: All Schools Schools: All Schools	Professional Learning, Behavioral Support Program, Policy and Process	Tier 2	Implement	07/01/2019	08/31/2020	\$350453	Title I Part A, Title II Part A, Section 31a	All
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Activity - Care Relationships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition. Professional development and district support will be utilized to implement the following activities to support care/relationships - Conscious Discipline -Cultural Proficiency -Coordinated School Health & partnerships as identified by the CSH Team and the MOU process -Garden Coordinator Book Study - The Growth Midset Coach - Annie Brock and Heather Hundley (2016) Funded: Section 31A, Title IV, Part A Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$264593	Section 31a, Title II Part A, Title IV Part A, Title I Part A	All

Activity - Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming - Behavior Supports -Social Work -YCS at Work -Graduation Coach -Leader in Me Funded by Title IV, Part A, Title II, Part A, and Section 31A Schools: All Schools Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$427982	Section 31a, Title IV Part A, Title II Part A, Title I Part A	All
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Activity - Trauma Informed Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided an overview of trauma across the lifespan, discusses its impact, explain what it takes to be trauma-informed, offer helpful tools and explore proven models of trauma-informed care. Schools: All Schools Schools: All Schools	Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$10972	Title II Part A	Assistant Superintendent

Activity - Leader In Me Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attend Leader In Training to further implementation of school-wide program. Funds will be used for stipends. Schools: Erickson Elementary School Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$9481	Title II Part A	Principal

Activity - Mental Health	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Workers will attend a mental health professional learning training to expand their capacity to support students with challenging behaviors. Schools: All Schools Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$400	Title II Part A	Student Support Service Director

Activity - Title 1 Behavior Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Title I Behavioral Specialist will provide supplemental support for struggling students as identified by Title I criteria - improve student achievement, focus on data and improvement in core content areas, based on data and school improvement goals. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$76910	Title I Part A	Principal
Activity - Classroom Management PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
40 staff members will participate from a classroom management, routines and procedures workshops. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$8760	Title II Part A	Assistant Superintendent
Activity - Teacher Support Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly after school teacher support meetings utilizing the books Teach Like A Champion, First Days of School, and Management in the Active Classroom. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$13140	Title II Part A	Assistant Superintendent and Coaches

Strategy 2:

Strategy 2: Restorative Practice / Social Emotional Strategies - Restorative Practices/Social Emotional Strategies - Ypsilanti Community Schools have adopted the following 5 guiding principals to support the redesign of the newly consolidated district: 1) High Expectations for ALL learners 2) Evidence-based "best" practices while allowing for innovations and creativity 3) Family and community partnerships 4) Student voice and empowerment 5) Efficiency and financial viability. YCS believes that developing character and social-emotional skills are as important as academic achievement. Character education creates and support a safe and healthy learning environment that promotes positive self-advocacy and citizenship. while building a kind, caring and just community. Restorative Practices provide an underpinning ethos and philosophy for building, maintaining, and repairing relationships and for fostering a sense of social responsibility and shared accountability. Restorative practices promotes inclusiveness, relationship-building, and problem solving through such methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair them. ALL staff at YCS will be trained in this framework and use of strategies. ALL volunteers and support agencies will also be trained in these strategies to include security and truancy personnel.

Category: School Culture

Research Cited: Category: School Culture

Research Cited: International Institute for Restorative Practices: <http://www.iirp.edu/what-is-restorative-practices.php>, Saftner/ Saftner Schools:

<http://www.iirp.edu/pdf/WSC-Overview.pdf>, The Dispute Resolution Center: <http://www.thedisputeresolutioncenter.org/>, Michigan Model for Health--evaluation and student results: <http://www.emc.cmich.edu/mm/default.htm>

Tier: Tier 1

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Activity - Restorative Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Restorative Practice is a framework that focuses on students "making amends and repairing" damage done rather than traditional disciplinary responses such as suspension and isolation. Staff will be trained and participate in the use of restorative circles in the classroom and buildings. (Days 1 & 2) Purchase Restorative Books 2 books per participants: The Restorative Practices Handbook and Restorative Circles in Schools Schools: All Schools Purchase of two RP handbooks from IIRP - 100 RP in Schools: Building Communities and Enhancing Learning and 130 RP Circles. Total of Books = \$3,432 for Training. IIRP Restorative Circles in Schools – Building Community and Enhancing Learning, A practical Guide for Educators and IIRP protocols for book study (30 copies @ \$12 + S/H \$34.37 = \$394.37 Stipends for 90 participants to attend two days of RP PD in August 2019 - Approximately \$56,700 (Potentially Funded by WISD) Stipend for 30 teachers to participate from Days 1 and 2 of Restorative Practices (August 21 and 22, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450 x 2 days = \$18,900</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$79427	Title II Part A	District and building administration, WISD consultants, all teacher, counselors, support staff, community agencies, co-curricular personnel.
<p>Activity - District/School Crisis Team</p> <p>Staff will receive training on implementing a crisis team to include staff and community partners. The District will hold ongoing meetings and training throughout the year, both at the building and the district level. Schools: All Schools</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10200	Title II Part A	District and Building Administration, All Staff, Crisis Team trainer.
<p>Activity - Non-Violent Crisis Prevention</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All administration, special education, and middle school staff will participate in NC1 (non-violent crisis intervention training) for safely defusing anxious, hostile, or violent behavior at the earliest possible stage Schools: All Schools Nonviolence Crisis Intervention Training Program at Hilton Garden Inn Detroit Airport – 2 teachers – Fee \$3,424, mileage \$63 = Total \$6,975 Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$17425	Title IV Part A, Title II Part A	District Administration
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Activity - Social Work Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District will enhance social work support for students experiencing trauma, PTSD, etc. by contracting with DHHS for social work support, as well as, hiring social workers that have training in Cognitive Behavioral Therapy. This support will provide services beyond the current capacity of the existing special education social work staff. Schools: All Schools Schools: All Schools	Behavioral Support Program	Tier 3	Implement	07/01/2019	08/31/2020	\$5099	Section 31a	District Administration

Activity - Safe Schools for Sexual Minority Youth	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplies for our Safe Schools for Sexual Minority Youth Training program includes shipping and handling. Grant funds are being used to support our sexually minority students. \$11,537 August 28 Sex Education Curriculum PD (Full Day) for grades 6-8 Health Education Teachers @YCMS. Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD) \$1,080 Schools: All Schools	Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	06/29/2020	\$12617	Title II Part A, Title IV Part A	Assistant Superintendent

Activity - Culture and Climate Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The Climate and Culture Coach will assist teachers and the administration in the planning and implementation of well coordinated social-emotional / trauma-informed behavioral practices and services for students that will be provided at the classroom level; provide inside and outside classroom support, guidance, counseling, coordination, consultation, referral and delivery of information and services; and assist teachers in establishing a sense of community around meaningful relationships with their students and families.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Supplemental Materials, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$704000</p>	<p>Section 31a, Title II Part A, Title I Part A</p>	<p>Assistant Superintendent and Principal</p>
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Activity - Community Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Community Liaisons will work with families to ensure that students get to school on time and on a regular basis.</p> <p>Schools: All Schools</p>	<p>Parent Involvement, Academic Support Program, Policy and Process</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$162500</p>	<p>Section 31a</p>	<p>Assistant Superintendent</p>

Activity - Truancy Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Truancy Officer will work with students and their families to ensure that students get to school on time and regularly as required by the State of Michigan.</p> <p>Schools: All Schools</p>	<p>Parent Involvement, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$106000</p>	<p>Section 31a</p>	<p>Principal and Assistant Superintendent</p>

Activity - School Resource Officer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The School Resource Officer ensures that all students throughout the district are kept safe at all times.</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$62000</p>	<p>Section 31a</p>	<p>Superintendent and Principals</p>

Activity - Restorative Practice Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Restorative Practices Coach helps students to resolve conflict and avoid suspensions. Schools: All Schools	Parent Involvement, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$85000	Section 31a	Principals
Activity - Dean of Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Deans work with students and their families in resolving conflict to avoid suspensions. The goal is to help students to self-regulate their behavior. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$225000	Section 31a	Principals
Activity - 31A Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 31 A Social Worker works with students so they learn to self-regulate their behaviors so that they can get about the business of learning. Schools: All Schools	Communication, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$102000	Section 31a	School Principal
Activity - School Wide and Classroom Norms Summer Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 2019 Schoowide and Classroom Norms (Summer 2019) and the Schoowide and Classroom Norms (Summer 2020) sessions will provide professional development for 6-8 teachers in the areas of schoolwide norms, matrix of behaviors, and setting expectations so that students learn ho to self-regulate their behaviors so that they can focus on instruction. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$9600	Title II Part A	Teacher Lead
Activity - Relationships Initiative Grades 6-8 (Summer 2019)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Relationships Initiative, as implemented in 2018-19 and the Relationships Initiative, as implemented in 2019-20 will be evaluated and refined to best meet the needs of our 6-8 students in 2019-20 and the 2020-21 SY. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$2484	Title II Part A	Teacher Lead and Principal
Activity - PROMISE -PBIS Program at YCMS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
YCMS staff will participate from the PROMISE - PBIS - Trauma Informed Initiative from the University of Michigan. Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600 Schools: All Schools	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1010	Title II Part A	Principal

Strategy 3:

Strategy 3: Small Learning Communities (SLC's) - Small Learning Communities (SLC's) - Small Learning Communities emphasize small structure and curricular specialization as well as focus on the learner and learning and in particular, the active and collaborative nature of students' and teachers' work. In a small learning community, interdisciplinary teams of teachers assume responsibility for student educational progress across years of school and maximize flexibility to act on the knowledge of students' needs. Successful SLC's reflect the following attributes: 1) self determination 2) identity 3) personalization 4) support for teaching 5) functional accountability. These attributes embrace the 5 Guiding Principles upon which the newly consolidated and redesigned district is built. These attributes (and the associated guiding principles) will result in improved school- student-family connection and result in enhanced teaching /learning.

Category: School Culture

Research Cited: Research Cited: Marzano, R., The Art and Science of Teaching (2007). Classroom Instruction that Works. (2001). Goodwin, B: Simply Better (2007), ASCD McREL. Seely-Brown, J., A new Culture of Learning: Cultivating the Imagination for World of Constant Change, (2011). Seely-Brown, J., New Learning Environments for the 21st Century, (2011). Marzano, R., Pickering, D. & Pollock, J (2001) Classroom Instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA. ASCD.

Tier: Tier 1

Activity - Cultural Competency/Cultural Relevancy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>It is imperative that the teachers (used inclusively) and teaching methodology (pedagogy and instructional strategies) and the materials used (written and referenced) meet the unique needs of this school community. Culturally competent teachers and support staff will engage in professional development training regarding research and best-practices that will provide a critical understanding and knowledge of skills/ experiences and affirming attitude necessary for those teaching in a culturally and economically diverse community. A culturally relevant and competent instructional experience will increase relevancy and opportunities for engagement for students resulting in improvement academic proficiency. Staff will participate in training around cultural competency. Schools: All Schools</p> <p>Sub Costs: 13 teachers will attend a 4 session Justice Leaders workshop through the WISD. This is a total of 52 sessions. Learning will focus on issues of oppression, inequalities along lines of race, color, gender, and sexual orientation. The cost associated will cover substitute teachers at a cost of \$101/per day needed to allow the teacher to attend the workshop. This is a workshop for teachers. \$101 x 52 sessions = \$5,252</p> <p>Stipends for attending Envisioning Equity Education PD – June 2020 - \$25 = H/B x 6 hr. x 4 days x 45 teachers = \$48,600</p> <p>Stipend for 30 teachers - Envisioning Equity Education book by Bettina Love Want to do More than Survive Book Study (\$13,500 –Once a month for 2 hours/9months/30 staff) 30 teachers x9 days x 2 hours/day @ \$25 per hr. = \$13,500 – Total = \$19,936</p> <p>Envisioning Equity Education book by Bettina Love want to do more than survive (35 copies @15.77 each=\$551.95 + S/H \$50 = \$601.95/ Post it Cart Paper (3 @ \$45 each x S/H \$25= \$160) and Notebooks (35 @ \$35 each x \$25 S/H = \$1250) Total 2011.95</p> <p>Contracted Services: Workshops/seminars – professional development services on culturally responsive leadership: 7 workshops (2 hours/workshops) with members of the school (Administrator, Instructional Coach, and Culture and Climate Coach) on culture, power, and privilege in teaching and learning as well as culturally responsive leadership 7 workshops x \$1,750 = \$12,250 Professional Text used in Book Studies for Envisioning Equity Education PD: including But not limited to Everyday Anti Racism, Trauma Informed Practice In School: 45 Books X \$33 +S/H/ book = \$1,634</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$102189</p>	<p>Title II Part A, Section 31a</p>	<p>All district and building administration and staff, all support staff and community volunteers and participating agencies.</p>
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District Improvement Plan

Ypsilanti Community Schools

Activity - Student Internships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grade 12 will participate in a student internship program, YCS at Work, to train them in college and career skills. There will also be a soft skills course that students must take before their internship begins. Schools: Ypsilanti STEMM Middle College, ACCE, ACTech High School Schools: All Schools	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$8530	Section 31a	YCS High School Administration, Student Internship Coordinator

Strategy 4:

Strategy 4: Alternative Education Support - Alternative Education Support - Slots will be protected for secondary students who would benefit from an intensive, smaller learning unit characterized by interdisciplinary instruction, personalized goal setting and wrap around counseling and social work support. Other students may participate in a continuum of alternative education supports. Students may or may not also be eligible for special education services. The alternative education program will prioritize problem solving, peer relationships, personal responsibility and focused project based learning. Instructional and support staff will be trained in nationally recognized programs such as PQA and ICT processes.

Category: School Culture

Research Cited: Students at Holmes Elementary and YCSHS will receive support from Communities in Schools.

Category:

Research Cited: Allen, L.C. & Steinberg, A., (2004) Big buildings, small school: Using a small schools strategy for high school reform. Boston, MA. Jobs for the Future.

Darling-Hammond, L., (2001). The right to learn: A blueprint for creating schools

that work. San Francisco, CA: Jossey-Bass.Gravois & Rosenfield (2002). A multi-dimensional framework for evaluation of instructional consultation teams. Journal of Applied School Psychology, 19 (1) 5-29

Knotek, S., Rosenfield, S, Babinski, L. & Gravois, T.A. (2003). The process of fostering consultee development during instructional consultation. Journal of Educational and Psychological Consultation. 14, 303-328

Levinsohn & Rosenfield (2005). Evaluating instructional consultation teams for student reading achievement and special education outcomes. Unpublished manuscript.

Ray, M. L. (2005). The instructional consultation team model: An analysis of student achievement in reading. Unpublished doctoral dissertation, East Carolina University, Greenville.

Rosenfield (2007) Best practices in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds. Best practices in school psychology V. Bethesda, MD: NASP.

Rosenfield (1987) Instructional consultation. NJ: Erlbaum.

Rosenfield & Gravois (1996). Instructional Consultation Teams: Collaborating for change. New York: Guilford.

Tier: Tier 1

Activity - Neutral Zone - Communities in Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Improvement Plan

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<p>The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. The units developed by Neutral Zone have proven to be highly effective when addressing adolescent needs and interests. YCS will secure a number of wrap around support services to meet the needs of students at both the high school and at Holmes Elementary utilizing Communities in Schools. Schools: All Schools</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	Title II Part A, Title IV Part A	District and building administration, counselors, classroom teachers, Lead Teachers, Instructional Advocates and academic tutors, special education teachers.
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Activity - Alternative Secondary Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in ACCE, WCC dual enrollment, or the YCS STEMM middle college. Schools: All Schools</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$256000	Title I Part A, Section 31a, Title II Part A	District and building staff

Activity - Communities in Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students in YCHS will receive supplemental academic and socio-emotional supports to improve graduation rates, credit earning, and dropout prevention. The on-site coordinator will support a specific caseload of students. Students will also be tracked for attendance and academic progress. Students in Holmes Elementary will receive supplemental academic and socio-emotional supports to improve academic achievement, attendance, and behavioral supports. The Communities in Schools Coordinator will work with building staff to develop effective parent nights that meet the academic support needs of the families. Schools: Ypsilanti STEMM Middle College, Holmes Elementary, ACTech High School Funded through Title I, Part A and 31A</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$100000	Title I Part A, Section 31a	District and Building Administration, Communities in Schools Coordinator

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Activity - Monthly District Coordinated School Health Team Meetings / Parent and Community Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CSH Team will meet monthly to determine district needs, write policy, and plan for education around the eight elements of a CSH approach. The team will organize and implement educational events that promote all areas of health and wellness. Teacher leaders from each instructional level will participate on the district team to learn best practices in CSH. Substitutes will be provided. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$17537	Title IV Part A, Section 31a	District CSH Team, district and building administration, community partners.
Schools: All Schools								

Activity - ACCE Competency Based Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dual Enrollment Courses through Eastern Michigan University @ \$5,000 x 10 courses = \$50,000 - Content Area Project Based Integrated Courses with Engineering and Design Dual Enrollment Component. Courses will lead to multiple credentialing options. Consultant Fee: \$50,000 - 31 A	Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$100000	Section 31a	ACCE Principal
Schools: All Schools								

Strategy 5:

Strategy 5: District Liaison for McKinney-Vento Eligible Students - District Liaison for McKinney-Vento Eligible Students - Per the US Department of Education determination, YCS will pay for 100% of the salary for a LEA homeless liaison, whether or not the staff performs other Title I duties, since all homeless students are categorically eligible for Title I services, to support the academic and non-academic support systems for McKinney-Vento eligible students.

Category: School Culture

Research Cited: Research Cited:

The USED Guidance (3-21-14) associated with this legislation states -

“... under ESEA section 1115(b)(2)(E), homeless children and youth who attend any school served by a local educational agency (LEA), regardless of whether the school receives Title I funds, are eligible to receive Title I services. To ensure that resources are available for this purpose, ESEA section 11113(c)(3)(A) requires an LEA to reserve from its Title I allocation “such funds as are necessary” to provide to homeless children and youth who attend non-Title I schools “services comparable to those provided to children in schools “funded under Title I. Therefore, an LEA must annually determine an appropriate reservation among and uses for that reservation in order to provide comparable services. An LEA can do so through a comprehensive needs assessment or other similar approach.”

Tier: Tier 3

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Activity - Homeless Liaison	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
YCS will hire a staff person to support the large case-load of McKinney-Vento eligible students. This person will be responsible for setting up transportation, monitoring attendance, supporting students in participation in academic and non-academic district programs, providing an on-site contact for students and families in homeless situations. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$78975	Title I Part A	District administration, grants coordinator, homeless liaison.
Schools: All Schools								

Strategy 6:

Strategy 6: Conscious Discipline - Conscious Discipline - The district professional days will focus on "conscious discipline" a neurodevelopment model to help us focus our attention on internal states, first, and behavior second, promoting mindful adults who self regulate and perceive conflict as a teaching opportunity, providing the foundation for classroom safety. Category: School Culture

Category: School Culture

Research Cited: Category: School Culture

Research Cited: Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2005). Training teachers in classroom management: evidence of positive effects on the behavior of difficult children. *Strate Journal*. 14(1) p. 36-43.

Hoffman, L.L., Hutchinson, C.J., Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1).

Tier: Tier 1

Activity - Conscious Discipline Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Teachers and staff will continue to participate in Conscious Discipline professional development and activities during the 2019-20 school year. This will include stipends, substitutes, and supplies, as well as, contract fees. (Book Study - Online - All Staff.</p> <p>Conscious Discipline online training sessions. The provider will be the Conscious Discipline organization as it is their licensed training modules we will purchase. This supports the Student Support Network (Cost:\$3,000)</p> <p>Conscious Discipline Books (110 copies @ \$29=\$3190 + S/H \$319 = \$3509) for book study / CD skills on string (60 copies x \$18=\$1080 + S/H \$108 = 1188) / Safe Place Poster Sets (45 copies x 15=\$675 + S/H \$67 = 742) /Conflict Resolution Time Machine (20 x 18.85 = \$377 + \$38 = 415) Total \$5,854</p> <p>Conscious Discipline – Book Title: Building Resilient Classrooms by Dr. Becky A Bailey. PLC Book Study for YCHS staff. Cost \$29 per book x 70 copies = \$2,030 + S/H \$203 = \$2,233 Schools: All Schools</p> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$24371</p>	<p>Title II Part A</p>	<p>All District Staff</p>
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Activity - PBIS - Trauma Informed / SEL - Promise UofM	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in grades 6-8 will be trained in POMISE - PBIS through a Trauma Informed PD. Workshop for Teachers \$15,000</p> <p>Stipend for 5 YCMS teachers to attend 2 Day Promise PBIS – Trauma Informed PD. \$25 + FB x 7 hrs x 3 days x 5 people = \$4725</p> <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$19725</p>	<p>Title II Part A</p>	<p>Assistant Superintendent</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
IB Primary Program Training	Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after- school training in which they would receive stipends for attending. Schools: YIES	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$11715	District and building administration, teaching staff

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Instructional Coaches	<p>n instructional coach will specialize in ELA K-12 for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. Substitute teachers will be provided for teachers to observe best practices.</p> <p>The District will also employ a data coach to aid in the evaluation of data and to aid in the creation of SLOs.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 2	Monitor	07/01/2019	08/31/2020	\$102500	District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers
Guided Reading	<p>Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balanced literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets. Teachers will utilize running records for student assessment and ELA instruction from our structure instructional program. For instructional intervention 6th-12th, students will use Read 180 in intervention classes.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$0	District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff

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<p>Multi-Tiered System of Supports (MTSS)</p>	<p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students.</p> <p>District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system.</p> <p>YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1523916</p>	<p>All</p>
<p>Title I Teachers, Instructional Advocates and Tutors</p>	<p>TITLE I TEACHERS, INSTRUCTIONAL ADVOCATES, AND SCHOOL IMPROVEMENT FUNDED TUTORS will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, instruction 6-12 in small groups with Math 180 Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$63250</p>	<p>District and building level administrators will supervise the implementation of these supplemental programs to ensure effective instruction is evident and measurable.</p>

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Culture and Climate Coach	The Climate and Culture Coach will assist teachers and the administration in the planning and implementation of well coordinated social-emotional / trauma-informed behavioral practices and services for students that will be provided at the classroom level; provide inside and outside classroom support, guidance, counseling, coordination, consultation, referral and delivery of information and services; and assist teachers in establishing a sense of community around meaningful relationships with their students and families.	Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Supplemental Materials, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$102000	Assistant Superintendent and Principal
Afterschool Tutoring	After-school tutoring will be offered to students needing additional support meeting grade level standards. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	Assistant Superintendent
Imagine Math (Grades 2-8)	Teachers will utilize Imagine Math to provide differentiated math practice for all students.	Class Size Reduction, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$75000	Teachers and Instructional Coaches.
Math Journals and Vocabulary	Students will use math journals to explain their thinking about how they arrived at solutions. Math journals allow teachers and students to conduct error analysis when solving problems and to develop math vocabulary. Data that are compiled in math journals maybe used as warm up activities and exit slips. Math vocabulary is targeted to ensure a common use and understanding from class to class, grade to grade. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$62000	All highly qualified staff working with student to advance mathematic learning, building principals.

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After School, Intercession, Summer School Summer Bridge	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to summer intercessions as YCS prepares to move towards a year round calendar). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Funded through 31A / Title I, Part A Schools: All Schools Transportation for Summer School \$166,320	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$312320	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and para educators.
Care Relationships	Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition. Professional development and district support will be utilized to implement the following activities to support care/relationships -Conscious Discipline -Cultural Proficiency -Coordinated School Health & partnerships as identified by the CSH Team and the MOU process -Garden Coordinator Book Study - The Growth Mindset Coach - Annie Brock and Heather Hundley (2016) Funded: Section 31A, Title IV, Part A	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$100000	All
Math Manipulatives	Hands-on manipulatives will be provided to help students represent math. Purchase Making Number Talks Matter Ruth Parker - Book Study PD for Math K-5 Teachers Schools: All Schools	Academic Support Program, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$20000	Principals.
Kindergarten Intervention Teachers	Kindergarten Intervention Teachers will provide extended learning opportunities for students working toward mastery of state standards. Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$428250	Principals

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State and Federal Programs Coordinator	The State and Federal Programs Coordinator will coordinate with Title I staff the planning, monitoring and program evaluation for all Title I programs, assist with purchases, billings, spreadsheets, reporting expenses.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$89700	Assistant Superintendent
Math Intervention Teacher	Intervention Teacher and Tutor will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, in small groups with Math 180. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$85000	Principals.
Alternative Secondary Programs	Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in ACCE, WCC dual enrollment, or the YCS STEMM middle college. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$80500	District and building staff
FEDERAL PROGRAMS COORDINATOR	Federal programs coordinator will be responsible for planning Title II planning, monitoring, program evaluation for all Title I & II programs, and ensure purchases, billing, spreadsheets and reporting expenses are coordinated. Federal Programs Coordinator: Coordinate with Title II planning, monitoring and program evaluation for all Title II programs; assist in follow thru, purchases, billing, spreadsheets, reporting expenses. \$22,500	Professional Learning, Monitor	Tier 1	Implement	07/01/2019	07/31/2020	\$89700	Superintendent

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Title I Family Nights	During the Title I Family Math Nights, the instructional staff will present math concepts and skills that students are learning in schools. Students and teachers will demonstrate for parents how to play math games and reinforce math processes at home. Instructional staff will share math games, interactive math programs, and strategies that parents can use to facilitate math development at home --- i.e. during grocery shopping, ball games, using iphone downloads, singing songs. Parent will be given opportunities to make and take activities that can be used to strength students' use of numbers and operations in real life contexts. Art , PE and Music teachers are encouraged to participate in the evening events and demonstrate how the "arts" can reinforce math learning. Buildings will purchase supplies and provide stipends for teachers that assist. Schools: Erickson Elementary School, Perry Early Learning Center, Holmes Elementary, Estabrook Elementary School, Ford Early Learning Center, Ypsilanti Community Middle School	Parent Involvement	Tier 2	Implement	07/01/2019	06/30/2020	\$20572	Title I teachers, classroom teachers, building administrators, district administrators.
Homeless Liaison	YCS will hire a staff person to support the large case-load of McKinney-Vento eligible students. This person will be responsible for setting up transportation, monitoring attendance, supporting students in participation in academic and non-academic district programs, providing an on-site contact for students and families in homeless situations. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$78975	District administration, grants coordinator, homeless liaison.
Freckle	Teachers will utilize Freckle to provide differentiated reading and social studies practice for all students. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$12988	Instructional Coaches, teachers
Lexia Learning	Teachers will use Lexia learning to build foundational literacy skills. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$60632	nstructional Coaches

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Bright Futures	Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all student 2nd-12th grade to prepare for the next level of school. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, , YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School	Professional Learning	Tier 2	Implement	07/01/2019	08/31/2020	\$0	District staff, building principals will work with the Bright Futures organization to ensure seamless, well organized and well monitored supplemental programming.
Title I Kindergarten Intervention Teachers	Highly qualified teachers will provide supplemental reading intervention in phonemic awareness, phonics, sight vocabulary recognition, fluency vocabulary, and reading comprehension using evidence-based practices to support differentiation. Kindergarten teachers will collaborate with Title I and Instructional Advocates to provide individual and small group interventions to ensure kindergarten students receive supplemental support on foundational skill development. Schools: Perry Early Learning Center, Ford Early Learning Center	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$265000	A District and building principals, Title I funded kindergarten teachers, early childhood instructional coach.
After School Enhancement	Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning. Funded through Title 1 and 31 A Funding Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$70000	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators.

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Safety	Safety involves personalization, prevention, systematic action, a climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety: -Restorative Practices -Structures and Routines (Teach Like a Champion, Consistent Discipline) -Non Violent Crisis Intervention -Crisis Response Team -Conscious Discipline -School Reform Officer Funded through 31A, Title II, Part A, and Title I, Part A Schools: All Schools	Professional Learning, Behavioral Support Program, Policy and Process	Tier 2	Implement	07/01/2019	08/31/2020	\$100453	All
Summer School / Summer Bridge / Intercession Programs	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to as intercessions for Holmes and Ford Elementary buildings). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Students will utilize Elevate K12 and Read/Math 180 programs for supplemental instruction. Funded through 31A / Title 1, Part A Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$150000	District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.
Membership	Membership involves ownership, involvement, accomplishment, and belonging. Professional development and district support will be utilized to implement the following programs: -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Co-curriculars, extracurriculars, and student organizations (for example after school art activities, Detroit Urban Debate League) -Parent involvement -Justice League Funded by Section 31A, Title II Part A, and Title IV. Schools: All Schools	Behavioral Support Program, Supplemental Materials	Tier 1	Implement	07/01/2019	08/31/2020	\$122595	All

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Instructional Coach	Instructional coaches will specialize in math instruction for K-5th grades and 6th-12th grades for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. The District will utilize substitute teachers to allow for more personalized professional development needs, including instructional rounds and modeling best practices. Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$102500	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.
Kindergarten Intervention Teachers	Kindergarten Intervention Teachers highly qualified teachers will provide supplemental math intervention in number recognition, one to one correspondence when counting, number sense regarding sequence and magnitude, basic computation, patterning, math vocabulary and problem-solving as encouraged by effective evidence-based, developmentally appropriate practices. Teachers will receive training on the effective use of data to design instruction for intervention. Schools: Perry Early Learning Center, Ford Early Learning Center	Class Size Reduction, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$265000	Principal

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<p>High Quality Subject Specific Instruction</p>	<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SIOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$289755</p>	<p>All</p>
<p>Intervention Teacher</p>	<p>Intervention teacher will provide supplementary support for struggling students. Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/31/2019</p>	<p>08/31/2020</p>	<p>\$76910</p>	<p>Principals</p>

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90 Minute Uninterrupted Literacy Block	<p>Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines. Students/ Teacher may incorporate supplemental leveled reading material during the 90 minute instructional period. All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to grade level prompts from our ELA core curriculum units. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. Students will write according to a variety of narrative and expository prompts across all content areas. Students will also receive reading and writing instruction in science and social studies.</p> <p>Our ELA core curriculum units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model instruction utilizing the ELA core curriculum infrastructure. Teachers will receive support in reading instruction from the district reading specialists.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.
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District Improvement Plan

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DTN Performance Management Tool	Utilize the DTN Performance Management Tool to record and use multiple sources of data to problem solve. Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data Professional development and district support will be utilized. The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building and district levels. Professional development will be utilized to support the use of the tool.	Evaluation	Tier 1	Implement	07/01/2019	06/30/2020	\$50746	All
DANIELSON PROFESSIONAL DEVELOPMENT	Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development for instructional and administrative staff will be provided.	Evaluation, Policy and Process	Tier 1	Implement	07/01/2019	05/29/2020	\$5000	All
Bright Futures	Bright Futures offers high quality after school programs to improve literacy academic achievement, develop self-efficacy and to prepare elementary, middle and high school students to prepare for the next level of schooling. Bright Future staff will collaborate with Title I and 31 A funded staff, classroom teachers and building principals to ensure a seamless, coordinated supplemental intervention. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School.	Academic Support Program, Extra Curricular	Tier 2	Implement	07/01/2019	08/31/2020	\$0	Title I teachers, Instructional Advocates, classroom teachers and building principals will coordinate supplemental support services with Bright Future staff. Bright Futures will become part of a well organized co-curricular design.

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Title I Kindergarten Intervention Teachers	TITLE I FUNDED KINDERGARTEN INTERVENTION TEACHERS - these highly qualified teachers will provide supplemental math intervention in number recognition, one to one correspondence when counting, number sense regarding sequence and magnitude, basic computation, patterning, math vocabulary and problem solving as encouraged by effective evidence-based, developmentally appropriate practices. Teachers will receive training on the effective use of data to design instruction for intervention. Schools: Perry Early Learning Center, Ford Early Learning Center	Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$265000	District and building level administrators, kindergarten teachers assigned to each elementary building, preschool teachers in collaboration with kindergarten teachers.
Title I and 31A Instructional Advocates	Title I teachers and Instructional Advocates will provide supplemental interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$63250	Title I and 31 A Instructional Advocates, District and building administrators, Director of State and Federal Planning, ESL teachers. eligibility
Instructional Coach	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$102000	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy.

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Phonics and Word Work Instruction	Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components within the 90 minute language arts/ reading block. Teachers will utilize the Words Their Way program for phonemic awareness, K-2. Schools: All Schools	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.
Afterschool Tutoring	Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. Funded through 31A and Title 1, Part A. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$70000	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional Advocates.
Support	Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming -Behavior Supports -Social Work -YCS at Work -Graduation Coach -Leader in Me Funded by Title IV, Part A, Title II, Part A, and Section 31A Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$152982	All

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Reading Intervention Materials	Reading intervention materials Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$10000	Principals
After School, Intercession, Summer School Summer Bridge	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to summer intercessions as YCS prepares to move towards a year round calendar). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Funded through 31A / Title I, Part A Schools: All Schools Transportation for Summer School \$166,320	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$150000	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and para educators.
Communities in Schools	Students in YCHS will receive supplemental academic and socio-emotional supports to improve graduation rates, credit earning, and dropout prevention. The on-site coordinator will support a specific caseload of students. Students will also be tracked for attendance and academic progress. Students in Holmes Elementary will receive supplemental academic and socio-emotional supports to improve academic achievement, attendance, and behavioral supports. The Communities in Schools Coordinator will work with building staff to develop effective parent nights that meet the academic support needs of the families. Schools: Ypsilanti STEMM Middle College, Holmes Elementary, ACTech High School Funded through Title I, Part A and 31A	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$50000	District and Building Administration, Communities in Schools Coordinator
Title 1 Behavior Specialist	Title I Behavioral Specialist will provide supplemental support for struggling students as identified by Title I criteria - improve student achievement, focus on data and improvement in core content areas, based on data and school improvement goals.	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$76910	Principal

Title I Schoolwide

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Imagine Reading	Teachers will utilize Imagine Reading to provide differentiated reading and social studies practice for all students. Grade K-8. School: ALL Schools (Title I / 31 A Funding)	Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$75000	Instructional Coach.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WRITING ACROSS THE CURRICULUM	Students will be given opportunities to research and report on historical events that are of particular interest. Teachers will use skills learned during training in cultural competency and Reading Apprenticeship when preparing and teaching these lessons. The Collins Writing Program is one example that presents a model for writing across the curriculum. It was designed to simultaneously improve students' thinking and writing skills. This program develops Five Types of Writing assignments that can easily be used in any content area. The model is based on two essential principles: 1) thinking and writing skills develop experience and practice and 2) it is almost impossible to be both a creative and critical thinker at the same time. The student will learn to adhere to format and style guidelines or standards of professional papers such as reports, article, persuasive and research papers (at the secondary level). Elementary level students will focus on grade level writing mechanics and genre writing germane to grade level objectives.	Academic Support Program, Supplemental Materials, Other	Tier 2	Implement	07/01/2019	08/31/2020	\$0	District and building level administrators, classroom teachers, supplemental teachers, all academic tutors.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Alternative Secondary Programs	Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in ACCE, WCC dual enrollment, or the YCS STEMM middle college. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$102534	District and building staff
Formative Assessments	As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions. District Coaches will participate from a FAME Team to learn to lead Formative Assessments throughout the district. Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	Building and district administrators, district coaches, classroom teachers, Title I/ 31 A Instructional Advocates, ESL teachers.

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Administration Professional Development	<p>Title I Principal Boot Camp, MAS/FPS training District and Building administration will participate in MAS/FPS training sessions around correct implementation and understanding of Consolidated Application, School-wide vs Targeted Assistance, Parental Involvement, AYP and Consequences, Allowable Use of Funds, Supplement vs. Supplant, District CNA, Comparability, Technology for Directors, Planning Calendar, Evaluation, Waivers, Amending Applications, MEGS+, GEMS, TISS, Private School Consultation, Priority, Focus & Reward Schools, Amending Applications, Technology for Directors, Planning Calendar, Budgets, Fiscal Guidance, Audits, District Improvement Plan, Annual Education Report.</p> <p>Washtenaw County Teacher Evaluation Network The goal of the group would be to give teachers and administrators opportunity to improve communication, improvement, reliability, validity, and acceptability of your current evaluation system. The network will include building administrators from elementary, middle school, and high school level, at least one district administrator, and one teacher representative from the elementary, middle school, and high school level.</p> <p>The network will meet three times next year, once in August (full day), January (full day), and April (half day) to minimize disruption. Attendance will require sub costs for the teacher representatives. Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$5000	District and Building Administration, teacher leaders.
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<p>90 Minute Uninterrupted Literacy Block</p>	<p>Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines. Students/ Teacher may incorporate supplemental leveled reading material during the 90 minute instructional period. All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to grade level prompts from our ELA core curriculum units. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. Students will write according to a variety of narrative and expository prompts across all content areas. Students will also receive reading and writing instruction in science and social studies. Our ELA core curriculum units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model instruction utilizing the ELA core curriculum infrastructure. Teachers will receive support in reading instruction from the district reading specialists. Schools: All Schools</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$10000</p>	<p>District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.</p>
<p>Social Studies Trainer of Trainer Leader</p>	<p>A Social Studies Leader will participate in professional development through module presentations and prepare an overview of the Social Studies Alive electronic components and strategies to support and differentiate instruction.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$600</p>	<p>Teacher Lead</p>

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<p>INSTRUCTIONAL COACH</p>	<p>An instructional coach will specialize in each of the 4 content areas (language arts, math, science and social studies) for the purpose of supporting students who need EL support. They will maintain a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade levels content area teachers to ensure the highest quality instructional implementation is evident. This support along with Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.</p>	<p>Academic Support Program, Supplemental Materials, Other, Direct Instruction</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$0</p>	<p>District and building administration, WISD administration and consultants, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, special education and ESL support staff.</p>
<p>Multi-Tiered System of Supports (MTSS)</p>	<p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students.</p> <p>District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system.</p> <p>YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$3750</p>	<p>All</p>

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PRINCIPAL PROFESSIONAL DEVELOPMENT COACH	Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies. Additional coaching and support will be provided through a district hired walkthrough and evaluation coach. Stipend: After School Support and Mentoring New Principals in Mechanics of Building Leadership, BluePrint Installation, Develop and provide mentorship with YCS Leadership Academy - 3 mentors @5000 each plus Benefits - \$22,100	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$54100	All
Afterschool Tutoring	Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. Funded through 31A and Title 1, Part A. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$5000	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional II Advocates.
FAME Team	Creation of a FAME Team through MDE. Cost: Mileage for Instructional Coaches to Attend.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1254	Assistant Superintendent
Hegg Reading	Teachers will utilize Hegg Reading to provide differentiated reading to all students. Funded through Title I and 31A funding.	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$10500	Instructional coach
MANS FAITH BASED SCHOOLS CONFERENCE	Huron Valley Catholic School Principal will attend MANS Faith Based School conference to enhance school leadership skills.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$538	Superintendent

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<p>ESL Teachers and Para Educators</p>	<p>English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the M-STEP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support. Schools: All Schools</p>	<p>Class Size Reduction, Academic Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$51000</p>	<p>Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.</p>
<p>PBIS - Trauma Informed / SEL - Promise UofM</p>	<p>Teachers in grades 6-8 will be trained in POMISE - PBIS through a Trauma Informed PD. Workshop for Teachers \$15,000 Stipend for 5 YCMS teachers to attend 2 Day Promise PBIS – Trauma Informed PD. \$25 + FB x 7 hrs x 3 days x 5 people =\$4725</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$19725</p>	<p>Assistant Superintendent</p>
<p>Read 180</p>	<p>6-12 teachers will utilize Read 180 to provide differentiated instruction to 6-12 grade students. ACTech, STEM High, YCMS, and ACCE</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>Principals</p>

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<p>ILC Teams</p>	<p>The Instructional Learning Cycle (ILC) process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term Instructional Learning Cycle. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measurable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC. The ILC process includes a series of three collaborative meetings held by content area or grade level teacher teams. Each meeting provides an opportunity for teachers to reflect on the quality of instruction and the evidence of student learning. Collaborative meetings also allow teacher teams to analyze their combined implementation and impact data to build a sense of collective responsibility for the learning of all students. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within their own classroom. This data is used to determine next instructional steps for students. Holmes Elementary, Estabrook Elementary and YCMS are currently holding ILC team meetings. Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and building level administrators, teacher consultants and case managers, classroom and support teachers</p>
<p>District/School Crisis Team</p>	<p>Staff will receive training on implementing a crisis team to include staff and community partners. The District will hold ongoing meetings and training throughout the year, both at the building and the district level. Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$10200</p>	<p>District and Building Administration, All Staff, Crisis Team trainer.</p>

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Aligned Assessments	Align district curriculum and assessments through common grade level and content area work groups and training, as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.	Curriculum Development	Tier 1	Implement	07/01/2019	06/30/2020	\$48110	All instructional staff
ILC Teams	ILC Teams - will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. Teams will collaboratively work to prevent over identification of students for special education. The teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs. Schools: All Schools	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$5000	Building administration, classroom teachers, all support staff, special education and ESL teachers, tutorial support.
Instructional Coaches	An instructional coach will specialize in ELA K-12 for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. Substitute teachers will be provided for teachers to observe best practices. The District will also employ a data coach to aid in the evaluation of data and to aid in the creation of SLOs. Schools: All Schools	Professional Learning	Tier 2	Monitor	07/01/2019	08/31/2020	\$196493	District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers
Leader In Me Training	Staff will attend Leader In Training to further implementation of school-wide program. Funds will be used for stipends. Schools: Erickson Elementary School	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$9481	Principal
Art Ed Now Conference	Art teachers will attend the Art Ed Now National Online Conference. This online conference will be supportive for our teachers and costs will cover registration, fees, one year of access for materials.	Professional Learning	Tier 1	Implement	09/09/2019	07/10/2020	\$900	Teachers, principals

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Data Teams	DATA TEAM MEETINGS - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA, MI standardized state assessment, running records, balanced literacy assessments, MLPP, etc). and to collaborate around effective literacy instruction specifically for at risk students not demonstrating unit concept mastery; professional development, literacy lessons, use of time, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Staff will utilize data spreadsheets for fidelity of program implementation monitoring. Holmes Elementary, Estabrook Elementary, Ypsilanti Community Middle School, and ACTech data teams will receive additional time for training to address the priority school needs.	Professional Learning	Tier 1		07/01/2019	08/31/2020	\$20000	District and building administration, classroom and support staff (to include ESL teachers and special education staff).
MTSS Professional Development	K-12 teachers will participate from MTSS professional development to improve their classroom practices to support all students (especially our subgroups).	Academic Support Program	Tier 2	Implement	08/27/2019	06/30/2020	\$10500	Teachers and coaches
Blueprint Network Training	Stipend for district staff to attend District Blueprint Network training over the summer (32 hours x 12 members x \$40/her) Stipends for district staff to attend District Blueprint Network training over the summer (32hours x 12 staff members x \$40/hour) - \$22,660 Stipends for a team of District Teachers and Coaches to attend Enhanced Curriculum Development training for 16 Staff members X 6 days X 8 hours/day X \$25.00 / hour plus benefits - \$25,632	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$48292	Assistant Superintendent
Principal/Administration Instructional Leadership Coaching	Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies. Schools: All Schools	Professional Learning	Tier 1		07/01/2019	08/31/2020	\$26000	District and building level leadership.

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Big Ideas	Big Math Professional Development will help teachers to take Big Math to the next level. The students in YCS have not had access to math books to take home to work with. This funding will also allow students to take home books. The curriculum adopted is Big Ideas. August 28 PD - Consultant Fee: \$5,000	Academic Support Program	Tier 1	Implement	08/27/2019	06/30/2020	\$5000	Teachers, instructional coaches.
IQWST PD	August 28 IQWST Training for Grades 6-8 (Full Day) training to prepare science teachers on how to better inform science instruction. IQWST training for teachers in grades 6-8 by representative from Active Learning. This is a 2 days training session at a cost of \$1,800/day. The cost for the PD is \$3,600. The 2 PD's will be scheduled throughout the year.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6300	Assistant Superintendent
Support	Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming -Behavior Supports -Social Work -YCS at Work -Graduation Coach -Leader in Me Funded by Title IV, Part A, Title II, Part A, and Section 31A Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$125000	All

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<p>High Quality Professional Development</p>	<p>Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Instructional Coaches monthly Professional Learning Series for Ambitious Teaching Strategies Teacher Mentoring Program Instructional Rounds Instructional Coaching Disciplinary Literacy Use of technology in instruction (Google Classroom) Specialized instructional professional development for elective content areas (i.e. physical education, art, technology, Spanish, music, etc.) Outside resourced training companies (i.e. Scholastic, Everyday Math, FOSS Science, Social Studies Alive, IQWST, Heinemann, Wilson Language, Etc.) Socio-emotional support models Stipends and salaries will be paid out of Title II and other grant sources.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$159299</p>	<p>All</p>
<p>Safe Schools for Sexual Minority Youth</p>	<p>Supplies for our Safe Schools for Sexual Minority Youth Training program includes shipping and handling. Grant funds are being used to support our sexually minority students. \$11,537 August 28 Sex Education Curriculum PD (Full Day) for grades 6-8 Heath Education Teachers @YCMS. Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD) \$1,080</p>	<p>Academic Support Program, Behavioral Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/29/2020</p>	<p>\$1080</p>	<p>Assistant Superintendent</p>

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<p>Leader's Data Culture Institute</p>	<p>Purchase Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA to help leaders learn how to create and lead a culture of inquiry. Presenter: Carlos Lopez, Amy Olmstead-Brayton Resources: Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA -\$38.95 x 20 = \$779 + S/H \$78 = \$857</p> <p>Purchase of Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning Data-Driven Dialogue helps support our leaders by teaching them how to use the cycle of inquiry, experimentation and reflection to accelerate continuous growth and learning. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning. \$107.90 x 20 = \$2,158 + 216 = \$2,374</p> <p>Purchase - Got Data? Now What? Helps support our leaders by teaching them how to create and lead a culture of inquiry that honors the use of data to help others grow. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2012) Got Data? Now What? Solutions Tree, IN. \$16.70 x 20 = \$334 + S/H = 33.40 = \$368</p> <p>Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p> <p>Purchase of the 3 Minute Classroom Walk-Through support leaders by teaching them how to conduct a three minutes walk-through. Presenter: Dr. Carlos Lopez - Resources: Downey, C. & Steffy, B. (2004) The Three-Minute Classroom Walkthrough Corwin Press, Thousand Oaks, CA. \$22.92 x 20 = \$458.40 + \$45.84 = \$505</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$4896</p>	<p>Assistant Superintendent</p>
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Data Evaluation	Data Evaluation - instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for all students to show growth. The district will provide a data coach for using data in instruction, planning, and evaluating programs. Holmes Elementary teams will receive additional time for training to address the priority school needs. Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$12000	District and building administrators, instructional and supplemental support staff
Fountas & Pinnell Professional Learning	Fountas and Pinnell professional learning will be provided to staff. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 3	Implement	07/01/2019	08/31/2020	\$825	Assistant Superintendent
FOUNTAS & PINNELL PROFESSIONAL LEARNING	Fountas and Pinnell professional learning will be provided to staff.	Professional Learning	Tier 2	Implement	08/01/2019	07/31/2020	\$11900	Assistant Superintendent
IB Consultant Services	20 hours of IB consultant services for YIES. Stipends for Teachers at Erickson Elem to attend Leader in Me Training over the Summer (Training to be held August 28th) One day of Training for entire staff; approximately 30 teachers x 7 hours x \$25/hour Training was given by associates of Franklin Covey. The Leader in Me Grant paid for the Professional Development. Title II funds were used to pay the stipends. \$9,450 Contracted services: Jean Ramsayer, IB Coordinator, to guide principal and Teachers at YIES on implementing IB. \$100/hour = 20 hours of consulting services. Total: \$2,092	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$13634	YIES Principal
State and Federal Programs Coordinator	The State and Federal Programs Coordinator will coordinate with Title I staff the planning, monitoring and program evaluation for all Title I programs, assist with purchases, billings, spreadsheets, reporting expenses.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$22500	Assistant Superintendent
Envisioning Equity Training	A professional development provided by a trainer to building teachers skillset related to equitable educational access in the school. This 4 day summer training will require stipends and materials.	Professional Learning, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	Building principal, superintendent, trainer

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Trauma Informed Schools	Staff will be provided an overview of trauma across the lifespan, discusses its impact, explain what it takes to be trauma-informed, offer helpful tools and explore proven models of trauma-informed care. Schools: All Schools	Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$10972	Assistant Superintendent
Cognitive Coaching Training	Through Collaborative Thinking, district teachers, administrators, coaches and support staff will be trained on facilitation, being a group member, student identity and academic growth. Trainer, materials and food will be provided. Cognitive Coaching Costs related to registration for 50 staff members to attend 8 days seminars of Cognitive Coaching focusing on leading professional learning through effective coaching. Costs include: \$101 x 8 sessions x 50 participant = \$40,400 Cognitive Coaching for K-12 Instructional Coaches, Culture and Climate Coaches, and instructional leaders. PD focus on improve leading, teaching and learning. Carolyn McKanders – Cognitive Coaching Presenter cost \$3,000 per day x 8 days = \$24,000 plus Travel and Lodging \$5,000, Workshop Materials for participants - \$6,000 and Food for Participants \$10,000 (Coaches) = \$45,000 Miscellaneous Supplies for Cognitive Coaching PD that focuses on improved leading, teaching and learning like Chart paper, Post-It, Paper, Pens, Easel Pads but not limited to. \$750	Professional Learning, Academic Support Program, Behavioral Support Program, Materials	Tier 1	Implement	07/01/2019	09/30/2020	\$86150	Superintendent, WISD, WCC, Thinking Collaborative trainer
Cultural Competency/Cultural Relevancy	CULTURAL COMPETENCY - Instructional staff will participate in a multi-year professional development training program offered by a local consultant, Dr. Shayla Griffin, to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students in mathematics instruction. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$12250	Trainers for Cultural Competency/ Equity Initiatives, District and building administrators, classroom teachers, SE staff, Title I/31a support teachers.

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<p>Cultural Competency/Cultural Relevancy</p>	<p>It is imperative that the teachers (used inclusively) and teaching methodology (pedagogy and instructional strategies) and the materials used (written and referenced) meet the unique needs of this school community. Culturally competent teachers and support staff will engage in professional development training regarding research and best-practices that will provide a critical understanding and knowledge of skills/ experiences and affirming attitude necessary for those teaching in a culturally and economically diverse community. A culturally relevant and competent instructional experience will increase relevancy and opportunities for engagement for students resulting in improvement academic proficiency. Staff will participate in training around cultural competency. Schools: All Schools</p> <p>Sub Costs: 13 teachers will attend a 4 session Justice Leaders workshop through the WISD. This is a total of 52 sessions. Learning will focus on issues of oppression, inequalities along lines of race, color, gender, and sexual orientation. The cost associated will cover substitute teachers at a cost of \$101/per day needed to allow the teacher to attend the workshop. This is a workshop for teachers. \$101 x 52 sessions = \$5,252</p> <p>Stipends for attending Envisioning Equity Education PD – June 2020 - \$25 = H/B x 6 hr. x 4 days x 45 teachers = \$48,600</p> <p>Stipend for 30 teachers - Envisioning Equity Education book by Bettina Love Want to do More than Survive Book Study (\$13,500 –Once a month for 2 hours/9months/30 staff) 30 teachers x9 days x 2 hours/day @ \$25 per hr. = \$13,500 – Total = \$19,936</p> <p>Envisioning Equity Education book by Bettina Love want to do more than survive (35 copies @15.77 each=\$551.95 + S/H \$50 =\$601.95/ Post it Cart Paper (3 @ \$45 each x S/H\$25= \$160) and Notebooks (35 @ \$35 each x \$25 S/H = \$1250) Total 2011.95</p> <p>Contracted Services: Workshops/seminars – professional development services on culturally responsive leadership: 7 workshops (2 hours/workshops) with members of the school (Administrator, Instructional Coach, and Culture and Climate Coach) on culture, power, and</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$89939</p>	<p>All district and building administration and staff, all support staff and community volunteers and participating agencies.</p>
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	and Climate Coach) on culture, power, and privilege in teaching and learning as well as culturally responsive leadership 7 workshops x \$1,750 = \$12,250 Professional Text used in Book Studies for Envisioning Equity Education PD: including But not limited to Everyday Anti Racism, Trauma Informed Practice In School: 45 Books X \$33 +S/H/ book = \$1,634							
Leader In Me	Staff to attend the Leader in Me training to develop their skillset in the implementation of the program in our district. Materials will also be purchased to aid in the embedding of knowledge. Leader In Me -Social Emotional -Goal Setting-7Habits Building Culture & Community for a 2 days conference for 3 teachers. Cost would include the cost for 3 subs for 2 days and mileage for 3 teachers to drive 110.2 miles round trip 2 days. 3 subs x 2 days x \$100 = \$600 Mileage 110.2 x 3 teachers x 2 days x \$0.545=360.54	Professional Learning, Materials	Tier 1	Implement	08/01/2019	08/31/2020	\$12860	Assistant superintendent, principal, teacher leaders
School Wide and Classroom Norms Summer Institute	The 2019 Schoowide and Classroom Norms (Summer 2019) and the Schoowide and Classroom Norms (Summer 2020) sessions will provide professional development for 6-8 teachers in the areas of schoolwide norms, matrix of behaviors, and setting expectations so that students learn ho to self-regulate their behaviors so that they can focus on instruction.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$9600	Teacher Lead
Instructional Coach	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$205000	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy.

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MAS/FPS:Edgar/MSBO Conferences	Admin conference MAS/FPS:Edgar Boot Camp Registration; MAS/FPS Winter Institute Conference in Feb Registration for Admin; 2020 MSBO Annual Conference April - May - registration, hotel, mileage, meals, parking for 3 participants; MSBO conference, workshops, registration, hotel, meals, parking 7 participants	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$16600	Assistant Superintendent
SCIENCE PROFESSIONAL LEARNING	Science Instructional Coach will attend NGSS 2-day training to train 6-12 grade science teachers to effectively incorporate NGSS standards into instruction.	Professional Learning	Tier 1	Getting Ready	08/01/2019	07/31/2020	\$0	Assistant Superintendent
IB Conference	Funds will support 10 teachers to attend the IB Conferences throughout the 2019-20 SY. It includes registration costs average \$800/conference, registration for 10 teachers/admin.	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$8000	YES Principal
Membership	Membership involves ownership, involvement, accomplishment, and belonging. Professional development and district support will be utilized to implement the following programs: -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Co-curriculars, extracurriculars, and student organizations (for example after school art activities, Detroit Urban Debate League) -Parent involvement -Justice League Funded by Section 31A, Title II Part A, and Title IV. Schools: All Schools	Behavioral Support Program, Supplemental Materials	Tier 1	Implement	07/01/2019	08/31/2020	\$894	All
Content Leader Stipends	Content Leaders stipends and grade level stipends at ACTech, STEM, ACCE, and YCMS to support professional development beyond the contract workday to support teacher workshop in data analysis facilitation and instructional coaching. \$3,000 stipend each teacher x 14 teachers. Each staff member will provide minimally 100 hours of work throughout the 2019-20 SY. \$75,600	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$75600	Assistant Superintendent
Content and Grade Level Leaders	Content leaders will be provided stipends and grade level leaders at ACTech, STEM and YCMS will be selected to support professional development beyond the contract work day to support teacher workshops in data analysis, facilitation, and instructional coaching.	Academic Support Program, Curriculum Development, Materials, Implementation	Tier 1	Implement	09/10/2019	07/01/2020	\$33000	Building principals, central office administrators, human resources director.

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WISD Offered PD	<p>Opportunities for staff to attend the following WISD / LESA / RESA PD:</p> <p>Sub Costs: YCS teachers attending Training at WISD/LESA/RESA – Assessment Literacy, The study of Early Literacy, NGSS, Culture Responsive Teaching, etc. with trainings, mileage and registration fees. Teachers participating in cohorts from WISD. 200 participants x \$101 = \$20,200.</p>	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$2200	School leader
Building PD and Support	<p>Stipend for 25 teachers from Ford to attend training from Play Leadership Essentials that promotes literacy through play. \$25 x 6 hrs x 25 teacher + H/B = \$6,750 (Ford)</p> <p>Stipend for 25 K-1 teachers at Ford to attend Saturday PD on utilizing games and play during recess to build conflict resolution, teamwork, and interpersonal relationships with students. \$25 x 7 hours x 1 day x 25 teachers = \$5,538 (Ford)</p> <p>Stipend for 4 teachers (\$25 +FB x 30 hrs x 4 teachers = \$5,400 to participate from a schoolwide and classroom norms (Summer 2019) (YCMS)</p> <p>Stipend for 4 teachers (\$25 +FB x 30 hrs x 4 teachers = \$5,400 to participate from a schoolwide and classroom norms (Summer 2020) YCMS</p> <p>Stipend for 3 teacher (\$25 + FB x 10 hrs x 3 teachers) to learn about the Relationship Initiative (Summer 2019) YCMS Total: \$1350.</p> <p>Stipend for 3 teacher (\$25 + FB x 10 hrs x 3 teachers) to learn about the Relationship Initiative (Summer 2020) YMCS Total: \$1,350</p>	Professional Learning, Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$31326	Assistant Superintendent

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Instructional Coach	Instructional coaches will specialize in math instruction for K-5th grades and 6th-12th grades for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. The District will utilize substitute teachers to allow for more personalized professional development needs, including instructional rounds and modeling best practices. Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$205000	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.
Non-Violent Crisis Prevention	All administration, special education, and middle school staff will participate in NCI (non-violent crisis intervention training) for safely defusing anxious, hostile, or violent behavior at the earliest possible stage Schools: All Schools Nonviolence Crisis Intervention Training Program at Hilton Garden Inn Detroit Airport – 2 teachers – Fee \$3,424, mileage \$63 = Total \$6,975	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$12375	District Administration
Math 180	Math 180 PD will be provided to the math teachers at middle school level and high school level.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$3750	Teachers

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Phonics and Word Work Instruction	Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components within the 90 minute language arts/ reading block. Teachers will utilize the Words Their Way program for phonemic awareness, K-2. Schools: All Schools	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.
New Teacher PD Institute	<p>Professional Development for 30 teachers: Day 1 - Vision of High Quality Instruction (Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450) Days 2 and 3 - Restorative Practices (Stipend for 30 teachers to participate from Days 1 and 2 of Restorative Practices (August 21 and 22, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450 x 2 days = \$18,900) Total 3 Days = \$28,350</p> <p>Purchase of 30 copies of Restorative Circles in Schools by and 30 Copies of the Restorative Practices Handbook from IIRP for new teachers - \$12 per book x 2 books = \$24 x 30 books = 720 + S/H \$72 = \$792 (New Staff) Purchase of 30 copies of Teach Like a Champion for new teachers - \$20.81 per book 30 books = \$624.30 + S/H \$62.43 = \$687 (New Staff) Purchase of 30 copies of First Day of School by Harry Wong for new teachers - \$34.93 per book 30 books = \$1,047.90 + S/H \$104.79 = \$1153 (New Staff) Purchase of 30 copies of Conscious Discipline for new teachers - \$29 per book 30 books = \$870 + S/H \$87 = \$857(New Staff)</p>	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$31047	Assistant Superintendent

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District Math Curriculum (Every Day Mathematics and Big Ideas Mathematics)	DISTRICT MATH CURRICULUM - the district will secure math consultants or coaches able to work with staff and building administrators to effectively implement the district selected math curriculum K-12 with fidelity to increase student achievement in numbers and operations, basic computation, problem solving, pre-algebra and algebra concepts. The instructional staff will learn how to effectively use manipulatives, promote higher order thinking skills, project based applications, technology review to facilitate the development of these skills, apps on iPads for additional practice. Progress will be monitored and shared during Data team meetings. Classroom teachers will be able to develop lessons that engage all students for 90 uninterrupted minutes of math engagement (minimally K-5) and 60 minutes for grades 6-12. Teachers will receive professional development for effective implementation of district math curriculum. This may include stipends, substitutes, and trainers. Schools: All Schools	Direct Instruction	Tier 1	Implement	07/01/2019	08/31/2020	\$22500	District and building administrators, WISD consultants, small learning community teacher leaders, classroom teachers, SE staff, Title I/31a support teachers
CLASSROOM MANAGEMENT TRAINING	Teachers will be provided with classroom management, routines and procedures workshops. The workshop will be designed using the book "Teach Like a Champ" / EL Management in the Active Classroom.	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$21900	Assistant Superintendent
IQWST Training	IQWST training provided to science teachers by a representative from Activate Learning. This is a 2 day training session at a cost of \$1800.00 a day. The cost for the PD is \$3600. The PD will be scheduled throughout the year.	Professional Learning, Academic Support Program	Tier 1	Implement	09/09/2019	06/30/2020	\$3600	Principal, trainer, assistant superintendent
Justice Leaders WKSHPS at WISD	13 Teachers will attend the Justice Leaders workshop through the WISD. This is a total of 52 sessions.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5252	Principals
SOEL Study of Early Literacy	Teachers will participate from SOEL Cohort offered by WISD. Substitute Cost: 60 teachers to participate from the SOEL – Study of Early Literacy – It include the K-3 and 4-5 Essentials. \$101 x 60 teachers x 8 sessions = \$48,480	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$48480	Assistant Superintendent

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Disciplinary Literacy	<p>All middle school and high school content area teachers will participate in RA (Reading Apprenticeship) training and embed these "literacy" practices in their daily instruction. RA trained teachers systematically integrate "literacy" strategies into content area instruction. Students continue to refine their reading skills while learning mathematics, science, social studies and other elective applications. Teachers "teach" students how to read textbook and other informational text using effective expository strategies. Teachers "teach" students how to write persuasively and appropriately in response to a variety of narrative and non-narrative purposes.</p> <p>Teachers new to the district or who have not been previously trained will receive three days of training in using the RA model in all content areas. Teachers will participate in monthly after school support and training meetings to increase instructional skills in RA.</p> <p>Teachers will utilize reading, writing, listening, and speaking skills in disciplined, focused ways. Teachers will utilize disciplinary literacy in all content areas, participate in professional development, and the WISD network.</p> <p>Schools: Ypsilanti STEMM Middle College, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p>	Direct Instruction	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$15000	WISD literacy consultants, district and building administrators, all classroom and support staff.
Early Literacy Training	<p>Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction.</p> <p>Schools: All Schools</p>	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$5000	Assistant Superintendent

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<p>Cultural Competency/Cultural Relevancy</p>	<p>CULTURAL COMPETENCY - Instructional staff will participate in a multi-year professional development training program offered by Dr. Shayla Griffin to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students. Due to the examination of gaps in assessment scores, teachers will receive professional development on the use of culturally sensitive, relevant, and responsive materials in instruction. Staff will also participate from the the WISD Responsive Teaching Institute (RTI); Shayla Griffin Relationship - EJATT - The district will co-share speaker cost with WISD. Schools: All Schools</p> <p>Responsive Teaching Institute Collaborative between YCS and WISD. We will co-chair consultant fee. The RTI Speaker will come to YCS and present during the November 5 Cultural Proficient Conference \$10,000</p> <p>YCS Culturally Proficient Instruction Conference will be held on November 5, 2019. The \$5,000 will be used to provide speakers with a small stipend for their presentation. (All Staff)</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$30000</p>	<p>District and building administration, classroom and support staff, contracted trainers.</p>
<p>Classroom Management PD</p>	<p>40 staff members will participate from a classroom management, routines and procedures workshops.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$8760</p>	<p>Assistant Superintendent</p>
<p>Summer School / Summer Bridge / Intercession Programs</p>	<p>Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to as intercessions for Holmes and Ford Elementary buildings). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Students will utilize Elevate K12 and Read/Math 180 programs for supplemental instruction. Funded through 31A / Title 1, Part A Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$4000</p>	<p>District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.</p>

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Mental Health	Social Workers will attend a mental health professional learning training to expand their capacity to support students with challenging behaviors. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$400	Student Support Service Director
Assessment and Data Training	The district will provide teachers with professional development on assessment building and data use to inform instruction in order to provide academic supports for students. An online data and assessment tool, Illuminate, will be utilized to provide all instructional staff access to assessments and student assessment and achievement data. Ongoing training will occur on the use of this system, built in a train-the-trainer model for building level supports. Training for Principals (Title IIA - Purchase Data Driven Dialogue Book and Putting Faces on the Data by Lyn Sharratt - PD Data Institute for School Leaders - Consultants Lyn Sharratt and Ellen Varenkamp	Monitor	Tier 1		07/01/2019	06/30/2020	\$12000	All instructional and coaching staff.
Title I Principal Boot Camp, MAS/FPS training	District and Building administration will participate in MAS/FPS training sessions around correct implementation and understanding of Consolidated Application, School-wide vs Targeted Assistance, Parental Involvement, AYP and Consequences, Allowable Use of Funds, Supplement vs. Supplant, District CNA, Comparability, Technology for Directors, Planning Calendar, Evaluation, Waivers, Amending Applications, MEGS+, GEMS, TISS, Private School Consultation, Priority, Focus & Reward Schools, Amending Applications, Technology for Directors, Planning Calendar, Budgets, Fiscal Guidance, Audits, District Improvement Plan, Annual Education Report. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$5000	District and Building Administration.
Professional Learning Science	Professional Learning Science supports high quality instruction aligned to the vision for ambitious teaching identified by the District Network	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$2300	Instructional Coaches
Professional Learning Math	Professional Learning Math for 6-12 through Cengage Learning for 6-8 and 9-12 math teachers.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5000	Instructional Coaches

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Common Assessments	Instructional staff will create and administer common ELA benchmark assessments, which are assessments that fall on the continuum between formative and summative assessments. Benchmark assessments will: 1) evaluation students' knowledge and skills relative to specific goals, typically within a limited time frame and 2) inform decisions at the classroom, school, or district level. Benchmark assessments will be administered no less than 3 times during the year and at the beginning / end of summer intercessions (school school). Purchase Make Just One Change by Luz Santana - Book Study for teachers Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$2000	Office of Student Affairs Department
Competency Development	District staff will participate in professional development opportunities to improve competencies related to their job requirements. Attendance to conferences, workshops, and training will be encouraged and included in educators goals. Conferences by MASP, MEMSPA, MASSP, MACUL, National Speech and Language Conference, MASA, AASA, NSBE, MNA, MSBE, MRA, MABE, Leader in Me, Alternative Schools Conference, MSTA	Communication, Professional Learning, Career Preparation /Orientation, Teacher Collaboration, Materials, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$25000	Assistant Superintendent, Principals, Department Chairs, Grants Director
Foundations Reading	K-2 teachers will utilize Foundations to provide differentiated reading practice for all students. Foundations professional development. Presenters Fee: \$5,000	Professional Learning, Academic Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$5000	Principal
Project-Based Professional Development (SEMIS)	Teachers at AC Tech and Estabrook will participate in project based learning professional development. Schools: AC Tech High School, Estabrook Elementary School - \$71,500 Stipends for attending SEMIS Placed-Based Ed Conference Summer, Winter, Fall and Spring for Holmes, ACCE, YCMS, and YCHS. \$45 hr(Includes benefits) x 5 days x 6 hrs = \$1,350 per person x 18 = \$24,300	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$71500	District and building administration, teaching staff.
Relationships Initiative Grades 6-8 (Summer 2019)	The Relationships Initiative, as implemented in 2018-19 and the Relationships Initiative, as implemented in 2019-20 will be evaluated and refined to best meet the needs of our 6-8 students in 2019-20 and the 2020-21 SY.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$2484	Teacher Lead and Principal

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High Quality Data Collection Tool for Ambitious Teaching Strategies	All instructional staff and administrators will utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples, perception data, process data, demographic data, attendance and behavioral data. Professional development will be utilized to train all staff on the use of this protocol. Instructional coaches will also provide support and training. A train-the-trainer model will be utilized at the Building Turnaround Network level.	Evaluation	Tier 2	Monitor	07/01/2019	06/30/2020	\$1000	All
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<p>Administration Professional Development</p>	<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit building-a framework for success. The training will focus on creating instructional leaders for academic improvement, using data to inform instruction, not just building managers. Schools: All Schools</p> <p>Purchase of Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning Data-Driven Dialogue helps support our leaders by teaching them how to use the cycle of inquiry, experimentation and reflection to accelerate continuous growth and learning. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning. \$107.90 x 20 = \$2,158 + 216 = \$2,374 Purchase - Got Data? Now What? Helps support our leaders by teaching them how to create and lead a culture of inquiry that honors the use of data to help others grow. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2012) Got Data? Now What? Solutions Tree, IN. \$16.70 x 20 = \$334 + S/H = 33.40 = \$368 Purchase Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA to help leaders learn how to create and lead a culture of inquiry. Presenter: Carlos Lopez, Amy Olmstead-Brayton Resources: Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA -\$38.95 x 20 = \$779 + S/H \$78 = \$857 Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791 Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$31181</p>	<p>District and Building Administration.</p>
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	\$71.9 = \$791							
Safety	<p>Safety involves personalization, prevention, systematic action, a climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety: -Restorative Practices -Structures and Routines (Teach Like a Champion, Consistent Discipline) -Non Violent Crisis Intervention -Crisis Response Team -Conscious Discipline -School Reform Officer Funded through 31A, Title II, Part A, and Title I, Part A Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Policy and Process	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	All

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Formative Assessments	<p>Grade level and content level instructional staff will collaboratively refine formative assessments, which are ongoing, repetitive measures designed to provide information to both the teacher and students concerning the students' understanding of small segments of course material (or instructional unit). As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions. Literacy coaches will participate from a FAME Team. Funding will cover mileage to and from conference location. Schools: All Schools</p>	Evaluation, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	District and building level administration, classroom teachers, all support and supplemental teachers.
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<p>High Quality Subject Specific Instruction</p>	<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SIOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$79400</p>	<p>All</p>
<p>Culture and Climate Coach</p>	<p>The Climate and Culture Coach will assist teachers and the administration in the planning and implementation of well coordinated social-emotional / trauma-informed behavioral practices and services for students that will be provided at the classroom level; provide inside and outside classroom support, guidance, counseling, coordination, consultation, referral and delivery of information and services; and assist teachers in establishing a sense of community around meaningful relationships with their students and families.</p>	<p>Professiona l Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Supplemental Materials, Teacher Collaborati on</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$102000</p>	<p>Assistant Superinten dent and Principal</p>

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ELL Instructional Coach	Instructional Coach will work side-by-side with teachers and hold workshops based on best practices using the SIOP model. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$68759	Assistant Superintendent.
Allocation of Resources Aligned to Student Needs	<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to "seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child." (ERS, 2013)</p> <p>With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p> <p>Successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision.</p>	Policy and Process	Tier 1	Getting Ready	07/01/2019	05/29/2020	\$17183	All
Info Into Action PD	Professional development for K-5 teachers - Costs related to vendor provided PD for Info In Action Curricular Tool for trainer to come and train our instructional coaches to become TOT (Summer) and staff (Fall) - \$6,498	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6498	Coaches

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Study of Early Literacy, Disciplinary Literacy Professional Workgroups	Identified teachers in early childhood classrooms will participate in the Study of Early Literacy professional development monthly series at WISD. These teachers will bring back to their buildings best practices in Early Literacy for the staff in their buildings. Identified teachers in disciplinary literacy secondary classrooms will participate in the Disciplinary Literacy work group professional development monthly series at WISD. These teachers will bring back to their buildings best practices in Disciplinary Literacy for the staff in their buildings. Schools: Ypsilanti STEMM Middle College, YIES, Estabrook Elementary School, Ford Early Learning Center, ACTech High School, Ypsilanti Community Middle School.	Professional Learning, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$10000	District and building administrators, classroom teachers, writing and kindergarten instructional coaches.
DANIELSON PROFESSIONAL DEVELOPMENT	Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development for instructional and administrative staff will be provided.	Evaluation, Policy and Process	Tier 1	Implement	07/01/2019	05/29/2020	\$500	All
MSBO ANNUAL CONFERENCE	Administrators will attend 2020 MSBO Annual Conference improve the leadership of and management in school business and operational services. This includes registration, transportation, lodging, parking, and mileage costs.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$15600	Assistant Superintendent
EDM Calendar	Purchase EDM Calendars for K-8 teachers to use to inform math instruction.	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$10000	K-8 Teachers
HURON VALLEY & YCS PD ALIGNMENT	Huron Valley Catholic Schools will be provided professional development materials that are aligned to YCS initiatives. These resources include books for study groups, PD CDs & DVDs, workbooks and basic supplies to be used at professional development sessions.	Professional Learning, Materials	Tier 1	Implement	08/01/2019	07/31/2020	\$3537	Superintendent

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<p>Restorative Practices</p>	<p>Restorative Practice is a framework that focuses on students "making amends and repairing" damage done rather than traditional disciplinary responses such as suspension and isolation. Staff will be trained and participate in the use of restorative circles in the classroom and buildings. (Days 1 & 2) Purchase Restorative Books 2 books per participants: The Restorative Practices Handbook and Restorative Circles in Schools Schools: All Schools Purchase of two RP handbooks from IIRP - 100 RP in Schools: Building Communities and Enhancing Learning and 130 RP Circles. Total of Books = \$3,432 for Training. IIRP Restorative Circles in Schools – Building Community and Enhancing Learning, A practical Guide for Educators and IIRP protocols for book study (30 copies @ \$12 + S/H \$34.37 = \$394.37 Stipends for 90 participants to attend two days of RP PD in August 2019 - Approximately \$56,700 (Potentially Funded by WISD) Stipend for 30 teachers to participate from Days 1 and 2 of Restorative Practices (August 21 and 22, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450 x 2 days = \$18,900</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$79427</p>	<p>District and building administration, WISD consultants, all teacher, counselors, support staff, community agencies, co-curricular personnel.</p>
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<p>Memberships & Conferences</p>	<p>Memberships and Conferences include: NSTA Membership for science teachers @\$79 per teacher x 7 teachers = \$553 Michigan Council for the Social Studies (Fall 2019) @ Macolmb ISD \$130 x 7 teachers = \$910 ASCA National Membership (American Counselor Association) for 1 YCHS Counselor- Cost: \$129; MSCA Michigan School Counselor Cost: \$65. Total \$194 MABE Conference (Registration, Meals, Mileage) for 10 Participants x \$300 per person = \$3,000 (May 2020) Admin Conference @ MAS/FPS: EDGAR Boot Camp Registration \$300, Mileage \$200 Admin Conference @MAS/FPS Winter Institute Conference in February: Registration \$300, Mileage \$200 Administration 2019 MSBO Annual Conference April 29 - May 2 (Registration, Hotel, Mileage, Meals, Parking) 3 Participant - \$1700/Participant = \$5100 Administrative MSBO Conferences/Workshops (Registration, Hotel, Mileage, Meals, Parking) 7 participant @1500 = \$1500 Conference and Workshops @ MDE - Michigan Department of Education Conferences for (Registration, hotel, mileage, food) 20 admin @ \$500 = \$15,000 Conference Costs associated with MDE Special Populations Conference, Conference Registration: \$75, Lodging: \$115, Mileage Stipend: \$80 Two staff will attend. Purchased Service was changed from \$280 to \$270 Conferences (Registration, Hotel, Mileage, Meals, Parking): Michigan Association of School Boards (MASB) 2 participant x \$450= \$900; Training session through MASB @ \$450/session - 4 sessions - \$3,400; Conferences (Registration, Hotel, Mileage, Meals, Parking): Michigan Elementary and Secondary Principals Association (MASPA) 2 participant x \$1500 = \$3,000; MDE SI conference 10 @ 594=\$5940; MEMSPA Conference 5 participant x \$1500 = \$7,500; Michigan Association of School Administrations (MASA) 2 X \$1300 = \$2600; Costs related to DTN members attending conference and training (Registration, Hotel, Mileage, Meals and Parking). DTN Conference workshops @ Lansing on 2 days in Feb, 2 days in March, and 2 days in April. Costs related to registration for Social Workers to attend a Mental Health workshop/conference. An additional \$100 will be used for mileage to attend</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$87102</p>	<p>Assistant Superintendent</p>
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	<p>additional \$100 will be used for mileage to attend the conference. The workshop/conference will take place in May 2020. Data and Grants Coordinator attended the PowerSchool Users Group Midwest Fall Conference. Registration for the conference was \$300. The cost for mileage was \$316, lodging cost was 336 and \$48 for food Code changed to Purchased Services -\$1,000 MAS/FPS Title I Director's Fall and Winter Institute (5 days of training) October 2018, February 2019 Dates; Conference Registration and Conference related costs for: Registrations: \$800; Lodging \$1000, Mileage \$600 = \$2,400 MEMSPA Professional Membership for Principal (1 membership @ \$555 SSP membership for each YCHS Administrator (4 total) \$400 each x 4 = \$1600 EdCon Conference for YCHS Administrators (3 total) \$1500 each x4 = \$4500 NASSP institutional membership for YCHS Administrators (4 Total) \$250 x 4 = \$1000 NASSP Conference for YCHS Principal – Boston MA July 18-20 (3 Days) Gaylord Nate Resort (\$1,000 conference, 700 flight, hotel 600, food 200) Total \$2500 Principal, AP, Restorative Coach, Culture and Climate Coach, and SLC Leaders (4) will attend Restorative Practices: Tools of the trade Conference on August 21 - \$175 each x 4 = \$700 PSAT/SAT Conference, Results are in, now what? (4 Administrators @175 each x \$700. November 6, 2019 Legal Hot Topics Conference for 2 administrators to attend on October 2, 2019. Cost \$175 x 2 = \$350 MEMCA-Middle College Membership for STEMM. Information Updates for our STEMM Program. Principal, STEMM SLC Leader, Counselors (2) and Dual Enrollment CO, attend 2 Conferences, Oct 2019 and Feb 2020. Cost \$100 per person /session x 2 sessions. Cost: \$100 x 6 participants x 2 conferences = \$1200 PSUG (Powerschool Training) Cost: \$399 conference cost, \$297 3 nights hotel, \$254 Mileage, and 250 food. Total: \$1,200 x 6 = \$7,200</p>							
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Conscious Discipline Professional Development	<p>Teachers and staff will continue to participate in Conscious Discipline professional development and activities during the 2019-20 school year. This will include stipends, substitutes, and supplies, as well as, contract fees. (Book Study - Online -All Staff.</p> <p>Conscious Discipline online training sessions. The provider will be the Conscious Discipline organization as it is their licensed training modules we will purchase. This supports the Student Support Network (Cost:\$3,000)</p> <p>Conscious Discipline Books (110 copies @ \$29=\$3190 + S/H \$319 = \$3509) for book study / CD skills on string (60 copies x \$18=\$1080 + S/H \$108 = 1188) / Safe Place Poster Sets (45 copies x 15=\$675 + S/H \$67 = 742) /Conflict Resolution Time Machine (20 x 18.85 = \$377 + \$38 = 415) Total \$5,854</p> <p>Conscious Discipline – Book Title: Building Resilient Classrooms by Dr. Becky A Bailey. PLC Book Study for YCHS staff. Cost \$29 per book x 70 copies = \$2,030 + S/H \$203 = \$2,233 Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$24371	All District Staff
SIOP - Sheltered English Workshop Instruction	<p>SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ an on- site SIP consultant to further support teachers in the Focus school and its feeder schools. Schools: All Schools</p>	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	07/01/2019	08/31/2020	\$10000	District and building administration, classroom and support staff, contracted trainers.

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FEDERAL PROGRAMS COORDINATOR	Federal programs coordinator will be responsible for planning Title II planning, monitoring, program evaluation for all Title I & II programs, and ensure purchases, billing, spreadsheets and reporting expenses are coordinated. Federal Programs Coordinator: Coordinate with Title II planning, monitoring and program evaluation for all Title II programs; assist in follow thru, purchases, billing, spreadsheets, reporting expenses. \$22,500	Professional Learning, Monitor	Tier 1	Implement	07/01/2019	07/31/2020	\$22500	Superintendent
Building Administrator Mentors- Team Leaders	Building administrators will be selected to mentor and lead mentoring sessions and progress monitoring CLC's with administrative teams in the district. These leaders will also develop activities for the leadership academy.	Communication, Professional Learning, Recruitment and Retention, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$15000	Building Administrator or Mentors-Team Leaders, Human Resource Director, Superintendent
FOSS Professional Development	K-5 Teachers will be provided FOSS materials and PD on how to use the materials to inform instruction. Presenters Fee: \$2,200 Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$2800	K-5 Teachers.
Teacher Support Meetings	Monthly after school teacher support meetings utilizing the books Teach Like A Champion, First Days of School, and Management in the Active Classroom.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$13140	Assistant Superintendent and Coaches
Support male students as a subgroup to increase student growth in reading	Our data supports the intervention and support of male students as a population. This will require a deep look at student instructional materials and teacher instructional practices. Professional development, involving conference attendance, coaching and material purchase will be included.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$10000	All professional instructional staff.

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Common Assessments	These assessments will be developed collaboratively by a team of instructional staff responsible for the same grade level, core, or content. The assessments will be developed across a grade level to ensure continuity of instructional targets, within small learning communities to guide the unique nature of the SLC, and within a school to better address the specific learning challenges of that school (as evidenced by performance assessments). Schools: All Schools	Academic Support Program, Getting Ready	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$2000	District and building administrators, classroom teachers.
Data Teams	DATA TEAM MEETINGS - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA/ Des Cartes, state standardized assessments, etc). and to collaborate around the effective instruction of mathematics instruction specifically for at risk students not demonstrating unit concept mastery; professional development, pacing guides, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. The data teams will use the district problem solving protocol. Holmes and Estabrook Elementary data teams will receive additional time for training to address the target school needs. There are two additional teacher work days built in to their balanced calendar for data team work. Additionally, as a Target school, YCMS will also receive additional data team time. Schools: All Schools	Implementation	Tier 1		07/01/2019	08/31/2020	\$20000	District and building administrators will schedule grade level meetings facilitated by data team members. A building log of all meetings will be maintained.

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<p>Ambitious Teaching Standards</p>	<p>YCS has written Ambitious Teaching Standards for all four content areas. The standards follow instructional best practices and the Common Core State Standards. All instructional programs, decisions about programs, and evaluation of programs will follow the practices outlined in the Ambitious Teaching Standards. COMMON CORE STATE STANDARDS (CCSS) - The instructional staff and administrators will continue to receive training about the Common Core Standards to provide a clear and consistent framework to prepare YCS students for college and workforce readiness. Classroom and support teachers will be expected to reflect the appropriate level of instructional rigor, use of CCSS vocabulary and aligned curricular material when developing lessons. Teachers will use NWEA and other benchmark measures to address student achievement relative to state and national targets. Staff will utilize Mathematical Practices for instruction. Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$60000</p>	<p>District and building level administrators, classroom teachers, SE staff.</p>
<p>Guided Reading</p>	<p>Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balance literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets. Teachers will utilize running records for student assessment and ELA instruction from our structure instructional program. For instructional intervention 6th-12th, students will use Read 180 in intervention classes. Schools: All Schools</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff</p>
<p>Content Leaders</p>	<p>Content Leaders will plan, organize, and support curriculum work; teach and model high quality instruction, and support professional learning in the following content areas: ELA, Math, Science, Social Studies, Student Support Team, Electives in 6-12. Total of 11 (ACTech, ACCE, STEMM, and YCMS</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/01/2019</p>	<p>06/30/2020</p>	<p>\$48015</p>	<p>Principals and Teacher Leads</p>

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MABE Conference	10 Participants will attend the MABE Conference	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$3368	Assistant Superintendent
Instructional Rounds Peer Observations	Teachers will participate in peer-to-peer observations and debriefing sessions around mathematics instruction. Substitutes will be provided to the buildings to allow for teachers to observe each other in mathematics instructional practices and then allow for time to debrief what was observed. Schools: All Schools	Academic Support Program, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$3000	District and building administrators, mathematics instructional coaches, classroom teachers
IQUEST	IQUEST Professional development and purchase of IQUEST materials for teachers to learn how to inform instruction forward.	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$5000	Teachers
Neutral Zone - Communities in Schools	The Neutral Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. The units developed by Neutral Zone have proven to be highly effective when addressing adolescent needs and interests. YCS will secure a number of wrap around support services to meet the needs of students at both the high school and at Holmes Elementary utilizing Communities in Schools. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$0	District and building administration, counselors, classroom teachers, Lead Teachers, Instructional Advocates and academic tutors, special education teachers.
EDM PD	EDM Professional Development will help teachers to take EDM to the next level. The student in YCS have not had access to math supplemental materials to take home to work with. This funding will also allow students to take home books. The curriculum adopted is EDM.	Academic Support Program	Tier 1	Implement	07/01/2019	07/27/2020	\$10000	Teachers and coaches

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<p>IB Primary Program Training</p>	<p>Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after-school training in which they would receive stipends for attending. Schools: YIES</p> <p>Stipends for Teachers at YIES to attend training over the summer on implementing IB practice and curriculum (15 hours x 22 teachers x \$25/hour). The IB training will be provided by Jean Ramsayer. \$11,715</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$19715</p>	<p>District and building administration, teaching staff IB Conference Registration costs for 10 teachers/admin. Conference cost: \$800 per participant x 10 = \$8,000</p>
<p>Visual & Performing Arts / EL/ Students w/ Exceptionality PD</p>	<p>Professional Development for Subgroups and Specials include: August 20 Visual and Performing Arts PD for K-12 teachers (Full Day) Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD) 9-12 Teachers – Accommodating High School Students with Exceptionalities and English Language Learners in Your Classroom PD. Presenters Fee: \$45 x 8hrs x 3 days = \$1,080</p>	<p>Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2160</p>	<p>Assistant Superintendent</p>
<p>Art Ed Now Conference</p>	<p>Art Ed Now National Online Conference for six art teachers. Cost covers registration fee of \$149.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$894</p>	<p>Art Teachers</p>
<p>EARLY LITERACY TRAINING</p>	<p>Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2000</p>	<p>Assistant Superintendent</p>

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DN Turnaround K-12 Ambitious Teaching Strategies Implementation Coaches	The DN Turnaround K-12 Ambitious Teaching Strategies Implementation Coaches - one science and one math, one ELA will be contracted to support instruction.	Professional Learning, Academic Support Program, Behavioral Support Program, Curriculum Development, Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$60000	Assistant Superintendent
PROMISE -PBIS Program at YCMS	YCMS staff will participate from the PROMISE - PBIS - Trauma Informed Initiative from the University of Michigan. Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1010	Principal
Project-Based Professional Development (SEMIS)	Teachers in secondary programs will participate in project based learning professional development. Some teachers will utilize the Buck Institute PBL training, and SEMIS Placed Based Initiative to help students to self-regulate their own learning. Teachers will utilize professional development system for individualized training needs, as well as, on site coaching. Schools: Ypsilanti STEMM Middle College and ACTech High School.	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$71500	District and building staff, teaching staff.
ESL Teachers and Para Educators	ESL TEACHERS and PARA EDUCATORS - will use common supplemental math vocabulary, manipulatives, and curriculum based strategies when working with ELL students. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$51000	ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff

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IB Primary Program Training	Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after- school training in which they would receive stipends for attending. Schools: YIES	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$5000	District and building administration, teaching staff
Early Intervention Book Study	Book Study for Ford Early Childhood Center - Purchase 20 copies of book: Early Intervention for Reading Difficulties 2nd Edition for teachers. $\$35.70 \times 20 = \$714 + \$71.40 = 786$	Academic Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$786	Principal
NGSS PD	NGSS PD and materials for professional learning for K-12. Materials will vary from different vendors such as Office Supply Co, Carolina Biology, Barnes and Noble, Flinn Sci, and other vendors - \$10,000 NGSS Science Collaborative follow-up PD for grades 9-12 (Full Day) @ YCHS - Consultant Free: $\$45 \times 8\text{hrs} \times 3 \text{ days} = \$1,080$ (August PD) NGSS Training at WISD for 3 YCHS Science Teachers. $\$25 + F/B \times 7 \times 3 \text{ days} \times 8 = \$7,560$ NGSS Material costs for PD on Carbon TIME Biology. \$200	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$18840	Teachers
TCI	Staff will be provided with TCI professional learning and materials needed to teach social students using reading apprenticeships practices. August 28 - Cengage Social Studies PD Grades 6-12 (Full Day) Consultant Fee \$2,700	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$2700	School leaders, and principals

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<p>Teacher Support & PD</p>	<p>Stipend for 3 instructional coaches to support new teachers using three books: Teach Like a Champion, First Days of school, and Management in the active Classroom. \$3,000 x 3 each. \$13,140</p> <p>Stipend for Instructional Coaches to learn how to coach K-5 teachers through the ELA Curriculum to ensure that high quality teaching is taking place. \$45 x 7 hrs. x 5 days x 6 coaches. \$9,430</p> <p>Stipend for Instructional Coaches to learn how to coach 6-12 teachers through the ELA Curriculum to ensure that high quality teaching is taking place. \$45 x 7 hrs. x 5 days x 3 coaches. \$4725</p> <p>ELA Professional Learning for K-5 teachers on High Quality ELA Instruction 1 Day at \$3,600 x 3 presenters = \$10,800 (Fall 2019) ELA Professional Learning for K-5 instructional coaches TOT on High Quality ELA Instruction (Fall to Spring) \$1,990 per coach x 10 coaches=\$9,950 ELA Professional Learning for 6-12 teachers on High Quality ELA Instruction 1 day at \$2,800 presenter (Fall 2019) ELA Professional Learning for 6-12 instructional coaches TOT on High Quality ELA Instruction (Fall to Spring) \$2,800 x 8 sessions = \$22,400</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$73245</p>	<p>Assistant Superintendent</p>
<p>Care Relationships</p>	<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition. Professional development and district support will be utilized to implement the following activities to support care/relationships -Conscious Discipline -Cultural Proficiency -Coordinated School Health & partnerships as identified by the CSH Team and the MOU process -Garden Coordinator Book Study - The Growth Mindset Coach - Annie Brock and Heather Hundley (2016) Funded: Section 31A, Title IV, Part A</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$24593</p>	<p>All</p>

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WISD/LESA/RESA WKSHP	Cost of YCS staff attending training at the WISD/LESA/RESA to attend sessions including NGSS, Study of Early Literacy, and other related workshops. Costs associated with mileage and registration fees.	Professional Learning, Evaluation, Parent Involvement, Academic Support Program, Behavioral Support Program, Walkthrough, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$13404	Assistant Superintendent
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<p>RAAL/Reading Apprenticeship/ Disciplinary Literacy</p>	<p>The Reading Apprenticeship Academic Literacy (RAAL) year- long course is organized into three discipline-specific units—English language arts, history, and science—each of which supports the integration of literacy and subject area instruction. Within and across the three units, students read increasingly complex text and apply their growing repertoire of literacy skills with increasing flexibility and control. In addition, a carefully scaffolded program of sustained silent reading is provided for each unit, building reader enjoyment, independence, stamina, and persistence. Step-by-step lesson plans integrate instruction and assessment. Student materials include a full year of course readings, interactive notebooks for working with the disciplinary texts, and metacognitive logs for the sustained silent reading program.</p> <p>RA instructional approaches are based on a framework that describes classroom life in terms of four interacting dimensions that support reading development: social, personal, cognitive, and knowledge-building. These dimensions are woven into subject area teaching through metacognitive conversations-- conversations about the thinking processes students and teachers engage in as they read. Using this framework student will become more independent and strategic readers to support reading proficiency across the content areas. Teachers will participate in monthly after school meetings to further learn RA strategies and improve literacy instruction in all content areas. Teachers will also participate in professional development around best practices in disciplinary literacy. Teachers will participate in the WISD Disciplinary Literacy network.</p> <p>Schools: Ypsilanti STEMM Middle College, YIES, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p> <p>Reading Apprenticeship Training for grades 4-5; 6-8; and 9-12 core subject areas teachers. 3 Consultants \$45 x 8hrs x 3 days = \$1,080 x 3 consultants = \$3,240</p> <p>Reading Apprenticeship Materials – 3 Class Sets: Reading Apprenticeship Academic Literacy (RAAL) Course: Teacher’s Materials, Units 1-3 (3 Sets) - \$1,600 x 3 =\$4,800, Reading Apprenticeship Academic Literacy (RAAL) Course: Student Materials, Unit 1-3 (3 Sets) \$350 x 3 = 1,050. Total: \$5,850</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$14299</p>	<p>District and building administrators, all content area teachers and support staff.</p>
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<p>New Teacher Professional Library</p>	<p>Purchase a resource library for new teachers that will be used to conduct book study throughout the school year.</p> <p>Purchase of 30 copies of Restorative Circles in Schools by and 30 Copies of the Restorative Practices Handbook from IIRP for new teachers - \$12 per book x 2 books = \$24 x 30 books = 720 + S/H \$72 = \$792</p> <p>Purchase of 30 copies of Teach Like a Champion for new teachers - \$20.81 per book 30 books = \$624.30 + S/H \$62.43 = \$687</p> <p>Purchase of 30 copies of First Day of School by Harry Wong for new teachers - \$34.93 per book 30 books = \$1,047.90 + S/H \$104.79 = \$1153</p> <p>Purchase of 30 copies of Conscious Discipline for new teachers - \$29 per book 30 books = \$870 + S/H \$87 = \$857</p> <p>Total: \$3,489</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$3489</p>	<p>Assistant Superintendent</p>
<p>After School Enhancement</p>	<p>Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning. Funded through Title 1 and 31 A Funding Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators.</p>

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Data Evaluation	Instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for at-risk learners. Teachers will also utilize professional learning materials, such as Data Wise, to facilitate their learning. The district will provide a data coach for using data in instruction, planning, and evaluating programs. Holmes Elementary, Estabrook Elementary, and YCMS teams will receive additional time for training to address the target school needs. Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10525	District Leadership, building principals, WISD consultants, Data trainers, and District Coaches.
PRIVATE SCHOOLS PROFESSIONAL DEVELOPMENT	Professional development will be provided in the following areas: Rubicon International Training, Dyslexia Building New Neuropathways to Master Visual & Auditory Memory, and Visual Perceptual Skills.	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$8668	Superintendent.

Title I Part C

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Freckle	Teachers will utilize Freckle to provide differentiated math practice for all students. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$15000	Instructional Coaches and Teachers.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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90 Minute Uninterrupted Literacy Block	<p>Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines. Students/ Teacher may incorporate supplemental leveled reading material during the 90 minute instructional period. All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to grade level prompts from our ELA core curriculum units. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. Students will write according to a variety of narrative and expository prompts across all content areas. Students will also receive reading and writing instruction in science and social studies.</p> <p>Our ELA core curriculum units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model instruction utilizing the ELA core curriculum infrastructure. Teachers will receive support in reading instruction from the district reading specialists.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$0	District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.
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<p>DTN Collaborative Leadership Network</p>	<p>A partnership will be identified for each building leader. They will collaborate with a central office leader who provides support for building level improvement. This collaboration will focus on the urgency for instructional improvement and will be regularly communicated at all levels of the organization. This will become a driving force behind the work of all building level instructional leaders. Furthermore, the central office leader's monthly use of the DTN Performance Management Driver System will maintain the focus of all instructional leaders on instructional improvement and student performance. Successful partnerships will have measurable results in the following areas: (1) increased Turnaround Competencies of building-level administrators; (2) higher rates of high quality subject-specific instruction observed; (3) evidence of success in the coaching record; and (4) data from the Performance Management Driver System.</p> <p>Professional development for central office administrators and building leaders will be provided. Stipends for those who are not scheduled to be working during the workshop times along with mileage should be added. Supplies for implementation in the district should be included for DTN use.</p>	<p>Professional Learning, Recruitment and Retention, Teacher Collaboration, Materials, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>09/30/2020</p>	<p>\$711640</p>	<p>Superintendent, Building Administrator or Mentors, Human Resource Director, DN</p>
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Title IV Part A

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

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Neutral Zone - Communities in Schools	The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. The units developed by Neutral Zone have proven to be highly effective when addressing adolescent needs and interests. YCS will secure a number of wrap around support services to meet the needs of students at both the high school and at Holmes Elementary utilizing Communities in Schools. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	District and building administration, counselors, classroom teachers, Lead Teachers, Instructional Advocates and academic tutors, special education teachers.
Accelerated Access to College Program	Access to college accelerated learning , dual enrollment, etc. YCHS / STEMM / ACCE / ATTECH Total \$63,340	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$63340	Principal
Monthly District Coordinated School Health Team Meetings / Parent and Community Events	The CSH Team will meet monthly to determine district needs, write policy, and plan for education around the eight elements of a CSH approach. The team will organize and implement educational events that promote all areas of health and wellness. Teacher leaders from each instructional level will participate on the district team to learn best practices in CSH. Substitutes will be provided. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$6000	District CSH Team, district and building administration, community partners.
Safe Schools for Sexual Minority Youth	Supplies for our Safe Schools for Sexual Minority Youth Training program includes shipping and handling. Grant funds are being used to support our sexually minority students. \$11,537 August 28 Sex Education Curriculum PD (Full Day) for grades 6-8 Health Education Teachers @YCMS. Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD) \$1,080	Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	06/29/2020	\$11537	Assistant Superintendent

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Care Relationships	Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition. Professional development and district support will be utilized to implement the following activities to support care/relationships -Conscious Discipline -Cultural Proficiency -Coordinated School Health & partnerships as identified by the CSH Team and the MOU process -Garden Coordinator Book Study - The Growth Mindset Coach - Annie Brock and Heather Hundley (2016) Funded: Section 31A, Title IV, Part A	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$40000	All
School Garden Coordinator	School Garden Coordinator will work closely with Director of Facilities, Farm to School committee and individual school leads to create garden teams with specific focus on garden sustainability, management, and nutrition education.	Academic Support Program	Tier 1		07/01/2019	07/27/2020	\$27196	Director of Facilities, school principals, and staff
Big Ideas	Big Math Professional Development will help teachers to take Big Math to the next level. The students in YCS have not had access to math books to take home to work with. This funding will also allow students to take home books. The curriculum adopted is Big Ideas. August 28 PD - Consultant Fee: \$5,000	Academic Support Program	Tier 1	Implement	08/27/2019	06/30/2020	\$27550	Teachers, instructional coaches.
Multi-Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students. District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system. YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$5000	All

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<p>High Quality Professional Development</p>	<p>Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Instructional Coaches monthly Professional Learning Series for Ambitious Teaching Strategies Teacher Mentoring Program Instructional Rounds Instructional Coaching Disciplinary Literacy Use of technology in instruction (Google Classroom) Specialized instructional professional development for elective content areas (i.e. physical education, art, technology, Spanish, music, etc.) Outside resourced training companies (i.e. Scholastic, Everyday Math, FOSS Science, Social Studies Alive, IQWST, Heinemann, Wilson Language, Etc.) Socio-emotional support models Stipends and salaries will be paid out of Title II and other grant sources.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$11500</p>	<p>All</p>
<p>Non-Violent Crisis Prevention</p>	<p>All administration, special education, and middle school staff will participate in NCI (non-violent crisis intervention training) for safely defusing anxious, hostile, or violent behavior at the earliest possible stage Schools: All Schools Nonviolence Crisis Intervention Training Program at Hilton Garden Inn Detroit Airport – 2 teachers – Fee \$3,424, mileage \$63 = Total \$6,975</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5050</p>	<p>District Administration</p>
<p>Membership</p>	<p>Membership involves ownership, involvement, accomplishment, and belonging. Professional development and district support will be utilized to implement the following programs: -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Co-curriculars, extracurriculars, and student organizations (for example after school art activities, Detroit Urban Debate League) -Parent involvement -Justice League Funded by Section 31A, Title II Part A, and Title IV. Schools: All Schools</p>	<p>Behavioral Support Program, Supplemental Materials</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$12837</p>	<p>All</p>

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9-12 Accelerated Learning Opportunities	Promoting access to accelerated position will be held by an individual responsible for providing learning opportunities including dual or concurrent enrollment programs, and early college high schools, Counseling and mentoring to develop study skills and critical thinking. Offer students help prepare students to transition to college, assistance is provided on identifying post-secondary opportunities that are associated with students. It provides an additional layer of support for potential first generation college going students.	Academic Support Program	Tier 1	Implement	07/01/2019	06/29/2020	\$63340	teachers, principal.
EDM PD	EDM Professional Development will help teachers to take EDM to the next level. The student in YCS have not had access to math supplemental materials to take home to work with. This funding will also allow students to take home books. The curriculum adopted is EDM.	Academic Support Program	Tier 1	Implement	07/01/2019	07/27/2020	\$63320	Teachers and coaches
LLI	Teachers will utilize the LLI Program to provide differentiated reading for all students.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 3	Implement	07/01/2019	08/31/2020	\$12325	Instructional coaches
Instructional Technology Professional Developer	We will hire Jerilyn Lynn to provide instructional technology professional development to teachers and staff, work with district IT department and curriculum department to help teachers integrate technology	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$11500	Jerilyn Lynn will work with teachers, staff and administrators.

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<p>High Quality Subject Specific Instruction</p>	<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SIOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$38033</p>	<p>All</p>
<p>Support</p>	<p>Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming -Behavior Supports -Social Work -YCS at Work -Graduation Coach -Leader in Me Funded by Title IV, Part A, Title II, Part A, and Section 31A Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$30000</p>	<p>All</p>

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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
FOSS Professional Development	K-5 Teachers will be provided FOSS materials and PD on how to use the materials to inform instruction. Presenters Fee: \$2,200 Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$32967	K-5 Teachers.
Illuminate	Purchase Illuminate so that teachers can use to generate common assessments, use data to inform instruction, and provide feedback about progress with parents.	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$23794	Teachers, Administrators, and central office staff
Monthly District Coordinated School Health Team Meetings / Parent and Community Events	The CSH Team will meet monthly to determine district needs, write policy, and plan for education around the eight elements of a CSH approach. The team will organize and implement educational events that promote all areas of health and wellness. Teacher leaders from each instructional level will participate on the district team to learn best practices in CSH. Substitutes will be provided. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$11537	District CSH Team, district and building administration, community partners.
Culture and Climate Coach	The Climate and Culture Coach will assist teachers and the administration in the planning and implementation of well coordinated social-emotional / trauma-informed behavioral practices and services for students that will be provided at the classroom level; provide inside and outside classroom support, guidance, counseling, coordination, consultation, referral and delivery of information and services; and assist teachers in establishing a sense of community around meaningful relationships with their students and families.	Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Supplemental Materials, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$500000	Assistant Superintendent and Principal
Dean of Students	Student Deans work with students and their families in resolving conflict to avoid suspensions. The goal is to help students to self-regulate their behavior.	Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$225000	Principals

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<p>Care Relationships</p>	<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition. Professional development and district support will be utilized to implement the following activities to support care/relationships -Conscious Discipline -Cultural Proficiency -Coordinated School Health & partnerships as identified by the CSH Team and the MOU process -Garden Coordinator Book Study - The Growth Mindset Coach - Annie Brock and Heather Hundley (2016) Funded: Section 31A, Title IV, Part A</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$100000</p>	<p>All</p>
<p>Instructional Coach</p>	<p>Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy. Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$627500</p>	<p>Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy.</p>

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Safety	Safety involves personalization, prevention, systematic action, a climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety: -Restorative Practices -Structures and Routines (Teach Like a Champion, Consistent Discipline) -Non Violent Crisis Intervention -Crisis Response Team -Conscious Discipline -School Reform Officer Funded through 31A, Title II, Part A, and Title I, Part A Schools: All Schools	Professional Learning, Behavioral Support Program, Policy and Process	Tier 2	Implement	07/01/2019	08/31/2020	\$175000	All
NGSS PD	NGSS PD and materials for professional learning for K-12. Materials will vary from different vendors such as Office Supply Co, Carolina Biology, Barnes and Noble, Flinn Sci, and other vendors - \$10,000 NGSS Science Collaborative follow-up PD for grades 9-12 (Full Day) @ YCHS - Consultant Free: \$45 x 8hrs x 3 days = \$1,080 (August PD) NGSS Training at WISD for 3 YCHS Science Teachers. \$25 + F/B x 7 x 3 days x 8 = \$7,560 NGSS Material costs for PD on Carbon TIME Biology. \$200	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$7116	Teachers
Social Work Support	The District will enhance social work support for students experiencing trauma, PTSD, etc. by contracting with DHHS for social work support, as well as, hiring social workers that have training in Cognitive Behavioral Therapy. This support will provide services beyond the current capacity of the existing special education social work staff. Schools: All Schools	Behavioral Support Program	Tier 3	Implement	07/01/2019	08/31/2020	\$5099	District Administration
Xello Career Cruising	Purchase Xello Career Cruising to help our students to to identify potential future careers.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$6000	Principals

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ESL Teachers and Para Educators	ESL TEACHERS and PARA EDUCATORS - will use common supplemental math vocabulary, manipulatives, and curriculum based strategies when working with ELL students. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$100000	ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff
Advanc-ED	Renew Advanc-ED so that each School Improvement Team can use the system to report, monitor, and live the core of the SIP Plan.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$14400	Assistant Superintendent

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<p>Cultural Competency/Cultural Relevancy</p>	<p>It is imperative that the teachers (used inclusively) and teaching methodology (pedagogy and instructional strategies) and the materials used (written and referenced) meet the unique needs of this school community. Culturally competent teachers and support staff will engage in professional development training regarding research and best-practices that will provide a critical understanding and knowledge of skills/ experiences and affirming attitude necessary for those teaching in a culturally and economically diverse community. A culturally relevant and competent instructional experience will increase relevancy and opportunities for engagement for students resulting in improvement academic proficiency. Staff will participate in training around cultural competency. Schools: All Schools</p> <p>Sub Costs: 13 teachers will attend a 4 session Justice Leaders workshop through the WISD. This is a total of 52 sessions. Learning will focus on issues of oppression, inequalities along lines of race, color, gender, and sexual orientation. The cost associated will cover substitute teachers at a cost of \$101/per day needed to allow the teacher to attend the workshop. This is a workshop for teachers. \$101 x 52 sessions = \$5,252</p> <p>Stipends for attending Envisioning Equity Education PD – June 2020 - \$25 = H/B x 6 hr. x 4 days x 45 teachers = \$48,600</p> <p>Stipend for 30 teachers - Envisioning Equity Education book by Bettina Love Want to do More than Survive Book Study (\$13,500 –Once a month for 2 hours/9months/30 staff) 30 teachers x9 days x 2 hours/day @ \$25 per hr. = \$13,500 – Total = \$19,936</p> <p>Envisioning Equity Education book by Bettina Love want to do more than survive (35 copies @15.77 each=\$551.95 + S/H \$50 =\$601.95/ Post it Cart Paper (3 @ \$45 each x S/H\$25= \$160) and Notebooks (35 @ \$35 each x \$25 S/H = \$1250) Total 2011.95</p> <p>Contracted Services: Workshops/seminars – professional development services on culturally responsive leadership: 7 workshops (2 hours/workshops) with members of the school (Administrator, Instructional Coach, and Culture and Climate Coach) on culture, power, and</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$12250</p>	<p>All district and building administration and staff, all support staff and community volunteers and participating agencies.</p>
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	and Climate Coach) on culture, power, and privilege in teaching and learning as well as culturally responsive leadership 7 workshops x \$1,750 = \$12,250 Professional Text used in Book Studies for Envisioning Equity Education PD: including But not limited to Everyday Anti Racism, Trauma Informed Practice In School: 45 Books X \$33 +S/H/ book = \$1,634							
ED Calendar	Purchase Every Day Calendars so that teachers can use to help students to master conceptual mathematics with ease.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$10000	Teachers
I-Pads and Supplemental Applications and Technology Licenses	Math applications on the ipad can range from flash cards to calculators to graphing to project problem solving. The iPad can represent a textbook, a calculator, and a review sheet when carefully integrated into a math lesson. Reflex Math (for example) is a math practice website for K-12 school students (subscription based). Funded through 31A and Title I Schoolwide funding. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, Washtenaw International Middle Academy, YIES, Holmes Elementary, Estabrook Elementary School, Ford Early Learning Center, ACTech High School, Ypsilanti Community Middle School	Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$50230	Building principal and high qualified instructional and support staff; academic tutors.
Read 180	6-12 teachers will utilize Read 180 to provide differentiated instruction to 6-12 grade students. ACTech, STEMM High, YCMS, and ACCE	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$14291	Principals
Math Intervention Teacher	Intervention Teacher and Tutor will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, in small groups with Math 180. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$85000	Principals.
Alternative Secondary Programs	Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in ACCE, WCC dual enrollment, or the YCS STEMM middle college. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$72966	District and building staff

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School Resource Officer	The School Resource Officer ensures that all students throughout the district are kept safe at all times.	Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$62000	Superintendent and Principals
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction. Schools: Ypsilanti STEMM Middle College, ACTech High School, and ACCE. Apex Credit Recovery	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$40000	District and building level administrators, classroom and credit recovery assigned teachers, supplemental teachers.
Afterschool Tutoring	Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. Funded through 31A and Title 1, Part A. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$75000	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional II Advocates.
31A Social Worker	The 31 A Social Worker works with students so they learn to self-regulate their behaviors so that they can get about the business of learning.	Communication, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$102000	School Principal
Afterschool Tutoring	After-school tutoring will be offered to students needing additional support meeting grade level standards. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	Assistant Superintendent

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Title I and 31A Instructional Advocates	Title I teachers and Instructional Advocates will provide supplemental interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$100000	Title I and 31 A Instruction I Advocates, District and building administrators, Director of State and Federal Planning, ESL teachers. eligibility
Foundations Reading	K-2 teachers will utilize Foundations to provide differentiated reading practice for all students. Foundations professional development. Presenters Fee: \$5,000	Professional Learning, Academic Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$22695	Principal
Math Journals and Vocabulary	Students will use math journals to explain their thinking about how they arrived at solutions. Math journals allow teachers and students to conduct error analysis when solving problems and to develop math vocabulary. Data that are compiled in math journals maybe used as warm up activities and exit slips. Math vocabulary is targeted to ensure a common use and understanding from class to class, grade to grade. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$62000	All highly qualified staff working with student to advance mathematic learning, building principals.

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Bright Futures	Bright Futures offers high quality after school programs to improve literacy academic achievement, develop self -efficacy and to prepare elementary, middle and high school students to prepare for the next level of schooling. Bright Future staff will collaborate with Title I and 31 A funded staff, classroom teachers and building principals to ensure a seamless, coordinated supplemental intervention. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School.	Academic Support Program, Extra Curricular	Tier 2	Implement	07/01/2019	08/31/2020	\$10000	Title I teachers, Instructional Advocates, classroom teachers and building principals will coordinate supplemental support services with Bright Future staff. Bright Futures will become part of a well organized co-curricular design.
Community Liaison	Community Liaisons will work with families to ensure that students get to school on time and on a regular basis.	Parent Involvement, Academic Support Program, Policy and Process	Tier 2	Implement	07/01/2019	06/30/2020	\$162500	Assistant Superintendent

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Guided Reading	Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balance literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets. Teachers will utilize running records for student assessment and ELA instruction from our structure instructional program. For instructional intervention 6th-12th, students will use Read 180 in intervention classes. Schools: All Schools	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$15000	District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff
After School Enhancement	Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning. Funded through Title 1 and 31 A Funding Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators.
Supplemental Leveled Reader Programs	An interactive vocabulary and reading program can be presented to students individually, in small groups, and whole classes using the interactive boards and iPads. Leveled texts and vocabulary lists can be downloaded and printed which allow teachers to differentiate instructional for students at varied reading and vocabulary levels. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$50000	District and building level administrators, classroom and support staff.

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Student Internships	Students in grade 12 will participate in a student internship program, YCS at Work, to train them in college and career skills. There will also be a soft skills course that students must take before their internship begins. Schools: Ypsilanti STEMM Middle College, ACCE, ACTech High School	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$8530	YCS High School Administration, Student Internship Coordinator
Title I Teachers, Instructional Advocates and Tutors	TITLE I TEACHERS, INSTRUCTIONAL ADVOCATES, AND SCHOOL IMPROVEMENT FUNDED TUTORS will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, instruction 6-12 in small groups with Math 180 Schools: All Schools	Academic Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$100000	District and building level administrators will supervise the implementation of these supplemental programs to ensure effective instruction is evident and measurable.
Bright Futures	Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all student 2nd-12th grade to prepare for the next level of school. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, , YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School	Professional Learning	Tier 2	Implement	07/01/2019	08/31/2020	\$10000	District staff, building principals will work with the Bright Futures organization to ensure seamless, well organized and well monitored supplemental programming.

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Summer School / Summer Bridge / Intercession Programs	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to as intercessions for Holmes and Ford Elementary buildings). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Students will utilize Elevate K12 and Read/Math 180 programs for supplemental instruction. Funded through 31A / Title 1, Part A Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$100000	District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.
Truancy Officer	The Truancy Officer will work with students and their families to ensure that students get to school on time and regularly as required by the State of Michigan.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$106000	Principal and Assistant Superintendent
ACCE Competency Based Program	Dual Enrollment Courses through Eastern Michigan University @ \$5,000 x 10 courses = \$50,000 - Content Area Project Based Integrated Courses with Engineering and Design Dual Enrollment Component. Courses will lead to multiple credentialing options. Consultant Fee: \$50,000 - 31 A	Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$100000	ACCE Principal
TCI	Staff will be provided with TCI professional learning and materials needed to teach social students using reading apprenticeships practices. August 28 - Cengage Social Studies PD Grades 6-12 (Full Day) Consultant Fee \$2,700	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$14936	School leaders, and principals
Reader's & Writer's Workshop	Reader's and Writer's Workshop materials from School Specialty to conduct literacy instruction in K-12.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$24633	School Principals and teachers
Restorative Practice Coach	The Restorative Practices Coach helps students to resolve conflict and avoid suspensions.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$85000	Principals

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Multi-Tiered System of Supports (MTSS)	<p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students.</p> <p>District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system.</p> <p>YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium.</p>	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$949830	All
Credit Recovery	<p>Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction. Schools: Ypsilanti STEMM Middle College, ACTech High School, ACCE - Apex Credit Recovery</p>	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$40000	District and building level administrators, 31 A Instructional Advocates, credit recovery teachers, Title I teachers, ESL teachers. ACCE will be included.
IQUEST	IQUEST Professional development and purchase of IQUEST materials for teachers to learn how to inform instruction forward.	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$20712	Teachers
EDM Calendar	Purchase EDM Calendars for K-8 teachers to use to inform math instruction.	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$20000	K-8 Teachers

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Ypsilanti Community Schools

<p>High Quality Subject Specific Instruction</p>	<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SIOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$87600</p>	<p>All</p>
<p>Communities in Schools</p>	<p>Students in YCHS will receive supplemental academic and socio-emotional supports to improve graduation rates, credit earning, and dropout prevention. The on-site coordinator will support a specific caseload of students. Students will also be tracked for attendance and academic progress.</p> <p>Students in Holmes Elementary will receive supplemental academic and socio-emotional supports to improve academic achievement, attendance, and behavioral supports. The Communities in Schools Coordinator will work with building staff to develop effective parent nights that meet the academic support needs of the families.</p> <p>Schools: Ypsilanti STEMM Middle College, Holmes Elementary, ACTech High School Funded through Title I, Part A and 31A</p>	<p>Academic Support Program, Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$50000</p>	<p>District and Building Administration, Communities in Schools Coordinator</p>

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Instructional Coaches	<p>n instructional coach will specialize in ELA K-12 for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. Substitute teachers will be provided for teachers to observe best practices.</p> <p>The District will also employ a data coach to aid in the evaluation of data and to aid in the creation of SLOs.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 2	Monitor	07/01/2019	08/31/2020	\$627500	District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers
Instructional Coach	<p>Instructional coaches will specialize in math instruction for K-5th grades and 6th-12th grades for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. The District will utilize substitute teachers to allow for more personalized professional development needs, including instructional rounds and modeling best practices.</p> <p>Schools: All Schools</p>	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$627500	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.

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<p>After School, Intercession, Summer School Summer Bridge</p>	<p>Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to summer intercessions as YCS prepares to move towards a year round calendar). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Funded through 31A / Title I, Part A Schools: All Schools Transportation for Summer School \$166,320</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$100000</p>	<p>District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and para educators.</p>
<p>Reading Intervention Materials</p>	<p>Reading intervention materials Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$15000</p>	<p>Principals</p>
<p>ESL Teachers and Para Educators</p>	<p>English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the M-STEP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support. Schools: All Schools</p>	<p>Class Size Reduction, Academic Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$100000</p>	<p>Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.</p>

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Phonics and Word Work Instruction	Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components within the 90 minute language arts/ reading block. Teachers will utilize the Words Their Way program for phonemic awareness, K-2. Schools: All Schools	Academic Support Program, Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$0	District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.
Reading Journals and Word Walls	Students will use reading/ writing journals to explain their understanding of text and/or to ask questions about the nature of a passage. Reading journals allow teachers and students to exchange ideas about the author's intent, use of plot structure, character development, and to develop reading vocabulary. Reading journals maybe used as warm up activities. READING WORD WALLS reflect reading vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$50000	District and building level administrators, classroom teachers, and all supplemental teachers must monitor that this best practice is occurring in all class.
Support	Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming -Behavior Supports -Social Work -YCS at Work -Graduation Coach -Leader in Me Funded by Title IV, Part A, Title II, Part A, and Section 31A Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$120000	All

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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sheltered English (SIOP) and Other Effective Strategies for ELLs	SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners and all subgroups of students. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ a SIOP consultant to further support teachers in the Focus school and its feeder schools. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10000	ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant, and district EL coach.
Multi-Tiered System of Supports (MTSS)	Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students. District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system. YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium.	Academic Support Program	Tier 3	Implement	07/01/2019	06/30/2020	\$19478	All
Participation in WISD EL Consortium for use of best practices with English acquisition and comprehension in core content areas daily.	District/Consortium will provide an opportunity for SIOP training on lesson preparation to all teachers working with EL students. -Teachers will be given the opportunity to attend a training to acquire knowledge and skills around Sheltered Instruction Observation Protocol and how to embed acquired skills into their classroom. Method of delivery of training may be face-to-face, online, or a combination.	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$19478	Consortium Members

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<p>Participation in WISD EL Consortium to support providing additional instructional supports for EL students.</p>	<p>The district will provide tutoring during, after-school and/or summer programming on or off-site. -Tutors will work with EL students to provide diverse supports in order for students to continue to acquire English in core content areas including direct instruction, authentic experiences/texts, and technology/software. The district will provide support materials to include software, technology, and text to support language acquisition. -Tutors/ Teachers/Coordinators will work with EL students and use multiple resources to ensure high-quality language acquisition.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Consortium members</p>
<p>Leadership Activity</p>	<p>District administration will facilitate collaborative professional learning sessions throughout the school year to building capabilities and competencies in teacher leaders and building administrators to assist in growing academic achievement district-wide.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$7000</p>	<p>Building Administrators, Superintendent, Human Resources Directors</p>
<p>Participation in WISD Consortium for Support English Learners Professional Development</p>	<p>On-going, job-embedded professional development for EL/General Education Teachers -Consortium members will be given the opportunity for job-embedded professional development through a minimum of 3 sessions of content-specific topics related to best-practices with EL students. These meetings will allow teachers to learn new strategies to embed into their lessons and classroom practice District/ Consortium Member Teacher Endorsement Instructional staff of consortium members will be provided opportunities to seek certification and/or endorsement, enabling districts to provide highly qualified services to EL students. Opportunities may include tuition for participation in post-secondary or graduate learning opportunities, sub costs, materials, etc Assessment Training Consortium members will be given the opportunity to attend EL focused training on how to administer and interpret results of various state and national assessments, discuss and plan for instruction, use and understand entrance and exit protocols of EL students.</p>	<p>Professional Learning, Academic Support Program</p>		<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19748</p>	<p>Consortium Lead and Consortium members attending the training</p>

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<p>Participation in WISD Consortium for improving involvement of parents of English Learners</p>	<p>Learning about the Educational System in the United States through learning and using instructional/language development strategies with their students to support their academic progress. -WISD, with input from its Title III EL Consortium Members, may plan 1-2 parent engagement meetings to be hosted at a location accessible by the majority of families. Each meeting may include information determined to be gap areas by each participating member. For example, reviewing district curriculum, student handbook, etc. Create effective parent engagement materials -Consortium members and/or Consortium Lead will assist in providing resources to help create bilingual parent engagement materials to be handed out at the engagement meetings. Consortium may contract with a Parent Involvement Liaison to provide and/or enhance on-going outreach to EL parents. The Parent Involvement Liaison will work with Consortium districts and teachers to plan for on-going parent involvement meetings, facilitate parent meetings, or provide districts resources for on-going parent involvement.</p>	<p>Community Engagement, Parent Involvement</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Contracted Parent Involvement Liaison, Consortium Lead, and Consortium Districts</p>
<p>SIOP - Sheltered English Workshop Instruction</p>	<p>SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ an on- site SIP consultant to further support teachers in the Focus school and its feeder schools. Schools: All Schools</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and building administration, classroom and support staff, contracted trainers.</p>

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
WRITING ACROSS THE CURRICULUM	Students will be given opportunities to research and report on historical events that are of particular interest. Teachers will use skills learned during training in cultural competency and Reading Apprenticeship when preparing and teaching these lessons. The Collins Writing Program is one example that presents a model for writing across the curriculum. It was designed to simultaneously improve students' thinking and writing skills. This program develops Five Types of Writing assignments that can easily be used in any content area. The model is based on two essential principles: 1) thinking and writing skills develop experience and practice and 2) it is almost impossible to be both a creative and critical thinker at the same time. The student will learn to adhere to format and style guidelines or standards of professional papers such as reports, article, persuasive and research papers (at the secondary level). Elementary level students will focus on grade level writing mechanics and genre writing germane to grade level objectives.	Academic Support Program, Supplemental Materials, Other	Tier 2	Implement	07/01/2019	08/31/2020	\$0	District and building level administrators, classroom teachers, supplemental teachers, all academic tutors.

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<p>INSTRUCTIONAL COACH</p>	<p>An instructional coach will specialize in each of the 4 content areas (language arts, math, science and social studies) for the purpose of supporting students who need EL support. They will maintain a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade levels content area teachers to ensure the highest quality instructional implementation is evident. This support along with Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike.</p>	<p>Academic Support Program, Supplemental Materials, Other, Direct Instruction</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$0</p>	<p>District and building administration, WISD administration and consultants, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, special education and ESL support staff.</p>
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District Improvement Plan

Ypsilanti Community Schools

<p>High Quality Subject Specific Instruction</p>	<p>The vision of High-Quality Subject Specific Instruction for all core content areas was adopted by the DTN in 2016-17. The objective of this activity is to strengthen the implementation of high-quality instruction as measured by increased student achievement.</p> <p>The district will focus on the following high-quality instructional models: Ambitious Teaching Strategies (see attachments) SIOP instruction for ELL students IB - PYP Inquiry-Based World Language Instruction</p> <p>Professional development and district support will be utilized, including instructional coaches. Additional technology professional development will be funded by Title IV.</p> <p>Stipend for 7 coaches to work with new teachers on August 20, 2019 in learning our vision for high quality instruction and classroom management in all core areas. \$25 +\$20 F/B = \$45 x7 hr. =\$315 x 7 coaches = \$\$2,205</p> <p>Stipend for 10 teacher/coaches to support new teachers in high quality instruction. \$45 x 7 hours= \$315 x 10 teachers/coaches = \$3,150</p> <p>Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$494788</p>	<p>All</p>
<p>DTN Performance Management Tool</p>	<p>Utilize the DTN Performance Management Tool to record and use multiple sources of data to problem solve. Data sources should include the following: Demographic Performance Goals Non-Instructional Indicators Achievement Data Professional development and district support will be utilized. The district will utilize Illuminate, a data warehouse, to continually monitor instructional data at both the building and district levels. Professional development will be utilized to support the use of the tool.</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$50746</p>	<p>All</p>

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<p>High Quality Data Collection Tool for Ambitious Teaching Strategies</p>	<p>All instructional staff and administrators will utilize the Collaborative Learning Cycle (CLC) process to identify and monitor academic and non-academic needs of students. The CLC process will provide a common tool for data conversations. Data conversations may focus on student data (formative, summative and/or benchmark) or student work samples, perception data, process data, demographic data, attendance and behavioral data. Professional development will be utilized to train all staff on the use of this protocol. Instructional coaches will also provide support and training. A train-the-trainer model will be utilized at the Building Turnaround Network level.</p>	<p>Evaluation</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1000</p>	<p>All</p>
<p>Aligned Assessments</p>	<p>Align district curriculum and assessments through common grade level and content area work groups and training, as evidenced by the identification of power standards, pacing guides, common assessments, common grading practices and reporting tools.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$48110</p>	<p>All instructional staff</p>
<p>High Quality Professional Development</p>	<p>Utilize the following professional learning opportunities to deepen the knowledge of academic and non-academic needs of students. Instructional Coaches monthly Professional Learning Series for Ambitious Teaching Strategies Teacher Mentoring Program Instructional Rounds Instructional Coaching Disciplinary Literacy Use of technology in instruction (Google Classroom) Specialized instructional professional development for elective content areas (i.e. physical education, art, technology, Spanish, music, etc.) Outside resourced training companies (i.e. Scholastic, Everyday Math, FOSS Science, Social Studies Alive, IQWST, Heinemann, Wilson Language, Etc.) Socio-emotional support models Stipends and salaries will be paid out of Title II and other grant sources.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$170799</p>	<p>All</p>

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<p>Multi-Tiered System of Supports (MTSS)</p>	<p>Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the academic needs of students and to coordinate general and special education programming: Grant funding will support, i.e. Title I, III, IV, and 31a instructional support, ESL teachers and paraeducators, Title I full-day kindergarten, after school and summer school instruction, stipends and licenses, additional materials, support for homeless students.</p> <p>District support (through coaching, professional development, and materials) will be provided for instructional staff that supports students in Tier II and Tier III of the MTSS system.</p> <p>YCS will partner with Washtenaw Intermediate School District to provide support and training for teachers through the Title III consortium.</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2501974</p>	<p>All</p>
<p>DANIELSON PROFESSIONAL DEVELOPMENT</p>	<p>Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance. Professional development for instructional and administrative staff will be provided.</p>	<p>Evaluation, Policy and Process</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>05/29/2020</p>	<p>\$5500</p>	<p>All</p>

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<p>DTN Collaborative Leadership Network</p>	<p>A partnership will be identified for each building leader. They will collaborate with a central office leader who provides support for building level improvement. This collaboration will focus on the urgency for instructional improvement and will be regularly communicated at all levels of the organization. This will become a driving force behind the work of all building level instructional leaders. Furthermore, the central office leader's monthly use of the DTN Performance Management Driver System will maintain the focus of all instructional leaders on instructional improvement and student performance. Successful partnerships will have measurable results in the following areas: (1) increased Turnaround Competencies of building-level administrators; (2) higher rates of high quality subject-specific instruction observed; (3) evidence of success in the coaching record; and (4) data from the Performance Management Driver System.</p> <p>Professional development for central office administrators and building leaders will be provided. Stipends for those who are not scheduled to be working during the workshop times along with mileage should be added. Supplies for implementation in the district should be included for DTN use.</p>	<p>Professional Learning, Recruitment and Retention, Teacher Collaboration, Materials, Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>09/30/2020</p>	<p>\$711640</p>	<p>Superintendent, Building Administrator or Mentors, Human Resource Director, DN</p>
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<p>Allocation of Resources Aligned to Student Needs</p>	<p>Because rapid turnaround is different than continuous improvement, districts are faced with the challenge to “seize this incredible moment of rapid change to transform the way they use resources (time, people, money) so that every school succeeds for every child.” (ERS, 2013) With district systems completely installed and operational, it is now time for districts to take this opportunity to remake the very foundation of their organization and cost structure to support these systems effectively.</p> <p>Allocation of Resources Education Resource Strategies (ERS) has been researching strategic resource use in schools for over a decade. Through the installation of the Blueprint, the installing district has positioned itself to change the game by transforming the way each building allocates its resources.</p> <p>Successful schools start with a strong vision for student and teacher success, and have deliberate efforts to reorganize resources (time, people, money) around that vision.</p>	<p>Policy and Process</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>05/29/2020</p>	<p>\$17183</p>	<p>All</p>
<p>PRINCIPAL PROFESSIONAL DEVELOPMENT COACH</p>	<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies. Additional coaching and support will be provided through a district hired walkthrough and evaluation coach.</p> <p>Stipend: After School Support and Mentoring New Principals in Mechanics of Building Leadership, BluePrint Installation, Develop and provide mentorship with YCS Leadership Academy - 3 mentors @5000 each plus Benefits - \$22,100</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$54100</p>	<p>All</p>

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<p>Assessment and Data Training</p>	<p>The district will provide teachers with professional development on assessment building and data use to inform instruction in order to provide academic supports for students.</p> <p>An online data and assessment tool, Illuminate, will be utilized to provide all instructional staff access to assessments and student assessment and achievement data. Ongoing training will occur on the use of this system, built in a train-the-trainer model for building level supports.</p> <p>Training for Principals (Title IIA - Purchase Data Driven Dialogue Book and Putting Faces on the Data by Lyn Sharratt - PD Data Institute for School Leaders - Consultants Lyn Sharratt and Ellen Varencamp</p>	<p>Monitor</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$12000</p>	<p>All instructional and coaching staff.</p>
<p>Support male students as a subgroup to increase student growth in reading</p>	<p>Our data supports the intervention and support of male students as a population. This will require a deep look at student instructional materials and teacher instructional practices. Professional development, involving conference attendance, coaching and material purchase will be included.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$10000</p>	<p>All professional instructional staff.</p>
<p>Participation in WISD Consortium for Support English Learners Professional Development</p>	<p>On-going, job-embedded professional development for EL/General Education Teachers -Consortium members will be given the opportunity for job-embedded professional development through a minimum of 3 sessions of content-specific topics related to best-practices with EL students. These meetings will allow teachers to learn new strategies to embed into their lessons and classroom practice District/ Consortium Member Teacher Endorsement Instructional staff of consortium members will be provided opportunities to seek certification and/or endorsement, enabling districts to provide highly qualified services to EL students. Opportunities may include tuition for participation in post-secondary or graduate learning opportunities, sub costs, materials, etc Assessment Training Consortium members will be given the opportunity to attend EL focused training on how to administer and interpret results of various state and national assessments, discuss and plan for instruction, use and understand entrance and exit protocols of EL students.</p>	<p>Professional Learning, Academic Support Program</p>		<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19748</p>	<p>Consortium Lead and Consortium members attending the training</p>

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<p>Participation in WISD EL Consortium for use of best practices with English acquisition and comprehension in core content areas daily.</p>	<p>District/Consortium will provide an opportunity for SIOP training on lesson preparation to all teachers working with EL students. -Teachers will be given the opportunity to attend a training to acquire knowledge and skills around Sheltered Instruction Observation Protocol and how to embed acquired skills into their classroom. Method of delivery of training may be face-to-face, online, or a combination.</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Consortium Members</p>
<p>Participation in WISD EL Consortium to support providing additional instructional supports for EL students.</p>	<p>The district will provide tutoring during, after-school and/or summer programming on or off-site. -Tutors will work with EL students to provide diverse supports in order for students to continue to acquire English in core content areas including direct instruction, authentic experiences/texts, and technology/software. The district will provide support materials to include software, technology, and text to support language acquisition. -Tutors/ Teachers/Coordinators will work with EL students and use multiple resources to ensure high-quality language acquisition.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Consortium members</p>
<p>Participation in WISD Consortium for improving involvement of parents of English Learners</p>	<p>Learning about the Educational System in the United States through learning and using instructional/language development strategies with their students to support their academic progress. -WISD, with input from its Title III EL Consortium Members, may plan 1-2 parent engagement meetings to be hosted at a location accessible by the majority of families. Each meeting may include information determined to be gap areas by each participating member. For example, reviewing district curriculum, student handbook, etc. Create effective parent engagement materials -Consortium members and/or Consortium Lead will assist in providing resources to help create bilingual parent engagement materials to be handed out at the engagement meetings. Consortium may contract with a Parent Involvement Liaison to provide and/or enhance on-going outreach to EL parents. The Parent Involvement Liaison will work with Consortium districts and teachers to plan for on-going parent involvement meetings, facilitate parent meetings, or provide districts resources for on-going parent involvement.</p>	<p>Community Engagement, Parent Involvement</p>	<p>Tier 2</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$19478</p>	<p>Contracted Parent Involvement Liaison, Consortium Lead, and Consortium Districts</p>

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Leadership Activity	District administration will facilitate collaborative professional learning sessions throughout the school year to building capabilities and competencies in teacher leaders and building administrators to assist in growing academic achievement district-wide.	Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2019	06/30/2020	\$7000	Building Administrators, Superintendent, Human Resources Directors
Building Administrator Mentors- Team Leaders	Building administrators will be selected to mentor and lead mentoring sessions and progress monitoring CLC's with administrative teams in the district. These leaders will also develop activities for the leadership academy.	Communication, Professional Learning, Recruitment and Retention, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$15000	Building Administrator Mentors-Team Leaders, Human Resource Director, Superintendent
EARLY LITERACY TRAINING	Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction.	Professional Learning	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$2000	Assistant Superintendent
FOUNTAS & PINNELL PROFESSIONAL LEARNING	Fountas and Pinnell professional learning will be provided to staff.	Professional Learning	Tier 2	Implement	08/01/2019	07/31/2020	\$11900	Assistant Superintendent
SCIENCE PROFESSIONAL LEARNING	Science Instructional Coach will attend NGSS 2-day training to train 6-12 grade science teachers to effectively incorporate NGSS standards into instruction.	Professional Learning	Tier 1	Getting Ready	08/01/2019	07/31/2020	\$0	Assistant Superintendent
CLASSROOM MANAGEMENT TRAINING	Teachers will be provided with classroom management, routines and procedures workshops. The workshop will be designed using the book "Teach Like a Champ" / EL Management in the Active Classroom.	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$21900	Assistant Superintendent
FEDERAL PROGRAMS COORDINATOR	Federal programs coordinator will be responsible for planning Title II planning, monitoring, program evaluation for all Title I & II programs, and ensure purchases, billing, spreadsheets and reporting expenses are coordinated. Federal Programs Coordinator: Coordinate with Title II planning, monitoring and program evaluation for all Title II programs; assist in follow thru, purchases, billing, spreadsheets, reporting expenses. \$22,500	Professional Learning, Monitor	Tier 1	Implement	07/01/2019	07/31/2020	\$112200	Superintendent
MSBO ANNUAL CONFERENCE	Administrators will attend 2020 MSBO Annual Conference improve the leadership of and management in school business and operational services. This includes registration, transportation, lodging, parking, and mileage costs.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$15600	Assistant Superintendent

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PRIVATE SCHOOLS PROFESSIONAL DEVELOPMENT	Professional development will be provided in the following areas: Rubicon International Training, Dyslexia Building New Neuropathways to Master Visual & Auditory Memory, and Visual Perceptual Skills.	Professional Learning	Tier 1	Getting Ready	07/01/2019	07/31/2020	\$8668	Superintendent.
MANS FAITH BASED SCHOOLS CONFERENCE	Huron Valley Catholic School Principal will attend MANS Faith Based School conference to enhance school leadership skills.	Professional Learning	Tier 1	Implement	08/01/2019	07/31/2020	\$538	Superintendent
HURON VALLEY & YCS PD ALIGNMENT	Huron Valley Catholic Schools will be provided professional development materials that are aligned to YCS initiatives. These resources include books for study groups, PD CDs & DVDs, workbooks and basic supplies to be used at professional development sessions.	Professional Learning, Materials	Tier 1	Implement	08/01/2019	07/31/2020	\$3537	Superintendent
Cognitive Coaching Training	<p>Through Collaborative Thinking, district teachers, administrators, coaches and support staff will be trained on facilitation, being a group member, student identity and academic growth. Trainer, materials and food will be provided. Cognitive Coaching</p> <p>Costs related to registration for 50 staff members to attend 8 days seminars of Cognitive Coaching focusing on leading professional learning through effective coaching. Costs include: \$101 x 8 sessions x 50 participant = \$40,400</p> <p>Cognitive Coaching for K-12 Instructional Coaches, Culture and Climate Coaches, and instructional leaders. PD focus on improve leading, teaching and learning. Carolyn McKanders – Cognitive Coaching Presenter cost \$3,000 per day x 8 days = \$24,000 plus Travel and Lodging \$5,000, Workshop Materials for participants - \$6,000 and Food for Participants \$10,000 (Coaches) = \$45,000</p> <p>Miscellaneous Supplies for Cognitive Coaching PD that focuses on improved leading, teaching and learning like Chart paper, Post-It, Paper, Pens, Easel Pads but not limited to. \$750</p>	Professional Learning, Academic Support Program, Behavioral Support Program, Materials	Tier 1	Implement	07/01/2019	09/30/2020	\$86150	Superintendent, WISD, WCC, Thinking Collaborative trainer

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Competency Development	District staff will participate in professional development opportunities to improve competencies related to their job requirements. Attendance to conferences, workshops, and training will be encouraged and included in educators goals. Conferences by MASPA, MEMSPA, MASSP, MACUL, National Speech and Language Conference, MASA, AASA, NSBE, MNA, MSBE, MRA, MABE, Leader in Me, Alternative Schools Conference, MSTA	Communication, Professional Learning, Career Preparation /Orientation, Teacher Collaboration, Materials, Implementation	Tier 1	Implement	07/01/2019	08/31/2020	\$25000	Assistant Superintendent, Principals, Department Chairs, Grants Director
Content and Grade Level Leaders	Content leaders will be provided stipends and grade level leaders at ACTech, STEMM and YCMS will be selected to support professional development beyond the contract work day to support teacher workshops in data analysis, facilitation, and instructional coaching.	Academic Support Program, Curriculum Development, Materials, Implementation	Tier 1	Implement	09/10/2019	07/01/2020	\$33000	Building principals, central office administrators, human resources director.
IQWST Training	IQWST training provided to science teachers by a representative from Activate Learning. This is a 2 day training session at a cost of \$1800.00 a day. The cost for the PD is \$3600 . The PD will be scheduled throughout the year.	Professional Learning, Academic Support Program	Tier 1	Implement	09/09/2019	06/30/2020	\$3600	Principal, trainer, assistant superintendent
Art Ed Now Conference	Art teachers will attend the Art Ed Now National Online Conference. This online conference will be supportive for our teachers and costs will cover registration, fees, one year of access for materials.	Professional Learning	Tier 1	Implement	09/09/2019	07/10/2020	\$900	Teachers, principals
Leader In Me	Staff to attend the Leader in Me training to develop their skillset in the implementation of the program in our district. Materials will also be purchased to aid in the embedding of knowledge. Leader In Me -Social Emotional -Goal Setting-7Habits Building Culture & Community for a 2 days conference for 3 teachers. Cost would include the cost for 3 subs for 2 days and mileage for 3 teachers to drive 110.2 miles round trip 2 days. 3 subs x 2 days x \$100 = \$600 Mileage 110.2 x 3 teachers x 2 days x \$0.545=360.54	Professional Learning, Materials	Tier 1	Implement	08/01/2019	08/31/2020	\$12860	Assistant superintendent, principal, teacher leaders
Envisioning Equity Training	A professional development provided by a trainer to building teachers skillset related to equitable educational access in the school. This 4 day summer training will require stipends and materials.	Professional Learning, Materials	Tier 1	Implement	07/01/2019	06/30/2020	\$2000	Building principal, superintendent, trainer

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Data Teams	<p>DATA TEAM MEETINGS - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA/ Des Cartes, state standardized assessments, etc). and to collaborate around the effective instruction of mathematics instruction specifically for at risk students not demonstrating unit concept mastery; professional development, pacing guides, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. The data teams will use the district problem solving protocol. Holmes and Estabrook Elementary data teams will receive additional time for training to address the target school needs. There are two additional teacher work days built in to their balanced calendar for data team work. Additionally, as a Target school, YCMS will also receive additional data team time. Schools: All Schools</p>	Implementation	Tier 1		07/01/2019	08/31/2020	\$20000	<p>District and building administrators will schedule grade level meetings facilitated by data team members. A building log of all meetings will be maintained.</p>
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<p>ILC Teams</p>	<p>The Instructional Learning Cycle (ILC) process is a defined structure that promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, Reform and Redesign and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for each short term Instructional Learning Cycle. These short cycles of improvement are meant to last 2 to 4 weeks and are guided by a teacher team identifying a measurable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the ILC. The ILC process includes a series of three collaborative meetings held by content area or grade level teacher teams. Each meeting provides an opportunity for teachers to reflect on the quality of instruction and the evidence of student learning. Collaborative meetings also allow teacher teams to analyze their combined implementation and impact data to build a sense of collective responsibility for the learning of all students. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within their own classroom. This data is used to determine next instructional steps for students. Holmes Elementary, Estabrook Elementary and YCMS are currently holding ILC team meetings. Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and building level administrators, teacher consultants and case managers, classroom and support teachers</p>
<p>Common Assessments</p>	<p>These assessments will be developed collaboratively by a team of instructional staff responsible for the same grade level, core, or content. The assessments will be developed across a grade level to ensure continuity of instructional targets, within small learning communities to guide the unique nature of the SLC, and within a school to better address the specific learning challenges of that school (as evidenced by performance assessments). Schools: All Schools</p>	<p>Academic Support Program, Getting Ready</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$2000</p>	<p>District and building administrators, classroom teachers.</p>

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Formative Assessments	<p>As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions. District Coaches will participate from a FAME Team to learn to lead Formative Assessments throughout the district. Schools: All Schools</p>	Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	Building and district administrators, district coaches, classroom teachers, Title I/ 31 A Instructional Advocates, ESL teachers.
Data Evaluation	<p>Instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for at-risk learners. Teachers will also utilize professional learning materials, such as Data Wise, to facilitate their learning. The district will provide a data coach for using data in instruction, planning, and evaluating programs. Holmes Elementary, Estabrook Elementary, and YCMS teams will receive additional time for training to address the target school needs. Schools: All Schools</p>	Evaluation, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10525	District Leadership, building principals, WISD consultants , Data trainers, and District Coaches.

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<p>District Math Curriculum (Every Day Mathematics and Big Ideas Mathematics)</p>	<p>DISTRICT MATH CURRICULUM - the district will secure math consultants or coaches able to work with staff and building administrators to effectively implement the district selected math curriculum K-12 with fidelity to increase student achievement in numbers and operations, basic computation, problem solving, pre-algebra and algebra concepts. The instructional staff will learn how to effectively use manipulatives, promote higher order thinking skills, project based applications, technology review to facilitate the development of these skills, apps on iPads for additional practice. Progress will be monitored and shared during Data team meetings. Classroom teachers will be able to develop lessons that engage all students for 90 uninterrupted minutes of math engagement (minimally K-5) and 60 minutes for grades 6-12. Teachers will receive professional development for effective implementation of district math curriculum. This may include stipends, substitutes, and trainers. Schools: All Schools</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$22500</p>	<p>District and building administrators, WISD consultants, small learning community teacher leaders, classroom teachers, SE staff, Title I/31a support teachers</p>
<p>Ambitious Teaching Standards</p>	<p>YCS has written Ambitious Teaching Standards for all four content areas. The standards follow instructional best practices and the Common Core State Standards. All instructional programs, decisions about programs, and evaluation of programs will follow the practices outlined in the Ambitious Teaching Standards. COMMON CORE STATE STANDARDS (CCSS) - The instructional staff and administrators will continue to receive training about the Common Core Standards to provide a clear and consistent framework to prepare YCS students for college and workforce readiness. Classroom and support teachers will be expected to reflect the appropriate level of instructional rigor, use of CCSS vocabulary and aligned curricular material when developing lessons. Teachers will use NWEA and other benchmark measures to address student achievement relative to state and national targets. Staff will utilize Mathematical Practices for instruction. Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$60000</p>	<p>District and building level administrators, classroom teachers, SE staff.</p>

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Sheltered English (SIOP) and Other Effective Strategies for ELLs	SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners and all subgroups of students. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ a SIOP consultant to further support teachers in the Focus school and its feeder schools. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10000	ESL staff, District and building administrator, classroom teachers, SE staff, Title I/31a support teachers, SIOP consultant, and district EL coach.
Cultural Competency/Cultural Relevancy	CULTURAL COMPETENCY - Instructional staff will participate in a multi-year professional development training program offered by by a local consultant, Dr. Shayla Griffin, to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students in mathematics instruction. Schools: All Schools	Professional Learning	Tier 1	Implement	07/01/2019	08/31/2020	\$12250	Trainers for Cultural Competency/ Equity Initiatives, District and building administrators, classroom teachers, SE staff, Title I/31a support teachers.
Instructional Rounds Peer Observations	Teachers will participate in peer-to-peer observations and debriefing sessions around mathematics instruction. Substitutes will be provided to the buildings to allow for teachers to observe each other in mathematics instructional practices and then allow for time to debrief what was observed. Schools: All Schools	Academic Support Program, Teacher Collaborations	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$3000	District and building administrators, mathematics instructional coaches, classroom teachers

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<p>IB Primary Program Training</p>	<p>Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after- school training in which they would receive stipends for attending. Schools: YIES</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$16715</p>	<p>District and building administration, teaching staff</p>
<p>Project-Based Professional Development (SEMIS)</p>	<p>Teachers in secondary programs will participate in project based learning professional development. Some teachers will utilize the Buck Institute PBL training, and SEMIS Placed Based Initiative to help students to self-regulate their own learning. Teachers will utilize professional development system for individualized training needs, as well as, on site coaching. Schools: Ypsilanti STEMM Middle College and ACTech High School.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$71500</p>	<p>District and building staff, teaching staff.</p>

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<p>Administration Professional Development</p>	<p>Title I Principal Boot Camp, MAS/FPS training District and Building administration will participate in MAS/FPS training sessions around correct implementation and understanding of Consolidated Application, School-wide vs Targeted Assistance, Parental Involvement, AYP and Consequences, Allowable Use of Funds, Supplement vs. Supplant, District CNA, Comparability, Technology for Directors, Planning Calendar, Evaluation, Waivers, Amending Applications, MEGS+, GEMS, TISS, Private School Consultation, Priority, Focus & Reward Schools, Amending Applications, Technology for Directors, Planning Calendar, Budgets, Fiscal Guidance, Audits, District Improvement Plan, Annual Education Report. Washtenaw County Teacher Evaluation Network The goal of the group would be to give teachers and administrators opportunity to improve communication, improvement, reliability, validity, and acceptability of your current evaluation system. The network will include building administrators from elementary, middle school, and high school level, at least one district administrator, and one teacher representative from the elementary, middle school, and high school level. The network will meet three times next year, once in August (full day), January (full day), and April (half day) to minimize disruption. Attendance will require sub costs for the teacher representatives. Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and Building Administration, teacher leaders.</p>
<p>Principal/Administration Instructional Leadership Coaching</p>	<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit, building a framework for success. The training will focus on creating instructional leaders for academic improvement, not just building managers. Additionally, the building administrators will form a PLC specifically to train for critical conversations, instructional leadership, and evaluation competencies. Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$26000</p>	<p>District and building level leadership.</p>

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<p>Title I Teachers, Instructional Advocates and Tutors</p>	<p>TITLE I TEACHERS, INSTRUCTIONAL ADVOCATES, AND SCHOOL IMPROVEMENT FUNDED TUTORS will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, instruction 6-12 in small groups with Math 180 Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$163250</p>	<p>District and building level administrators will supervise the implementation of these supplemental programs to ensure effective instruction is evident and measurable.</p>
<p>ESL Teachers and Para Educators</p>	<p>ESL TEACHERS and PARA EDUCATORS - will use common supplemental math vocabulary, manipulatives, and curriculum based strategies when working with ELL students. Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$151000</p>	<p>ESL Director, district and building level administrators, ESL teachers and para educators, classroom and support staff</p>
<p>Title I Kindergarten Intervention Teachers</p>	<p>TITLE I FUNDED KINDERGARTEN INTERVENTION TEACHERS - these highly qualified teachers will provide supplemental math intervention in number recognition, one to one correspondence when counting, number sense regarding sequence and magnitude, basic computation, patterning, math vocabulary and problem solving as encouraged by effective evidence-based, developmentally appropriate practices. Teachers will receive training on the effective use of data to design instruction for intervention. Schools: Perry Early Learning Center, Ford Early Learning Center</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$265000</p>	<p>District and building level administrators, kindergarten teachers assigned to each elementary building, preschool teachers in collaboration with kindergarten teachers.</p>

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Bright Futures	Bright Futures offers high quality after school programs. The focus of this program is to improve math academic achievement, develop self-efficacy and to prepared all student 2nd-12th grade to prepare for the next level of school. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, , YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School	Professional Learning	Tier 2	Implement	07/01/2019	08/31/2020	\$10000	District staff, building principals will work with the Bright Futures organization to ensure seamless, well organized and well monitored supplemental programming.
Instructional Coach	Instructional coaches will specialize in math instruction for K-5th grades and 6th-12th grades for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. The District will utilize substitute teachers to allow for more personalized professional development needs, including instructional rounds and modeling best practices. Schools: All Schools	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$935000	District and building administration, WISD administration and consultants, Instructional coaches, Instructional Advocates, Teacher leaders, Title I, special education and ESL staff.
Freckle	Teachers will utilize Freckle to provide differentiated math practice for all students. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$15000	Instructional Coaches and Teachers.

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Kindergarten Intervention Teachers	Kindergarten Intervention Teachers highly qualified teachers will provide supplemental math intervention in number recognition, one to one correspondence when counting, number sense regarding sequence and magnitude, basic computation, patterning, math vocabulary and problem-solving as encouraged by effective evidence-based, developmentally appropriate practices. Teachers will receive training on the effective use of data to design instruction for intervention. Schools: Perry Early Learning Center, Ford Early Learning Center	Class Size Reduction, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$265000	Principal
Imagine Math (Grades 2-8)	Teachers will utilize Imagine Math to provide differentiated math practice for all students.	Class Size Reduction, Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$75000	Teachers and Instructional Coaches.
Math Intervention Teacher	Intervention Teacher and Tutor will provide supplemental interventions to small groups and individual students who meet Title I eligibility criteria and/or 31 A at risk eligibility. Teachers will provide intervention to improve number sense (fluency), computation skills, reasoning and problem solving, pre-algebra and algebra concepts, etc. Instruction K-5 will be provided by push-in, in small groups with Math 180. Schools: All Schools	Class Size Reduction, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$170000	Principals.
Math Manipulatives	Hands-on manipulatives will be provided to help students represent math. Purchase Making Number Talks Matter Ruth Parker - Book Study PD for Math K-5 Teachers Schools: All Schools	Academic Support Program, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$20000	Principals.
Math Journals and Vocabulary	Students will use math journals to explain their thinking about how they arrived at solutions. Math journals allow teachers and students to conduct error analysis when solving problems and to develop math vocabulary. Data that are compiled in math journals maybe used as warm up activities and exit slips. Math vocabulary is targeted to ensure a common use and understanding from class to class, grade to grade. Schools: All Schools	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$124000	All highly qualified staff working with student to advance mathematic learning, building principals.

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I-Pads and Supplemental Applications and Technology Licenses	Math applications on the ipad can range from flash cards to calculators to graphing to project problem solving. The iPad can represent a textbook, a calculator, and a review sheet when carefully integrated into a math lesson. Reflex Math (for example) is a math practice website for K-12 school students (subscription based). Funded through 31A and Title I Schoolwide funding. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, Perry Early Learning Center, Washtenaw International Middle Academy, YIES, Holmes Elementary, Estabrook Elementary School, Ford Early Learning Center, ACTech High School, Ypsilanti Community Middle School	Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$50230	Building principal and high qualified instructional and support staff; academic tutors.
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction. Schools: Ypsilanti STEMM Middle College, ACTech High School, and ACCE. Apex Credit Recovery	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$40000	District and building level administrators, classroom and credit recovery assigned teachers, supplemental teachers.
Summer School / Summer Bridge / Intercession Programs	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to as intercessions for Holmes and Ford Elementary buildings). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Students will utilize Elevate K12 and Read/Math 180 programs for supplemental instruction. Funded through 31A / Title 1, Part A Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$254000	District and building administrators, federal and state program director, classroom teachers, ESL teachers, Title I and Instructional Advocates.

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Afterschool Tutoring	Instructional staff will provide supplemental math support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. Funded through 31A and Title 1, Part A. Schools: All Schools	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$150000	District and building administrators, classroom teachers, Title I teachers, ESL teachers, Instructional Advocates.
Title I Family Nights	During the Title I Family Math Nights, the instructional staff will present math concepts and skills that students are learning in schools. Students and teachers will demonstrate for parents how to play math games and reinforce math processes at home. Instructional staff will share math games, interactive math programs, and strategies that parents can use to facilitate math development at home --- i.e. during grocery shopping, ball games, using iphone downloads, singing songs. Parent will be given opportunities to make and take activities that can be used to strength students' use of numbers and operations in real life contexts. Art , PE and Music teachers are encouraged to participate in the evening events and demonstrate how the "arts" can reinforce math learning. Buildings will purchase supplies and provide stipends for teachers that assist. Schools: Erickson Elementary School, Perry Early Learning Center, Holmes Elementary, Estabrook Elementary School, Ford Early Learning Center, Ypsilanti Community Middle School	Parent Involvement	Tier 2	Implement	07/01/2019	06/30/2020	\$20572	Title I teachers, classroom teachers, building administrators, district administrators.

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<p>Guided Reading</p>	<p>Teachers will appropriately organize students into small group reading groups according to reading levels as determined by performance assessments and running records. Students will receive appropriate/ effective guided reading instruction from the teacher no less than 4 days a week. Supplemental instructional teachers will provide additional guided reading to maximize reading proficiency progress. Guided Reading small group instruction will be complemented by phonics instruction, word work, reading journals and writing instruction per the balance literacy framework. Balanced Literacy instruction must be consistent and implemented with fidelity to achieve the intended instructional targets. Teachers will utilize running records for student assessment and ELA instruction from our structure instructional program. For instructional intervention 6th-12th, students will use Read 180 in intervention classes. Schools: All Schools</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$20000</p>	<p>District and building administrators, classroom teachers, Title I/ 31 A teachers, ESL teachers and SE staff</p>
<p>Phonics and Word Work Instruction</p>	<p>Phonics instruction (phonemic awareness) and intentional word work (vocabulary development) are essential components of a balanced literacy instruction framework. Every lesson, every day should include whole and small group instruction specific to these components within the 90 minute language arts/ reading block. Teachers will utilize the Words Their Way program for phonemic awareness, K-2. Schools: All Schools</p>	<p>Academic Support Program, Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$10000</p>	<p>District and building level administrators and instructional staff, supplemental teachers such as Title I and Instructional Advocates, ESL and other reading mentors.</p>

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90 Minute Uninterrupted Literacy Block	<p>Reading instruction will include comprehension strategies, fluency, word work, vocabulary and writing. Teachers will work with students in whole, small and individual groups. Instruction during this period will be based on student achievement data and grade level team collaboration. Students will be appropriately matched with leveled text. This time will be used for direct and guided literacy instruction. Title I and 31 A Instructional Advocates will supplement the reading instruction using common strategies, instructional vocabulary, and reading routines. Students/ Teacher may incorporate supplemental leveled reading material during the 90 minute instructional period. All students will receive thoughtful writing instruction in order to learn and demonstrate grade level skills articulated in grade level content expectations and common core standards. Students will respond to grade level prompts from our ELA core curriculum units. Students will demonstrate mechanics, organization and writer's voice according to grade level expectations. Students will maintain a writing journal. Students will write according to a variety of narrative and expository prompts across all content areas. Students will also receive reading and writing instruction in science and social studies.</p> <p>Our ELA core curriculum units will be utilized for this professional development. Teachers will operate under the trainer-of-trainers model to provide professional development in the units and in workshop instruction. Teachers will receive stipends for participating in the training. Along with utilizing the units, teachers will receive professional development in the use of culturally relevant materials in the units. Teachers will also receive workshop model instruction utilizing the ELA core curriculum infrastructure. Teachers will receive support in reading instruction from the district reading specialists.</p> <p>Schools: All Schools</p>	Direct Instruction	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$15000	District and building administrators, supplemental support teachers such as Title I and 31 A funded positions, ESL teachers and other academic mentors.
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<p>Disciplinary Literacy</p>	<p>All middle school and high school content area teachers will participate in RA (Reading Apprenticeship) training and embed these "literacy" practices in their daily instruction. RA trained teachers systematically integrate "literacy" strategies into content area instruction. Students continue to refine their reading skills while learning mathematics, science, social studies and other elective applications. Teachers "teach" students how to read textbook and other informational text using effective expository strategies. Teachers "teach" students how to write persuasively and appropriately in response to a variety of narrative and non-narrative purposes. Teachers new to the district or who have not been previously trained will receive three days of training in using the RA model in all content areas. Teachers will participate in monthly after school support and training meetings to increase instructional skills in RA. Teachers will utilize reading, writing, listening, and speaking skills in disciplined, focused ways. Teachers will utilize disciplinary literacy in all content areas, participate in professional development, and the WISD network. Schools: Ypsilanti STEMM Middle College, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p>	<p>Direct Instruction</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$15000</p>	<p>WISD literacy consultants, district and building administrators, all classroom and support staff.</p>
<p>Title I and 31A Instructional Advocates</p>	<p>Title I teachers and Instructional Advocates will provide supplemental interventions to whole groups, small groups, and individual student who meet Title I and 31 A eligibility criteria. These teachers along with ESL teachers and para educators and other academic tutors will reinforce decoding skills, word recognition, vocabulary development, comprehension strategies, and expressive writing skills (to include correct use of mechanics) using the balanced literacy framework. Schools: All Schools</p>	<p>Class Size Reduction, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$163250</p>	<p>Title I and 31 A Instructional Advocates, District and building administrators, Director of State and Federal Planning, ESL teachers. eligibility</p>

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<p>Title I Kindergarten Intervention Teachers</p>	<p>Highly qualified teachers will provide supplemental reading intervention in phonemic awareness, phonics, sight vocabulary recognition, fluency vocabulary, and reading comprehension using evidence-based practices to support differentiation. Kindergarten teachers will collaborate with Title I and Instructional Advocates to provide individual and small group interventions to ensure kindergarten students receive supplemental support on foundational skill development. Schools: Perry Early Learning Center, Ford Early Learning Center</p>	<p>Class Size Reduction, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$265000</p>	<p>A District and building principals, Title I funded kindergarten teachers, early childhood instructional coach.</p>
<p>Bright Futures</p>	<p>Bright Futures offers high quality after school programs to improve literacy academic achievement, develop self-efficacy and to prepare elementary, middle and high school students to prepare for the next level of schooling. Bright Future staff will collaborate with Title I and 31 A funded staff, classroom teachers and building principals to ensure a seamless, coordinated supplemental intervention. Schools: Ypsilanti STEMM Middle College, Erickson Elementary School, YIES, Holmes Elementary, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School.</p>	<p>Academic Support Program, Extra Curricular</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$10000</p>	<p>Title I teachers, Instructional Advocates, classroom teachers and building principals will coordinate supplemental support services with Bright Future staff. Bright Futures will become part of a well organized co-curricular design.</p>

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<p>ESL Teachers and Para Educators</p>	<p>English as a Second Language Teachers and ESL para educators will provide supplemental instruction to eligible ELL students who have not demonstrate proficiency on the WIDA assessment and/or on the M-STEP or MME. ESL teachers will work cooperatively with classroom and other support staff to ensure ELL students are acquiring social and academic language and content knowledge as measured by the MEAP. ESL teachers will help classroom teachers and other tutorial support recognize the "language demands" of a lesson, text and/or direct instruction. Previewing vocabulary and concepts is a SIOP best practice. Recognizing culture discrepancies between the ELL student's native country and in the United States/ Michigan is also important in preparing effective ESL supplemental support. Schools: All Schools</p>	<p>Class Size Reduction, Academic Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$151000</p>	<p>Director of Federal and State Programs/ Title III, building and district administrators, classroom teachers, Title I teachers and Instructional advocates.</p>
<p>Instructional Coaches</p>	<p>An instructional coach will specialize in ELA K-12 for the purpose of maintaining a vigilant focus on curriculum alignment and implementation reflecting the best in current practice and research. The coach(es) will work with staff throughout the district to ensure fidelity of instruction is consistently demonstrated and to address any questions or professional development needs identified by staff. The coach(es) will nurture new strategies, teaming, and facilitate professional dialogue amongst grade level / content area teachers to ensure the highest quality instructional implementation is evident. This support along with Instructional Advocates, Teacher Leaders, and Title I staff will create a multi-faceted structure that is responsive to the needs of students and teachers, alike. Substitute teachers will be provided for teachers to observe best practices. The District will also employ a data coach to aid in the evaluation of data and to aid in the creation of SLOs. Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$926493</p>	<p>District and building administration, SE staff, Teacher Leaders, Instructional Advocates, Instructional Coaches, Title I, and ELL teachers</p>

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Data Evaluation	Data Evaluation - instructional staff and administrators will receive additional training in how to access, analyze, interpret and apply NWEA data and other data sets for purposes of setting measurable objectives for students; it should be evident that this data continues to guide lesson planning and targeted supplemental support for all students to show growth. The district will provide a data coach for using data in instruction, planning, and evaluating programs. Holmes Elementary teams will receive additional time for training to address the priority school needs. Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$12000	District and building administrators, instructional and supplemental support staff
SIOP - Sheltered English Workshop Instruction	SHELTERED INSTRUCTION OBSERVATIONAL PROTOCOL (SIOP) - instructional staff will receive training and coaching in the SIOP Model, a research-based instructional model for effectively teaching English Language Learners. Teacher at all levels will reflect an understanding of language development in their lesson planning in order to allow ELL (English Language Learners) to acquire academic knowledge as they develop English language proficiency. The district will employ an on- site SIP consultant to further support teachers in the Focus school and its feeder schools. Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 1	Implement	07/01/2019	08/31/2020	\$15000	District and building administration, classroom and support staff, contracted trainers.

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<p>Cultural Competency/Cultural Relevancy</p>	<p>CULTURAL COMPETENCY - Instructional staff will participate in a multi-year professional development training program offered by Dr. Shayla Griffin to improve manner by which lessons are developed and implemented with greater understanding of culture and increased relevancy for students. Due to the examination of gaps in assessment scores, teachers will receive professional development on the use of culturally sensitive, relevant, and responsive materials in instruction. Staff will also participate from the the WISD Responsive Teaching Institute (RTI); Shayla Griffin Relationship - EJATT - The district will co-share speaker cost with WISD. Schools: All Schools</p> <p>Responsive Teaching Institute Collaborative between YCS and WISD. We will co-chair consultant fee. The RTI Speaker will come to YCS and present during the November 5 Cultural Proficient Conference \$10,000</p> <p>YCS Culturally Proficient Instruction Conference will be held on November 5, 2019. The \$5,000 will be used to provide speakers with a small stipend for their presentation. (All Staff)</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$30000</p>	<p>District and building administration, classroom and support staff, contracted trainers.</p>
<p>Study of Early Literacy, Disciplinary Literacy Professional Workgroups</p>	<p>Identified teachers in early childhood classrooms will participate in the Study of Early Literacy professional development monthly series at WISD. These teachers will bring back to their buildings best practices in Early Literacy for the staff in their buildings. Identified teachers in disciplinary literacy secondary classrooms will participate in the Disciplinary Literacy work group professional development monthly series at WISD. These teachers will bring back to their buildings best practices in Disciplinary Literacy for the staff in their buildings. Schools: Ypsilanti STEMM Middle College, YIES, Estabrook Elementary School, Ford Early Learning Center, ACTech High School, Ypsilanti Community Middle School.</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$10000</p>	<p>District and building administrators, classroom teachers, writing and kindergarten instructional coaches.</p>

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<p>IB Primary Program Training</p>	<p>Teachers will participate in International Baccalaureate Primary Years Program training. This program addresses holistically students' intellectual, social, emotional and physical well-being, provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future, ensures breadth and depth of understanding through study in eight subject groups, requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others, empowers students to participate in service within the community, and helps to prepare students for further education. Teachers will participate in during the day training sessions and will need substitutes. Teachers may also participate in after-school training in which they would receive stipends for attending. Schools: YIES</p> <p>Stipends for Teachers at YIES to attend training over the summer on implementing IB practice and curriculum (15 hours x 22 teachers x \$25/hour). The IB training will be provided by Jean Ramsayer. \$11,715</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$19715</p>	<p>District and building administration, teaching staff IB Conference Registration costs for 10 teachers/admin. Conference cost: \$800 per participant x 10 = \$8,000</p>
<p>Project-Based Professional Development (SEMIS)</p>	<p>Teachers at AC Tech and Estabrook will participate in project based learning professional development. Schools: AC Tech High School, Estabrook Elementary School - \$71,500</p> <p>Stipends for attending SEMIS Placed-Based Ed Conference Summer, Winter, Fall and Spring for Holmes, ACCE, YCMS, and YCHS. \$45 hr(Includes benefits) x 5 days x 6 hrs = \$1,350 per person x 18 = \$24,300</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$71500</p>	<p>District and building administration, teaching staff.</p>

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<p>Title I Principal Boot Camp, MAS/FPS training</p>	<p>District and Building administration will participate in MAS/FPS training sessions around correct implementation and understanding of Consolidated Application, School-wide vs Targeted Assistance, Parental Involvement, AYP and Consequences, Allowable Use of Funds, Supplement vs. Supplant, District CNA, Comparability, Technology for Directors, Planning Calendar, Evaluation, Waivers, Amending Applications, MEGS+, GEMS, TISS, Private School Consultation, Priority, Focus & Reward Schools, Amending Applications, Technology for Directors, Planning Calendar, Budgets, Fiscal Guidance, Audits, District Improvement Plan, Annual Education Report. Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$5000</p>	<p>District and Building Administration.</p>
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<p>Administration Professional Development</p>	<p>Principals and district administration will receive professional leadership coaching around improving instructional leadership capacity. Training will be done around creating a climate for success, implementing curriculum change, and habit building-a framework for success. The training will focus on creating instructional leaders for academic improvement, using data to inform instruction, not just building managers. Schools: All Schools</p> <p>Purchase of Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning Data-Driven Dialogue helps support our leaders by teaching them how to use the cycle of inquiry, experimentation and reflection to accelerate continuous growth and learning. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning. \$107.90 x 20 = \$2,158 + 216 = \$2,374 Purchase - Got Data? Now What? Helps support our leaders by teaching them how to create and lead a culture of inquiry that honors the use of data to help others grow. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2012) Got Data? Now What? Solutions Tree, IN. \$16.70 x 20 = \$334 + S/H = 33.40 = \$368 Purchase Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA to help leaders learn how to create and lead a culture of inquiry. Presenter: Carlos Lopez, Amy Olmstead-Brayton Resources: Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA -\$38.95 x 20 = \$779 + S/H \$78 = \$857 Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791 Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$31181</p>	<p>District and Building Administration.</p>
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	\$71.9 = \$791							
Data Teams	DATA TEAM MEETINGS - Instructional and support staff along with building and district administrators will meet regularly to review updated achievement data collected by building level data teams (NWEA, MI standardized state assessment, running records, balanced literacy assessments, MLPP, etc). and to collaborate around effective literacy instruction specifically for at risk students not demonstrating unit concept mastery; professional development, literacy lessons, use of time, supplemental materials will be exchanged to enhance the efficacy of instruction and to demonstrate improved student performance on discreet instructional objectives. Staff will utilize data spreadsheets for fidelity of program implementation monitoring. Holmes Elementary, Estabrook Elementary, Ypsilanti Community Middle School, and ACTech data teams will receive additional time for training to address the priority school needs.	Professional Learning	Tier 1		07/01/2019	08/31/2020	\$20000	District and building administration, classroom and support staff (to include ESL teachers and special education staff).
ILC Teams	ILC Teams - will continue to include classroom and supplemental teachers, special education staff as consultants, administrators, and others who will meet to create individualized instructional interventions plans intended to proactively intervene before students become eligible for special education services. Teams will collaboratively work to prevent over identification of students for special education. The teams will meet before and after school twice a month with six team members to work with classroom teachers to train them on utilizing different instructional strategies based on students needs. Schools: All Schools	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$5000	Building administration, classroom teachers, all support staff, special education and ESL teachers, tutorial support.

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Formative Assessments	<p>Grade level and content level instructional staff will collaboratively refine formative assessments, which are ongoing, repetitive measures designed to provide information to both the teacher and students concerning the students' understanding of small segments of course material (or instructional unit). As an integrated approach to assessment and instruction, formative assessments, emphasize mastery of course material (outcomes) as opposed to evaluation of performance or assignment of grades. Formative assessments are administered throughout the instructional process to monitor student progress and provide feedback on strengths and weaknesses. The key to formative assessments is the role of feedback; this feedback allows students to correct conceptual errors and encourages instructors to modify instructional activities to inform effective lesson design/ instruction practice. Formative assessments are designed to guide learning and are not typically used as an outcome measure, they are generally considered a low stakes assessment. Formative assessment are very often reflective of mastery teaching. Formative assessment can be developed by small or larger groups of teachers as a collaborative agreement amongst colleagues focused on improving aspects of instruction and student learning. Key building teacher leaders will participate in the WISD Assessment Literacy training teams and become leaders in the transition to more informative assessment writing. Teachers will receive stipends for participating in after-school and Saturday formative assessment training sessions. Literacy coaches will participate from a FAME Team. Funding will cover mileage to and from conference location. Schools: All Schools</p>	Evaluation, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$5000	District and building level administration, classroom teachers, all support and supplemental teachers.
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Common Assessments	Instructional staff will create and administer common ELA benchmark assessments, which are assessments that fall on the continuum between formative and summative assessments. Benchmark assessments will: 1) evaluation students' knowledge and skills relative to specific goals, typically within a limited time frame and 2) inform decisions at the classroom, school, or district level. Benchmark assessments will be administered no less than 3 times during the year and at the beginning / end of summer intercessions (school school). Purchase Make Just One Change by Luz Santana - Book Study for teachers Schools: All Schools	Evaluation, Academic Support Program	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$2000	Office of Student Affairs Department
After School, Intercession, Summer School Summer Bridge	Students who did not master grade level objectives and/or content area outcomes will be eligible to attend summer extended learning opportunities. Summer school is available for elementary students (also referred to summer intercessions as YCS prepares to move towards a year round calendar). Summer Bridge with WCC will prepare students to transition to college environments, credit recovery and secondary summer school will provide supplement instruction for secondary student who did not demonstrate content proficiency during the traditional school year/school program. Funded through 31A / Title I, Part A Schools: All Schools Transportation for Summer School \$166,320	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$562320	District and building administrators, classroom teachers, Title I / 31 A supplemental teachers, ESL teachers and para educators.
After School Enhancement	Instructional staff will provide supplemental support in small and large groups. Staff will conduct formative and summative assessments to customize the instructional focus and monitor student growth. Performance assessments will determine the effectiveness of this supplemental intervention for Title I/31 A eligible students. This after school supplement may include the use of credit recovery instructional on line learning. Funded through Title 1 and 31 A Funding Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$150000	District and building level administrators, supplemental teachers such as Title I / 31 A Instructional Advocates, ESL teachers and para educators.

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<p>RAAL/Reading Apprenticeship/ Disciplinary Literacy</p>	<p>The Reading Apprenticeship Academic Literacy (RAAL) year- long course is organized into three discipline-specific units—English language arts, history, and science—each of which supports the integration of literacy and subject area instruction. Within and across the three units, students read increasingly complex text and apply their growing repertoire of literacy skills with increasing flexibility and control. In addition, a carefully scaffolded program of sustained silent reading is provided for each unit, building reader enjoyment, independence, stamina, and persistence. Step-by-step lesson plans integrate instruction and assessment. Student materials include a full year of course readings, interactive notebooks for working with the disciplinary texts, and metacognitive logs for the sustained silent reading program.</p> <p>RA instructional approaches are based on a framework that describes classroom life in terms of four interacting dimensions that support reading development: social, personal, cognitive, and knowledge-building. These dimensions are woven into subject area teaching through metacognitive conversations-- conversations about the thinking processes students and teachers engage in as they read. Using this framework student will become more independent and strategic readers to support reading proficiency across the content areas. Teachers will participate in monthly after school meetings to further learn RA strategies and improve literacy instruction in all content areas. Teachers will also participate in professional development around best practices in disciplinary literacy. Teachers will participate in the WISD Disciplinary Literacy network.</p> <p>Schools: Ypsilanti STEMM Middle College, YIES, Estabrook Elementary School, ACTech High School, Ypsilanti Community Middle School</p> <p>Reading Apprenticeship Training for grades 4-5; 6-8; and 9-12 core subject areas teachers. 3 Consultants \$45 x 8hrs x 3 days = \$1,080 x 3 consultants = \$3,240</p> <p>Reading Apprenticeship Materials – 3 Class Sets: Reading Apprenticeship Academic Literacy (RAAL) Course: Teacher’s Materials, Units 1-3 (3 Sets) - \$1,600 x 3 =\$4,800, Reading Apprenticeship Academic Literacy (RAAL) Course: Student Materials, Unit 1-3 (3 Sets) \$350 x 3 = 1,050. Total: \$5,850</p>	<p>Academic Support Program, Supplemental Materials, Direct Instruction</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$14299</p>	<p>District and building administrators, all content area teachers and support staff.</p>
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Supplemental Leveled Reader Programs	An interactive vocabulary and reading program can be presented to students individually, in small groups, and whole classes using the interactive boards and iPads. Leveled texts and vocabulary lists can be downloaded and printed which allow teachers to differentiate instructional for students at varied reading and vocabulary levels. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$50000	District and building level administrators, classroom and support staff.
Credit Recovery	Supplemental credit recovery programs will be provided during students' non-academic class periods, after school, summer school/ summer bridge, and/or intercessions. Highly qualified teachers will monitor and provide instructional support to students using online programs and direction instruction. Schools: Ypsilanti STEMM Middle College, ACTech High School, ACCE - Apex Credit Recovery	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$40000	District and building level administrators, 31 A Instructional Advocates, credit recovery teachers, Title I teachers, ESL teachers. ACCE will be included.
Reading Journals and Word Walls	Students will use reading/ writing journals to explain their understanding of text and/or to ask questions about the nature of a passage. Reading journals allow teachers and students to exchange ideas about the author's intent, use of plot structure, character development, and to develop reading vocabulary. Reading journals maybe used as warm up activities. READING WORD WALLS reflect reading vocabulary to ensure a common use and understanding from class to class, grade to grade. Vocabulary is color coded for easy reference. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 1	Getting Ready	07/01/2019	08/31/2020	\$50000	District and building level administrators, classroom teachers, and all supplemental teachers must monitor that this best practice is occurring in all class.
Kindergarten Intervention Teachers	Kindergarten Intervention Teachers will provide extended learning opportunities for students working toward mastery of state standards. Schools: All Schools	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 2	Implement	07/01/2019	08/31/2020	\$428250	Principals

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Freckle	Teachers will utilize Freckle to provide differentiated reading and social studies practice for all students. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$12988	Instructional Coaches, teachers
Afterschool Tutoring	After-school tutoring will be offered to students needing additional support meeting grade level standards. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$150000	Assistant Superintendent
Intervention Teacher	Intervention teacher will provide supplementary support for struggling students. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 3	Implement	07/31/2019	08/31/2020	\$76910	Principals
Reading Intervention Materials	Reading intervention materials Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$25000	Principals
Lexia Learning	Teachers will use Lexia learning to build foundational literacy skills. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$60632	Instructional Coaches
Instructional Coach	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$934500	Instructional Coaches will work with teachers in various areas on professional development, common planning, lesson modeling and observation and feedback with a focus on literacy.

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ELL Instructional Coach	Instructional Coach will work side-by-side with teachers and hold workshops based on best practices using the SIOP model. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$68759	Assistant Superintendent.
Fountas & Pinnell Professional Learning	Fountas and Pinnell professional learning will be provided to staff. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 3	Implement	07/01/2019	08/31/2020	\$825	Assistant Superintendent
Early Literacy Training	Teachers will attend early literacy trainings at WISD to build knowledge and skill in delivering high-quality reading instruction. Schools: All Schools	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$5000	Assistant Superintendent
Imagine Reading	Teachers will utilize Imagine Reading to provide differentiated reading and social studies practice for all students. Grade K-8. School: ALL Schools (Title I / 31 A Funding)	Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$75000	Instructional Coach.
Foundations Reading	K-2 teachers will utilize Foundations to provide differentiated reading practice for all students. Foundations professional development. Presenters Fee: \$5,000	Professional Learning, Academic Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$27695	Principal
Read 180	6-12 teachers will utilize Read 180 to provide differentiated instruction to 6-12 grade students. ACTech, STEMM High, YCMS, and ACCE	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$19291	Principals
Hegg Reading	Teachers will utilize Hegg Reading to provide differentiated reading to all students. Funded through Title I and 31A funding.	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	08/31/2020	\$10500	Instructional coach
LLI	Teachers will utilize the LLI Program to provide differentiated reading for all students.	Academic Support Program, Supplemental Materials, Direct Instruction	Tier 3	Implement	07/01/2019	08/31/2020	\$12325	Instructional coaches

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Membership	<p>Membership involves ownership, involvement, accomplishment, and belonging. Professional development and district support will be utilized to implement the following programs:</p> <ul style="list-style-type: none"> -Truancy -Alternative Education Programs -McKinney-Vento eligible student support -Co-curriculars, extracurriculars, and student organizations (for example after school art activities, Detroit Urban Debate League) -Parent involvement -Justice League <p>Funded by Section 31A, Title II Part A, and Title IV. Schools: All Schools</p>	Behavioral Support Program, Supplemental Materials	Tier 1	Implement	07/01/2019	08/31/2020	\$136326	All
Safety	<p>Safety involves personalization, prevention, systematic action, a climate of positivity, shared development and ownership. Professional development and district support will be utilized to implement the following activities to support safety:</p> <ul style="list-style-type: none"> -Restorative Practices -Structures and Routines (Teach Like a Champion, Consistent Discipline) -Non Violent Crisis Intervention -Crisis Response Team -Conscious Discipline -School Reform Officer <p>Funded through 31A, Title II, Part A, and Title I, Part A Schools: All Schools</p>	Professional Learning, Behavioral Support Program, Policy and Process	Tier 2	Implement	07/01/2019	08/31/2020	\$350453	All
Care Relationships	<p>Care/Relationships involves establishing trustworthiness, treating students fairly and with respect, valuing all students as individuals and expressing concern for what is happening in their lives, taking interest and investing in students, challenging students, knowing students well, sharing oneself as a person, being accessible, seeing through the eyes of students and providing recognition. Professional development and district support will be utilized to implement the following activities to support care/relationships</p> <ul style="list-style-type: none"> -Conscious Discipline -Cultural Proficiency -Coordinated School Health & partnerships as identified by the CSH Team and the MOU process -Garden Coordinator Book Study - The Growth Mindset Coach - Annie Brock and Heather Hundley (2016) <p>Funded: Section 31A, Title IV, Part A</p>	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$264593	All

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Support	Providing assistance, offering encouragement, providing safety nets, mentoring socially, culturally, academically, physically and advocating. Professional development and district support will be utilized to implement support. -Develop and utilize a Multiple Tiered System of Supports (MTSS) to meet the non-academic needs of students and to coordinate general and special education programming -Behavior Supports -Social Work -YCS at Work -Graduation Coach -Leader in Me Funded by Title IV, Part A, Title II, Part A, and Section 31A Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$427982	All
Trauma Informed Schools	Staff will be provided an overview of trauma across the lifespan, discusses its impact, explain what it takes to be trauma-informed, offer helpful tools and explore proven models of trauma-informed care. Schools: All Schools	Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$10972	Assistant Superintendent
Leader In Me Training	Staff will attend Leader In Training to further implementation of school-wide program. Funds will be used for stipends. Schools: Erickson Elementary School	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$9481	Principal
Mental Health	Social Workers will attend a mental health professional learning training to expand their capacity to support students with challenging behaviors. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$400	Student Support Service Director

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Restorative Practices	<p>Restorative Practice is a framework that focuses on students "making amends and repairing" damage done rather than traditional disciplinary responses such as suspension and isolation. Staff will be trained and participate in the use of restorative circles in the classroom and buildings. (Days 1 & 2)</p> <p>Purchase Restorative Books 2 books per participants: The Restorative Practices Handbook and Restorative Circles in Schools Schools: All Schools</p> <p>Purchase of two RP handbooks from IIRP - 100 RP in Schools: Building Communities and Enhancing Learning and 130 RP Circles. Total of Books = \$3,432 for Training.</p> <p>IIRP Restorative Circles in Schools – Building Community and Enhancing Learning, A practical Guide for Educators and IIRP protocols for book study (30 copies @ \$12 + S/H \$34.37 = \$394.37)</p> <p>Stipends for 90 participants to attend two days of RP PD in August 2019 - Approximately \$56,700 (Potentially Funded by WISD)</p> <p>Stipend for 30 teachers to participate from Days 1 and 2 of Restorative Practices (August 21 and 22, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450 x 2 days = \$18,900</p>	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$79427	District and building administration, WISD consultants, all teacher, counselors, support staff, community agencies, co-curricular personnel.
District/School Crisis Team	<p>Staff will receive training on implementing a crisis team to include staff and community partners. The District will hold ongoing meetings and training throughout the year, both at the building and the district level.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$10200	District and Building Administration, All Staff, Crisis Team trainer.
Non-Violent Crisis Prevention	<p>All administration, special education, and middle school staff will participate in NCI (non-violent crisis intervention training) for safely defusing anxious, hostile, or violent behavior at the earliest possible stage</p> <p>Schools: All Schools</p> <p>Nonviolence Crisis Intervention Training Program at Hilton Garden Inn Detroit Airport – 2 teachers – Fee \$3,424, mileage \$63 = Total \$6,975</p>	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$17425	District Administration

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Social Work Support	The District will enhance social work support for students experiencing trauma, PTSD, etc. by contracting with DHHS for social work support, as well as, hiring social workers that have training in Cognitive Behavioral Therapy. This support will provide services beyond the current capacity of the existing special education social work staff. Schools: All Schools	Behavioral Support Program	Tier 3	Implement	07/01/2019	08/31/2020	\$5099	District Administration
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<p>Cultural Competency/Cultural Relevancy</p>	<p>It is imperative that the teachers (used inclusively) and teaching methodology (pedagogy and instructional strategies) and the materials used (written and referenced) meet the unique needs of this school community. Culturally competent teachers and support staff will engage in professional development training regarding research and best-practices that will provide a critical understanding and knowledge of skills/ experiences and affirming attitude necessary for those teaching in a culturally and economically diverse community. A culturally relevant and competent instructional experience will increase relevancy and opportunities for engagement for students resulting in improvement academic proficiency. Staff will participate in training around cultural competency. Schools: All Schools</p> <p>Sub Costs: 13 teachers will attend a 4 session Justice Leaders workshop through the WISD. This is a total of 52 sessions. Learning will focus on issues of oppression, inequalities along lines of race, color, gender, and sexual orientation. The cost associated will cover substitute teachers at a cost of \$101/per day needed to allow the teacher to attend the workshop. This is a workshop for teachers. \$101 x 52 sessions = \$5,252</p> <p>Stipends for attending Envisioning Equity Education PD – June 2020 - \$25 = H/B x 6 hr. x 4 days x 45 teachers = \$48,600</p> <p>Stipend for 30 teachers - Envisioning Equity Education book by Bettina Love Want to do More than Survive Book Study (\$13,500 –Once a month for 2 hours/9months/30 staff) 30 teachers x9 days x 2 hours/day @ \$25 per hr. = \$13,500 – Total = \$19,936</p> <p>Envisioning Equity Education book by Bettina Love want to do more than survive (35 copies @15.77 each=\$551.95 + S/H \$50 =\$601.95/ Post it Cart Paper (3 @ \$45 each x S/H\$25= \$160) and Notebooks (35 @ \$35 each x \$25 S/H = \$1250) Total 2011.95</p> <p>Contracted Services: Workshops/seminars – professional development services on culturally responsive leadership: 7 workshops (2 hours/workshops) with members of the school (Administrator, Instructional Coach, and Culture and Climate Coach) on culture, power, and</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>08/31/2020</p>	<p>\$102189</p>	<p>All district and building administration and staff, all support staff and community volunteers and participating agencies.</p>
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	and Climate Coach) on culture, power, and privilege in teaching and learning as well as culturally responsive leadership 7 workshops x \$1,750 = \$12,250 Professional Text used in Book Studies for Envisioning Equity Education PD: including But not limited to Everyday Anti Racism, Trauma Informed Practice In School: 45 Books X \$33 +S/H/ book = \$1,634							
Student Internships	Students in grade 12 will participate in a student internship program, YCS at Work, to train them in college and career skills. There will also be a soft skills course that students must take before their internship begins. Schools: Ypsilanti STEMM Middle College, ACCE, ACTech High School	Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$8530	YCS High School Administration, Student Internship Coordinator
Neutral Zone - Communities in Schools	The Neural Zone will be one of many partners providing training to staff and direct engagement with teens enrolled in YCS. The units developed by Neutral Zone have proven to be highly effective when addressing adolescent needs and interests. YCS will secure a number of wrap around support services to meet the needs of students at both the high school and at Holmes Elementary utilizing Communities in Schools. Schools: All Schools	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$75000	District and building administration, counselors, classroom teachers, Lead Teachers, Instructional Advocates and academic tutors, special education teachers.
Alternative Secondary Programs	Secondary students will be placed in a "best fit" environment to meet their educational needs. Students may have opportunity to participate in ACCE, WCC dual enrollment, or the YCS STEMM middle college. Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$256000	District and building staff

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Communities in Schools	<p>Students in YCHS will receive supplemental academic and socio-emotional supports to improve graduation rates, credit earning, and dropout prevention. The on-site coordinator will support a specific caseload of students. Students will also be tracked for attendance and academic progress.</p> <p>Students in Holmes Elementary will receive supplemental academic and socio-emotional supports to improve academic achievement, attendance, and behavioral supports. The Communities in Schools Coordinator will work with building staff to develop effective parent nights that meet the academic support needs of the families.</p> <p>Schools: Ypsilanti STEMM Middle College, Holmes Elementary, ACTech High School Funded through Title I, Part A and 31A</p>	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$100000	District and Building Administration, Communities in Schools Coordinator
Monthly District Coordinated School Health Team Meetings / Parent and Community Events	<p>The CSH Team will meet monthly to determine district needs, write policy, and plan for education around the eight elements of a CSH approach. The team will organize and implement educational events that promote all areas of health and wellness. Teacher leaders from each instructional level will participate on the district team to learn best practices in CSH. Substitutes will be provided.</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$17537	District CSH Team, district and building administration, community partners.
Homeless Liaison	<p>YCS will hire a staff person to support the large case-load of McKinney-Vento eligible students. This person will be responsible for setting up transportation, monitoring attendance, supporting students in participation in academic and non-academic district programs, providing an on-site contact for students and families in homeless situations.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 2	Implement	07/01/2019	08/31/2020	\$78975	District administration, grants coordinator, homeless liaison.

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Conscious Discipline Professional Development	<p>Teachers and staff will continue to participate in Conscious Discipline professional development and activities during the 2019-20 school year. This will include stipends, substitutes, and supplies, as well as, contract fees. (Book Study - Online -All Staff.</p> <p>Conscious Discipline online training sessions. The provider will be the Conscious Discipline organization as it is their licensed training modules we will purchase. This supports the Student Support Network (Cost:\$3,000)</p> <p>Conscious Discipline Books (110 copies @ \$29=\$3190 + S/H \$319 = \$3509) for book study / CD skills on string (60 copies x \$18=\$1080 + S/H \$108 = 1188) / Safe Place Poster Sets (45 copies x 15=\$675 + S/H \$67 = 742) /Conflict Resolution Time Machine (20 x 18.85 = \$377 + \$38 = 415) Total \$5,854</p> <p>Conscious Discipline – Book Title: Building Resilient Classrooms by Dr. Becky A Bailey. PLC Book Study for YCHS staff. Cost \$29 per book x 70 copies = \$2,030 + S/H \$203 = \$2,233 Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	08/31/2020	\$24371	All District Staff
PBIS - Trauma Informed / SEL - Promise UofM	<p>Teachers in grades 6-8 will be trained in POMISE - PBIS through a Trauma Informed PD. Workshop for Teachers \$15,000</p> <p>Stipend for 5 YCMS teachers to attend 2 Day Promise PBIS – Trauma Informed PD. \$25 + FB x 7 hrs x 3 days x 5 people =\$4725</p>	Behavioral Support Program	Tier 2	Getting Ready	07/01/2019	08/31/2020	\$19725	Assistant Superintendent
Big Ideas	<p>Big Math Professional Development will help teachers to take Big Math to the next level. The students in YCS have not had access to math books to take home to work with. This funding will also allow students to take home books. The curriculum adopted is Big Ideas. August 28 PD - Consultant Fee: \$5,000</p>	Academic Support Program	Tier 1	Implement	08/27/2019	06/30/2020	\$32550	Teachers, instructional coaches.
EDM Calendar	<p>Purchase EDM Calendars for K-8 teachers to use to inform math instruction.</p>	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$30000	K-8 Teachers

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FOSS Professional Development	<p>K-5 Teachers will be provided FOSS materials and PD on how to use the materials to inform instruction. Presenters Fee: \$2,200</p> <p>Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600</p>	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$35767	K-5 Teachers.
NGSS PD	<p>NGSS PD and materials for professional learning for K-12. Materials will vary from different vendors such as Office Supply Co, Carolina Biology, Barnes and Noble, Flinn Sci, and other vendors - \$10,000</p> <p>NGSS Science Collaborative follow-up PD for grades 9-12 (Full Day) @ YCHS - Consultant Free: \$45 x 8hrs x 3 days = \$1,080 (August PD)</p> <p>NGSS Training at WISD for 3 YCHS Science Teachers. \$25 + F/B x 7 x 3 days x 8 = \$7,560</p> <p>NGSS Material costs for PD on Carbon TIME Biology. \$200</p>	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$25956	Teachers
IQUEST	IQUEST Professional development and purchase of IQUEST materials for teachers to learn how to inform instruction forward.	Academic Support Program	Tier 1	Implement	07/01/2019	08/25/2020	\$25712	Teachers
MTSS Professional Development	K-12 teachers will participate from MTSS professional development to improve their classroom practices to support all students (especially our subgroups).	Academic Support Program	Tier 2	Implement	08/27/2019	06/30/2020	\$10500	Teachers and coaches
School Garden Coordinator	School Garden Coordinator will work closely with Director of Facilities, Farm to School committee and individual school leads to create garden teams with specific focus on garden sustainability, management, and nutrition education.	Academic Support Program	Tier 1		07/01/2019	07/27/2020	\$27196	Director of Facilities, school principals, and staff
Instructional Technology Professional Developer	We will hire Jerilyn Lynn to provide instructional technology professional development to teachers and staff, work with district IT department and curriculum department to help teachers integrate technology	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$11500	Jerilyn Lynn will work with teachers, staff and administrators.
EDM PD	EDM Professional Development will help teachers to take EDM to the next level. The student in YCS have not had access to math supplemental materials to take home to work with. This funding will also allow students to take home books. The curriculum adopted is EDM.	Academic Support Program	Tier 1	Implement	07/01/2019	07/27/2020	\$73320	Teachers and coaches

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9-12 Accelerated Learning Opportunities	Promoting access to accelerated position will be held by an individual responsible for providing learning opportunities including dual or concurrent enrollment programs, and early college high schools, Counseling and mentoring to develop study skills and critical thinking. Offer students help prepare students to transition to college, assistance is provided on identifying post-secondary opportunities that are associated with students. It provides an additional layer of support for potential first generation college going students.	Academic Support Program	Tier 1	Implement	07/01/2019	06/29/2020	\$63340	teachers, principal.
Safe Schools for Sexual Minority Youth	Supplies for our Safe Schools for Sexual Minority Youth Training program includes shipping and handling. Grant funds are being used to support our sexually minority students. \$11,537 August 28 Sex Education Curriculum PD (Full Day) for grades 6-8 Heath Education Teachers @YCMS. Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD) \$1,080	Academic Support Program, Behavioral Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	06/29/2020	\$12617	Assistant Superintendent
Illiminate	Purchase Illuminate so that teachers can use to generate common assessments, use data to inform instruction, and provide feedback about progress with parents.	Academic Support Program	Tier 1		07/01/2019	08/25/2020	\$23794	Teachers, Administrators, and central office staff
Advanc-ED	Renew Advanc-ED so that each School Improvement Team can use the system to report, monitor, and live the core of the SIP Plan.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$14400	Assistant Superintendent
Reader's & Writer's Workshop	Reader's and Writer's Workshop materials from School Specialty to conduct literacy instruction in K-12.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$24633	School Principals and teachers
TCI	Staff will be provided with TCI professional learning and materials needed to teach social students using reading apprenticeships practices. August 28 - Cengage Social Studies PD Grades 6-12 (Full Day) Consultant Fee \$2,700	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$17636	School leaders, and principals
Xello Career Cruising	Purchase Xello Career Cruising to help our students to to identify potential future careers.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$6000	Principals
ED Calendar	Purchase Every Day Calendars so that teachers can use to help students to master conceptual mathematics with ease.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$10000	Teachers

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Title 1 Behavior Specialist	Title I Behavioral Specialist will provide supplemental support for struggling students as identified by Title I criteria - improve student achievement, focus on data and improvement in core content areas, based on data and school improvement goals.	Academic Support Program, Supplemental Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$76910	Principal
State and Federal Programs Coordinator	The State and Federal Programs Coordinator will coordinate with Title I staff the planning, monitoring and program evaluation for all Title I programs, assist with purchases, billings, spreadsheets, reporting expenses.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$112200	Assistant Superintendent
Math 180	Math 180 PD will be provided to the math teachers at middle school level and high school level.	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$3750	Teachers
Culture and Climate Coach	The Climate and Culture Coach will assist teachers and the administration in the planning and implementation of well coordinated social-emotional / trauma-informed behavioral practices and services for students that will be provided at the classroom level; provide inside and outside classroom support, guidance, counseling, coordination, consultation, referral and delivery of information and services; and assist teachers in establishing a sense of community around meaningful relationships with their students and families.	Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Supplemental Materials, Teacher Collaboration	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$704000	Assistant Superintendent and Principal
Community Liaison	Community Liaisons will work with families to ensure that students get to school on time and on a regular basis.	Parent Involvement, Academic Support Program, Policy and Process	Tier 2	Implement	07/01/2019	06/30/2020	\$162500	Assistant Superintendent
Truancy Officer	The Truancy Officer will work with students and their families to ensure that students get to school on time and regularly as required by the State of Michigan.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$106000	Principal and Assistant Superintendent
School Resource Officer	The School Resource Officer ensures that all students throughout the district are kept safe at all times.	Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$62000	Superintendent and Principals

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Restorative Practice Coach	The Restorative Practices Coach helps students to resolve conflict and avoid suspensions.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$85000	Principals
Dean of Students	Student Deans work with students and their families in resolving conflict to avoid suspensions. The goal is to help students to self-regulate their behavior.	Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$225000	Principals
31A Social Worker	The 31 A Social Worker works with students so they learn to self-regulate their behaviors so that they can get about the business of learning.	Communication, Parent Involvement, Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$102000	School Principal
Professional Learning Math	Professional Learning Math for 6-12 through Cengage Learning for 6-8 and 9-12 math teachers.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5000	Instructional Coaches
Professional Learning Science	Professional Learning Science supports high quality instruction aligned to the vision for ambitious teaching identified by the District Network	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$2300	Instructional Coaches
Content Leaders	Content Leaders will plan, organize, and support curriculum work; teach and model high quality instruction, and support professional learning in the following content areas: ELA, Math, Science, Social Studies, Student Support Team, Electives in 6-12. Total of 11 (ACTech, ACCE, STEMM, and YCMS	Academic Support Program	Tier 1	Implement	08/01/2019	06/30/2020	\$48015	Principals and Teacher Leads
Social Studies Trainer of Trainer Leader	A Social Studies Leader will participate in professional development through module presentations and prepare an overview of the Social Studies Alive electronic components and strategies to support and differentiate instruction.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$600	Teacher Lead
School Wide and Classroom Norms Summer Institute	The 2019 Schoowide and Classroom Norms (Summer 2019) and the Schoowide and Classroom Norms (Summer 2020) sessions will provide professional development for 6-8 teachers in the areas of schoolwide norms, matrix of behaviors, and setting expectations so that students learn ho to self-regulate their behaviors so that they can focus on instruction.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$9600	Teacher Lead

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Relationships Initiative Grades 6-8 (Summer 2019)	The Relationships Initiative, as implemented in 2018-19 and the Relationships Initiative, as implemented in 2019-20 will be evaluated and refined to best meet the needs of our 6-8 students in 2019-20 and the 2020-21 SY.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$2484	Teacher Lead and Principal
MABE Conference	10 Participants will attend the MABE Conference	Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$3368	Assistant Superintendent
Justice Leaders WKSHPS at WISD	13 Teachers will attend the Justice Leaders workshop through the WISD. This is a total of 52 sessions.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$5252	Principals
Classroom Management PD	40 staff members will participate from a classroom management, routines and procedures workshops.	Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$8760	Assistant Superintendent
Teacher Support Meetings	Monthly after school teacher support meetings utilizing the books Teach Like A Champion, First Days of School, and Management in the Active Classroom.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$13140	Assistant Superintendent and Coaches
Art Ed Now Conference	Art Ed Now National Online Conference for six art teachers. Cost covers registration fee of \$149.	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$894	Art Teachers
IB Consultant Services	20 hours of IB consultant services for YIES. Stipends for Teachers at Erickson Elem to attend Leader in Me Training over the Summer (Training to be held August 28th) One day of Training for entire staff; approximately 30 teachers x 7 hours x \$25/hour Training was given by associates of Franklin Covey. The Leader in Me Grant paid for the Professional Development. Title II funds were used to pay the stipends. \$9,450 Contracted services: Jean Ramsayer, IB Coordinator, to guide principal and Teachers at YIES on implementing IB. \$100/hour = 20 hours of consulting services. Total: \$2,092	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$13634	YIES Principal

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WISD/LESA/RESA WKSHPs	Cost of YCS staff attending training at the WISD/LESA/RESA to attend sessions including NGSS, Study of Early Literacy, and other related workshops. Costs associated with mileage and registration fees.	Professional Learning, Evaluation, Parent Involvement, Academic Support Program, Behavioral Support Program, Walkthrough, Technology	Tier 1	Implement	07/01/2019	06/30/2020	\$13404	Assistant Superintendent
DN Turnaround K-12 Ambitious Teaching Strategies Implementation Coaches	The DN Turnaround K-12 Ambitious Teaching Strategies Implementation Coaches - one science and one math, one ELA will be contracted to support instruction.	Professional Learning, Academic Support Program, Behavioral Support Program, Curriculum Development, Materials	Tier 2	Implement	07/01/2019	06/30/2020	\$60000	Assistant Superintendent
IB Conference	Funds will support 10 teachers to attend the IB Conferences throughout the 2019-20 SY. It includes registration costs average \$800/conference, registration for 10 teachers/admin.	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$8000	YES Principal
Blueprint Network Training	Stipend for district staff to attend District Blueprint Network training over the summer (32 hours x 12 members x \$40/her) Stipends for district staff to attend District Blueprint Network training over the summer (32hours x 12 staff members x \$40/hour) - \$22,660 Stipends for a team of District Teachers and Coaches to attend Enhanced Curriculum Development training for 16 Staff members X 6 days X 8 hours/day X \$25.00 / hour plus benefits - \$25,632	Professional Learning, Academic Support Program	Tier 2	Implement	07/01/2019	06/30/2020	\$48292	Assistant Superintendent
MAS/FPS:Edgar/MSBO Conferences	Admin conference MAS/FPS:Edgar Boot Camp Registration; MAS/FPS Winter Institute Conference in Feb Registration for Admin; 2020 MSBO Annual Conference April - May - registration, hotel, mileage, meals, parking for 3 participants; MSBO conference, workshops, registration, hotel, meals, parking 7 participants	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$16600	Assistant Superintendent

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<p>Leader's Data Culture Institute</p>	<p>Purchase Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA to help leaders learn how to create and lead a culture of inquiry. Presenter: Carlos Lopez, Amy Olmstead-Brayton Resources: Sharatt, L., & Fullan, M. (2012). Putting Faces on Data. Corwin, Thousand Oaks, CA -\$38.95 x 20 = \$779 + S/H \$78 = \$857</p> <p>Purchase of Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning Data-Driven Dialogue helps support our leaders by teaching them how to use the cycle of inquiry, experimentation and reflection to accelerate continuous growth and learning. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2004) Data-Driven Dialogue. New Horizons for Learning. \$107.90 x 20 = \$2,158 + 216 = \$2,374</p> <p>Purchase - Got Data? Now What? Helps support our leaders by teaching them how to create and lead a culture of inquiry that honors the use of data to help others grow. Presenter: Amy Olmstead-Brayton - Resources: Wellman, B. & Lipton, L. (2012) Got Data? Now What? Solutions Tree, IN. \$16.70 x 20 = \$334 + S/H = 33.40 = \$368</p> <p>Purchase of Mentoring Matters to help support leaders by teaching them how to use a learning-focused mentoring program that supports strong relationships and improves student learning. Presenter: Dr. Carlos Lopez - Resources: Wellman, B. & Lipton, L. (2003) Mentoring Matters. Sherman CT. \$35.95 x 20 = \$719 + S/H \$71.9 = \$791</p> <p>Purchase of the 3 Minute Classroom Walk-Through support leaders by teaching them how to conduct a three minutes walk-through. Presenter: Dr. Carlos Lopez - Resources: Downey, C. & Steffy, B. (2004) The Three-Minute Classroom Walkthrough Corwin Press, Thousand Oaks, CA. \$22.92 x 20 = \$458.40 + \$45.84 = \$505</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$4896</p>	<p>Assistant Superintendent</p>
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<p>New Teacher PD Institute</p>	<p>Professional Development for 30 teachers: Day 1 - Vision of High Quality Instruction (Stipend for 30 teachers to participate from one day training on Vision for high quality instruction practices (August 20, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450) Days 2 and 3 - Restorative Practices (Stipend for 30 teachers to participate from Days 1 and 2 of Restorative Practices (August 21 and 22, 2019) \$25 + \$20 F/B = \$45 x 7 hr. = \$315 x 30 participants \$9,450 x 2 days = \$18,900) Total 3 Days = \$28,350</p> <p>Purchase of 30 copies of Restorative Circles in Schools by and 30 Copies of the Restorative Practices Handbook from IIRP for new teachers - \$12 per book x 2 books = \$24 x 30 books = 720 + S/H \$72 = \$792 (New Staff) Purchase of 30 copies of Teach Like a Champion for new teachers - \$20.81 per book 30 books = \$624.30 + S/H \$62.43 = \$687 (New Staff) Purchase of 30 copies of First Day of School by Harry Wong for new teachers - \$34.93 per book 30 books = \$1,047.90 + S/H \$104.79 = \$1153 (New Staff) Purchase of 30 copies of Conscious Discipline for new teachers - \$29 per book 30 books = \$870 + S/H \$87 = \$857(New Staff)</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$31047</p>	<p>Assistant Superintendent</p>
<p>New Teacher Professional Library</p>	<p>Purchase a resource library for new teachers that will be used to conduct book study throughout the school year.</p> <p>Purchase of 30 copies of Restorative Circles in Schools by and 30 Copies of the Restorative Practices Handbook from IIRP for new teachers - \$12 per book x 2 books = \$24 x 30 books = 720 + S/H \$72 = \$792</p> <p>Purchase of 30 copies of Teach Like a Champion for new teachers - \$20.81 per book 30 books = \$624.30 + S/H \$62.43 = \$687</p> <p>Purchase of 30 copies of First Day of School by Harry Wong for new teachers - \$34.93 per book 30 books = \$1,047.90 + S/H \$104.79 = \$1153</p> <p>Purchase of 30 copies of Conscious Discipline for new teachers - \$29 per book 30 books = \$870 + S/H \$87 = \$857</p> <p>Total: \$3,489</p>	<p>Professional Learning, Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$3489</p>	<p>Assistant Superintendent</p>

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IQWST PD	<p>August 28 IQWST Training for Grades 6-8 (Full Day) training to prepare science teachers on how to better inform science instruction.</p> <p>IQWST training for teachers in grades 6-8 by representative from Active Learning. This is a 2 days training session at a cost of \$1,800/day. The cost for the PD is \$3,600. The 2 PD's will be scheduled throughout the year.</p>	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6300	Assistant Superintendent
PROMISE -PBIS Program at YCMS	<p>YCMS staff will participate from the PROMISE - PBIS - Trauma Informed Initiative from the University of Michigan.</p> <p>Substitute costs associated with in-district elementary science PD for the FOSS science curriculum. Substitutes will be needed for 6 teachers at a cost of \$100 per teacher. Dates will be in October or November depending on the availability of the trainer. = \$600</p>	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1010	Principal
WISD Offered PD	<p>Opportunities for staff to attend the following WISD / LESA / RESA PD:</p> <p>Sub Costs: YCS teachers attending Training at WISD/LESA/RESA – Assessment Literacy, The study of Early Literacy, NGSS, Culture Responsive Teaching, etc. with trainings, mileage and registration fees. Teachers participating in cohorts from WISD. 200 participants x \$101 = \$20,200.</p>	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$2200	School leader
SOEL Study of Early Literacy	<p>Teachers will participate from SOEL Cohort offered by WISD.</p> <p>Substitute Cost: 60 teachers to participate from the SOEL – Study of Early Literacy – It include the K-3 and 4-5 Essentials. \$101 x 60 teachers x 8 sessions = \$48,480</p>	Professional Learning, Academic Support Program, Behavioral Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$48480	Assistant Superintendent
Content Leader Stipends	<p>Content Leaders stipends and grade level stipends at ACTech, STEMM, ACCE, and YCMS to support professional development beyond the contract workday to support teacher workshop in data analysis facilitation and instructional coaching. \$3,000 stipend each teacher x 14 teachers. Each staff member will provide minimally 100 hours of work throughout the 2019-20 SY. \$75,600</p>	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$75600	Assistant Superintendent

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<p>Teacher Support & PD</p>	<p>Stipend for 3 instructional coaches to support new teachers using three books: Teach Like a Champion, First Days of school, and Management in the active Classroom. \$3,000 x 3 each. \$13,140</p> <p>Stipend for Instructional Coaches to learn how to coach K-5 teachers through the ELA Curriculum to ensure that high quality teaching is taking place. \$45 x 7 hrs. x 5 days x 6 coaches. \$9,430</p> <p>Stipend for Instructional Coaches to learn how to coach 6-12 teachers through the ELA Curriculum to ensure that high quality teaching is taking place. \$45 x 7 hrs. x 5 days x 3 coaches. \$4725</p> <p>ELA Professional Learning for K-5 teachers on High Quality ELA Instruction 1 Day at \$3,600 x 3 presenters = \$10,800 (Fall 2019) ELA Professional Learning for K-5 instructional coaches TOT on High Quality ELA Instruction (Fall to Spring) \$1,990 per coach x 10 coaches=\$9,950 ELA Professional Learning for 6-12 teachers on High Quality ELA Instruction 1 day at \$2,800 presenter (Fall 2019) ELA Professional Learning for 6-12 instructional coaches TOT on High Quality ELA Instruction (Fall to Spring) \$2,800 x 8 sessions = \$22,400</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>		<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$73245</p>	<p>Assistant Superintendent</p>
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<p>Building PD and Support</p>	<p>Stipend for 25 teachers from Ford to attend training from Play Leadership Essentials that promotes literacy through play. \$25 x 6 hrs x 25 teacher + H/B = \$6,750 (Ford)</p> <p>Stipend for 25 K-1 teachers at Ford to attend Saturday PD on utilizing games and play during recess to build conflict resolution, teamwork, and interpersonal relationships with students. \$25 x 7 hours x 1 day x 25 teachers = \$5,538 (Ford)</p> <p>Stipend for 4 teachers (\$25 +FB x 30 hrs x 4 teachers = \$5,400 to participate from a schoolwide and classroom norms (Summer 2019) (YCMS)</p> <p>Stipend for 4 teachers (\$25 +FB x 30 hrs x 4 teachers = \$5,400 to participate from a schoolwide and classroom norms (Summer 2020) YCMS</p> <p>Stipend for 3 teacher (\$25 + FB x 10 hrs x 3 teachers) to learn about the Relationship Initiative (Summer 2019) YCMS Total: \$1350.</p> <p>Stipend for 3 teacher (\$25 + FB x 10 hrs x 3 teachers) to learn about the Relationship Initiative (Summer 2020) YMCS Total: \$1,350</p>	<p>Professional Learning, Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$31326</p>	<p>Assistant Superintendent</p>
<p>Visual & Performing Arts / EL/ Students w/ Exceptionality PD</p>	<p>Professional Development for Subgroups and Specials include:</p> <p>August 20 Visual and Performing Arts PD for K-12 teachers (Full Day) Presenter Fee: \$45 x 8hrs x 3 days = \$1,080 (August PD)</p> <p>9-12 Teachers – Accommodating High School Students with Exceptionalities and English Language Learners in Your Classroom PD. Presenters Fee: \$45 x 8hrs x 3 days = \$1,080</p>	<p>Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$2160</p>	<p>Assistant Superintendent</p>
<p>ACCE Competency Based Program</p>	<p>Dual Enrollment Courses through Eastern Michigan University @ \$5,000 x 10 courses = \$50,000 - Content Area Project Based Integrated Courses with Engineering and Design Dual Enrollment Component. Courses will lead to multiple credentialing options. Consultant Fee: \$50,000 - 31 A</p>	<p>Professional Learning, Parent Involvement, Academic Support Program, Behavioral Support Program, Direct Instruction</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$100000</p>	<p>ACCE Principal</p>

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Info Into Action PD	Professional development for K-5 teachers - Costs related to vendor provided PD for Info In Action Curricular Tool for trainer to come and train our instructional coaches to become TOT (Summer) and staff (Fall) - \$6,498	Professional Learning, Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$6498	Coaches
FAME Team	Creation of a FAME Team through MDE. Cost: Mileage for Instructional Coaches to Attend.	Academic Support Program	Tier 1	Getting Ready	07/01/2019	06/30/2020	\$1254	Assistant Superintendent

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<p>Memberships & Conferences</p>	<p>Memberships and Conferences include: NSTA Membership for science teachers @\$79 per teacher x 7 teachers = \$553 Michigan Council for the Social Studies (Fall 2019) @ Macolmb ISD \$130 x 7 teachers = \$910 ASCA National Membership (American Counselor Association) for 1 YCHS Counselor- Cost: \$129; MSCA Michigan School Counselor Cost: \$65. Total \$194 MABE Conference (Registration, Meals, Mileage) for 10 Participants x \$300 per person = \$3,000 (May 2020) Admin Conference @ MAS/FPS: EDGAR Boot Camp Registration \$300, Mileage \$200 Admin Conference @MAS/FPS Winter Institute Conference in February: Registration \$300, Mileage \$200 Administration 2019 MSBO Annual Conference April 29 - May 2 (Registration, Hotel, Mileage, Meals, Parking) 3 Participant - \$1700/Participant = \$5100 Administrative MSBO Conferences/Workshops (Registration, Hotel, Mileage, Meals, Parking) 7 participant @1500 = \$1500 Conference and Workshops @ MDE - Michigan Department of Education Conferences for (Registration, hotel, mileage, food) 20 admin @ \$500 = \$15,000 Conference Costs associated with MDE Special Populations Conference, Conference Registration: \$75, Lodging: \$115, Mileage Stipend: \$80 Two staff will attend. Purchased Service was changed from \$280 to \$270 Conferences (Registration, Hotel, Mileage, Meals, Parking): Michigan Association of School Boards (MASB) 2 participant x \$450= \$900; Training session through MASB @ \$450/session - 4 sessions - \$3,400; Conferences (Registration, Hotel, Mileage, Meals, Parking): Michigan Elementary and Secondary Principals Association (MASPA) 2 participant x \$1500 = \$3,000; MDE SI conference 10 @ 594=\$5940; MEMSPA Conference 5 participant x \$1500 = \$7,500; Michigan Association of School Administrations (MASA) 2 X \$1300 = \$2600; Costs related to DTN members attending conference and training (Registration, Hotel, Mileage, Meals and Parking). DTN Conference workshops @ Lansing on 2 days in Feb, 2 days in March, and 2 days in April. Costs related to registration for Social Workers to attend a Mental Health workshop/conference. An additional \$100 will be used for mileage to attend</p>	<p>Professional Learning, Academic Support Program, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$87102</p>	<p>Assistant Superintendent</p>
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	<p>additional \$100 will be used for mileage to attend the conference. The workshop/conference will take place in May 2020.</p> <p>Data and Grants Coordinator attended the PowerSchool Users Group Midwest Fall Conference. Registration for the conference was \$300. The cost for mileage was \$316, lodging cost was 336 and \$48 for food Code changed to Purchased Services -\$1,000</p> <p>MAS/FPS Title I Director's Fall and Winter Institute (5 days of training) October 2018, February 2019 Dates; Conference Registration and Conference related costs for: Registrations: \$800; Lodging \$1000, Mileage \$600 = \$2,400</p> <p>MEMSPA Professional Membership for Principal (1 membership @ \$555</p> <p>SSP membership for each YCHS Administrator (4 total) \$400 each x 4 = \$1600</p> <p>EdCon Conference for YCHS Administrators (3 total) \$1500 each x4 = \$4500</p> <p>NASSP institutional membership for YCHS Administrators (4 Total) \$250 x 4 = \$1000</p> <p>NASSP Conference for YCHS Principal – Boston MA July 18-20 (3 Days) Gaylord Nate Resort (\$1,000 conference, 700 flight, hotel 600, food 200) Total \$2500</p> <p>Principal, AP, Restorative Coach, Culture and Climate Coach, and SLC Leaders (4) will attend Restorative Practices: Tools of the trade Conference on August 21 - \$175 each x 4 = \$700</p> <p>PSAT/SAT Conference, Results are in, now what? (4 Administrators @175 each x \$700. November 6, 2019</p> <p>Legal Hot Topics Conference for 2 administrators to attend on October 2, 2019. Cost \$175 x 2 = \$350</p> <p>MEMCA-Middle College Membership for STEMM. Information Updates for our STEMM Program. Principal, STEMM SLC Leader, Counselors (2) and Dual Enrollment CO, attend 2 Conferences, Oct 2019 and Feb 2020. Cost \$100 per person /session x 2 sessions. Cost: \$100 x 6 participants x 2 conferences = \$1200</p> <p>PSUG (Powerschool Training) Cost: \$399 conference cost, \$297 3 nights hotel, \$254 Mileage, and 250 food. Total: \$1,200 x 6 = \$7,200</p>							
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Accelerated Access to College Program	Access to college accelerated learning , dual enrollment, etc. YCHS / STEMM / ACCE / ATTECH Total \$63,340	Academic Support Program	Tier 1	Implement	07/01/2019	06/30/2020	\$63340	Principal

Ford Early Learning Center

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Intervention Book Study	Book Study for Ford Early Childhood Center - Purchase 20 copies of book: Early Intervention for Reading Difficulties 2nd Edition for teachers. $\$35.70 \times 20 = \$714 + \$71.40 = 786$	Academic Support Program	Tier 2	Getting Ready	07/01/2019	06/30/2020	\$786	Principal