

School Improvement Plan

University Preparatory Elementary School
Ellen Thompson

June, 2009

School Year: 2009-2010

School District: University Preparatory Academy District

School Name: Ellen Thompson Campus

School Code: 09887

Grade Levels Served: K-5

Principal: Chalita Middleton

School Improvement Team:

Teachers: Shannon Melkonian, Jennifer Barnes, Capri Scott, Terri Gerring

Parents: Kelly Sparks, Shauna El-Amin

Date: 6/19/09

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I. MISSION STATEMENT

The mission of University Preparatory Academy is to effectively prepare urban students for high school graduation and post-secondary education through personalized education and a relentless commitment to their success. We seek to demonstrate that urban students can achieve at similar levels to their more economically advantaged suburban peers.

II. COMPREHENSIVE NEEDS ASSESSMENT

The needs of assessment for this plan was conducted over the course of the 2007-2008 school year, and then updated in the Spring of 2009. Initially, all staff participated in the review of all data described below, and their analyses and recommendations were then forwarded to our School Improvement Team for further review, discussion and final planning. We spent at least 2 staff meetings reviewing the Ed Yes indicators as a way of gathering data about staff perceptions of our strengths and weaknesses. Grade level teams reviewed benchmark tests, weekly math tests, and end of unit tests at weekly meetings throughout the school year, and the teams shared their findings at whole building staff meetings at the end of each trimester. Professional development days in March and May of each year were used for all-school review and analysis of summative data.

District and Student Demographic Data

Enrollment:

1. What grade levels are taught in this school: K-5
2. What is the current school enrollment? 341
3. What has been the enrollment trend for the past 3 years? Stable

Year	2006-07		2007-08		2008-09	
Grade	#	%	#	%	#	%
K	49	13.8	48	13.5	48	13.7
1	49	13.8	49	13.8	48	13.7
2	64	18	64	18.1	62	17.7
3	64	18	64	18.1	64	18.2
4	64	18	64	18.1	64	18.2
5	64	18	64	18.1	64	18.2
Totals	354	99.6	353	99.7	350	99.7

4. When looking at sub-groups, has the percentage of students from any sub-group changed by more than 5% over the past three years? No

Economic status and gender distribution

Groups	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Economically Disadvantaged	228	64.4	237	67.1	269	78.5
Ethnicity						
Native American	4	1.1	2	0.5	0	0
Asian American	0	0	0	0	2	0.005
Hawaiian/Pacific Islander	3	0.8	2	0.5		
Caucasian	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
Students with Disabilities	21	5.9	23	6.5	27	7.9
Limited English Proficient	0	0	0	0	2	0.005
Homeless	0	0	0	0	0	0
Migrant	0	0	0	0	0	0
Gender						
Male	173	48.8	150	42.4	153	44.5
Female	181	51.1	203	57.5	191	55.5
Total Population	354		353		344	

Summary of Enrollment Data/Information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified?

The overall population of UPA Elementary School has been very stable since its opening in the 2005-06 school year. Data shows an increase in economically disadvantaged students during that time period. We believe this is due to the economic down turn in the community as a whole. Ethnic counts have remained very stable.

There was a significant increase in female students in 2007-08 due to a significant imbalance in the incoming Kindergarten class (13 males and 35 females). Looking at 08-09 data, it appears as though the gender balance is beginning to return to previous levels.

2. After reviewing the changes in the school enrollment trends, what implications do the data present for the district in the following areas: staffing, fiscal resources, allocations, facility planning, professional development, advertising, recruitment?

As only one significant change was seen and it only occurred in one year, we do not see any special implications for staffing, fiscal resources, allocations, facility planning, professional development, advertising or recruitment at this time.

Staff:

Using the charts provided, answer the following questions:

Questions	# Teachers	0-1 year	2-4 years	5-7 years	>7 years
Elementary School (school has only been open for 4 years)	25				
Years Teaching		6	11	5	6
Years assigned to this school		8	19	0	0

1. What is the average number of years teachers in this school have been teaching?
2. What is the average number of years current teachers have been assigned to their school?

University Prep Elementary School-Ellen Thompson Campus has just finished its fourth year of operations. Its teachers have an average of 3.6 years of teaching experience, with 2.5 years at University Prep.

3. For the teachers in this district, during the past school year, how many teachers have been absent?

Category	0-3 days	4-5 days	6-10 days	>10 days
Personal/Family Illness	4	12	7	4
Professional Development/Conference	17	0	0	0
Personal Business	23	23	1	0
FMLA	0	0	0	0

4. How long have Administrators been assigned to their roles?

Role	Years
Superintendent	2 years
Elementary School Principal	2 year
Chief Administrative and Financial Officer	1 year

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement:
 - Designed to encourage two-way communication:
 - Individual Learning Team Meetings, Email, IEP Meetings, Phone Calls, Parents as Partners Meetings, Blogs,
 - Designed to encourage one-way communication only:
 - End of Trimester Narrative Reports, Website, Newsletters
 - Designed to actively involve parents/community in decision-making at the buildings:
 - Parents as Partners Meetings, Perception Surveys, Focus Groups, School Improvement Team
 - Designed to actively involve parents/community in student learning:
 - Student Exhibitions, Literacy and Math Nights,

2. Using the following chart how has parent/guardian attendance at parent-teacher conferences/Learning team Meetings changed over the last three years?

Group	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Total Population	336	95	338	96	339	98

Summary of School Demographic Data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? No
2. If yes, what are the areas of concern? While there were no concerns about parent attendance at conferences and Learning Team Meetings, teachers were concerned about the depth of parental involvement in these meetings.
3. After discussion about these areas of concern, what possible causes for the problems were identified?

Explaining to the parents each year the importance of exhibitions and holding workshops so that they can better assist their students with exhibitions, teachers need to model more ideas or ways that students can use during exhibitions to demonstrate their knowledge

Summary of District Enrollment, Staffing and Parent/Community concerns, factors, and actions

Areas Of Concern	Factors contributing to Concerns	Possible actions
Number of teachers using all/nearly all allotted sick days	Teacher perception that sick days are a “perk”: that they either use lose	Review district policies with teachers; provide financial incentive for unused sick days

MEAP Assessment Test Item Analysis

What additional data sources (other than MEAP/MME) were used to inform decision-making about student achievement?

Name and Type of Measurement Instrument	Grade Levels Assessed	Subject Areas Assessed
NWEA MAP Testing	K-5	Reading/Math
Weekly/Unit Assessments	K-5	Math/Science/Social Studies
Benchmarks/Running Records	K-5	Reading
Monthly Assessments	k-5	Writing

MEAP DATA

Grade: 3 Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	87	86	87	52	57	65	79	81	83
Aggregate Scores	79	81	85	48	58	66	68	73	85
Male	75	76	86	41	55	54	71	66	81
Female	83	86	85	54	60	76	66	80	88
Econ. Disadvantaged	75	76	84	43	50	65	65	65	84
Non-Econ. Disadvantaged	93	94	92	67	78	69	80	94	92
Black, Non Hispanic Origin	79	81	85	50	58	66	67	73	85

Group	Math		
	2006-2007	2007-2008	2008-2009
State	88	90	91
Aggregate Score	75	88	98
Male	83	90	97
Female	69	86	100
Econ. Disadvantaged	69	85	98
Non-Econ. Disadvantaged	93	94	100
Black Non-Hispanic	74	88	98

Grade: 4 Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	85	84	83	45	44	44	78	76	77
Aggregate Scores	64	71	77	28	31	31	47	62	68
Male	61	75	85	22	34	23	39	68	69
Female	45	58	72	36	57	36	29	57	67
Econ. Disadvantaged	69	68	72	25	28	28	46	60	61
Non-Econ. Disadvantaged	50	85	94	38	43	38	50	69	88
Black, Non Hispanic Origin	62	71	77	26	32	31	46	63	68

Group	Math		
	2006-2007	2007-2008	2008-2009
State	85	86	88
Aggregate Score	48	63	79
Male	39	68	81
Female	47	79	77
Econ. Disadvantaged	59	49	76
Non-Econ. Disadvantaged	46	62	88
Black Non-Hispanic	49	62	79

Grade: 5 Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	84	82	81	57	59	63	78	78	79
Aggregate Scores	69	52	72	53	42	47	61	42	70
Male	62	52	72	32	48	74	50	45	74
Female	77	52	74	77	35	67	73	48	67
Econ. Disadvantaged	67	53	67	47	45	65	44	43	57
Non-Econ. Disadvantaged	74	47	86	68	33	86	42	37	79
Black, Non Hispanic Origin	68	52	71	52	42	69	60	42	69

Group	Math			Science		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	76	74	77	83	82	83
Aggregate	44	44	62	56	50	65
Male	44	55	70	56	55	74
Female	43	32	55	57	45	58
Econ. Disadvantaged	44	43	57	60	49	59
Non-Econ. Disadvantaged	42	37	79	47	53	86
Black Non-Hispanic Origin	44	44	61	57	50	64

MAP DATA

Year: Spring 2007

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
2	51	54.9	55	72.7
3	58	58.6	58	62.1

4	44	38.6	43	44.2
5	47	63.8	41	26.1

Year: Spring 2008

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
2	61	73.7	62	93.5
3	64	50	63	61.3
4	63	59.3	64	50.0
5	64	53.1	63	38.0

Year: Spring 2009

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
2	61	73	61	88.5
3	61	68.8	61	93.4
4	61	70.4	61	70
5	61	63.9	61	80

Using information from the charts above, answer the following questions:

1. What trends have been identified when looking at the 3 year MEAP data?

- Student achievement data continues to show growth in most areas on both MEAP and MAP measures.
- The percentage of students demonstrating proficiency on MEAP Reading, Writing, ELA and Math tests increased in 3rd, 4th, and 5th grades over the 3 year period.
- The performance of 3rd grade students, in the aggregate, is very close to or above state levels in all areas of the MEAP.
- Data shows steady gains for 4th and 5th grade students in reading, ELA and math, with writing achievement significantly lagging behind. We saw an increase in Science achievement this year, but it is too early to tell if this is a trend.
- There is a consistent pattern of just under 50% of our students demonstrating proficiency on the 6th grade MEAP Social Studies test.

2. To what extent are these trends reflected in other sets of data?

These trends are reflected in the same manner in MAP data. With increase in proficiency in Math and Reading at all grade levels. The MAP test does not yield a Writing or ELA score and does not provide disaggregated data.

3. Based on MEAP reports which areas are not at or above AYP content area targets? None
4. Based on staff review of these data, what has the staff determined to be the contributing cause(s) for the gap(s)?

Contributing Causes	Possible Actions
Consistency/Reliability of Assessment	<p>Use team meeting time to develop common assessments across classrooms</p> <p>Critically review assessments to ensure that the type of assessment used matches the learning target</p> <p>Use team meetings to develop Data Director test</p>
Using Assessment Results to Effective Address Student Needs	<p>Use team meeting time to analyze results of common assessments</p> <p>Use findings to modify pacing charts as needed, to identify students in need of supplementary instruction, to identify objectives and methods for supplementary instruction and insure adequate learning time for individual students</p>
Results-Driven Professional Development	Conduct needs assessment to identify specific content/skills that staff need to improve instruction and student achievement results
Delivered Curriculum	Increase frequency of Principal observations in classroom to monitor delivery of the curriculum and provide feedback as needed

Sub-Groups: Gender, Economic Status and African American are the only statistically significant subgroups within the University Prep Elementary School population.

1. What trends have been identified when looking at subgroup performance on 4 years of MEAP data?
 - The achievement gap between economically disadvantaged and economically advantaged students has substantially closed at the third grade level in all areas.
 - The achievement gap between economically disadvantaged and economically advantaged students in the 4th and 5th grades appears to be increasing over time in reading, ELA, math and science.
2. To what extent are these trends reflected in other sets of data?

Disaggregated MAP data was not available, so this comparison could not be made.

3. Based on MEAP reports, which of the sub-groups are **not** at or above AYP content area targets? All sub-groups are at or above AYP content area targets.

4. Based on staff review of these data, what has staff determined to be the contributing cause(s) for the gap(s)?

Concerns	Possible Actions
Lack of background knowledge for reading, social studies, writing, and science	Field trips, supplemental Themed based Summer school, Vocabulary development

Staff identified the same causes as for the groups in the aggregate. See chart above for details.

Mobility Data
2006-2007

Grade	# of students	Number Entering	Number Exiting
K	50	3	3
1	52	4	4
2	61	3	3
3	65	2	2
4	63	2	2
5	64	4	4

2007-2008

Grade	# of students	Number Entering	Number Exiting
K	50	3	3
1	52	4	4
2	61	3	3
3	65	2	2
4	63	2	2
5	64	4	4

2008-2009

Grade	# of students	Number Entering	Number Exiting
K	48	48	0
1	48	1	1
2	61	0	1
3	62	1	1
4	61	2	2
5	61	0	1

Attendance and Discipline Data

2006-2007

Grade	# of Students	# of Absences	# of Suspensions	# of Expulsions
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		<11	>10		
K	50	27	23	0	K
1	52	41	11	0	1
2	61	26	35	0	2
3	65	47	18	0	3
4	63	35	28	0	4
5	64	47	17	1	5

2007-2008

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<11	>10		
K	48	22	26	0	0
1	49	26	35	2	0
2	64	30	34	5	0
3	64	35	29	11	0
4	64	32	32	9	0
5	64	34	31	10	0

2008-2009

Grade	# of Students	# of Absences		# of Suspensions
		<11	>10	
K	48	29	19	4
1	48	30	18	0
2	61	41	20	5
3	62	33	29	3
4	60	43	17	7
5	61	34	26	8

1. Based upon a review of these data about student mobility, attendance, and behavior, did the staff identify any areas of challenge?

The challenge primarily was identified as a need to more effectively intervene with the few students who are the same students being suspended year after year. Teachers noticed a pattern of the same students being suspended on multiple occasions.

Staff is concerned about the pattern of excessive absences/Tardies of selected students. Even after having several meetings with families. What needs to be put in place to detour this behavior? Changing our approach to the time students need to be in school, having MM right at the start of school, teachers and administrations having conversations with parents about excessive tardies.

Area(s) of Concern	Factors Contributing to Concern(s)	Possible Action(s)
Excessive absences of selected students	Family issues such as problems with transportation	Consistent application of the district attendance policy, including face-to-face meetings with parents/guardians and referral to social service agencies as needed.
Pattern of suspensions	Weak understanding of students needs Need for professional development in Responsive classroom	Additional PD in Responsive Classroom, Review discipline strategies including exploring positive behavior system

Perception Data:

Students:

1. In what ways does the school collect information about student perception in the following areas:
 - a. How students feel about their school, their teacher, their principal? **Annual student surveys**
 - b. What students feel about staff expectations for student performance? **Annual student surveys**

Parents

2. In what ways does the school collect information about parent/guardian perception in the following areas:
 - a. Teacher effectiveness in motivating students and developing their academic and social skills? **Annual Parent Surveys**
 - b. Staff responsiveness to parent concerns? **Annual Parent Surveys**
 - c. Principal effectiveness? **Annual Parent Surveys**
 - d. Parent participation in decision-making? **Focus Groups**

Staff

The staff of University Prep Elementary School spends several staff meetings each year reviewing all of the EdYes indicators to assess staff perceptions of coherence of expectations for all students, coherence of instructional program, adequacy of processes to support effectiveness of our instructional program and quality of building leadership. Small groups evaluated each of the indicators and then perceptions are shared to arrive at the summary perception of the group. Beginning in the 2009-2010 school year, we will also survey staff regarding these issues to provide more discrete information regarding the perceptions of individual staff members. In addition, we gather information regarding staff perceptions in the following ways:

3. In what ways does the school collect information about staff perceptions in the following areas?
 - a. Expectations for all students? **Team Meeting discussions**
 - b. Coherence of instructional programs? **Team meeting and staff meeting discussions, Data Analysis**
 - c. Processes to support effectiveness of instructional program? **Staff meeting discussions; School Improvement Meetings (staff)**
 - d. Leadership effectiveness and support? **District Council**

Summary Discussion: Perception Data

1. In what ways does the school use perception data to inform decision-making activities?

Perception data is summarized in graphical form and reviewed by the staff as a part of our School Improvement Planning Process. Staff discussed data weekly during team meetings to help support and facilitate continued support to struggling students.

2. What challenges have been identified as a result of reviewing the data/information collected about stakeholder perceptions?

Parents appear to be extremely satisfied with University Prep Elementary School. With the 2009 we received 71% return with our Parent Satisfaction Survey. The consistent concern was not enough homework and lack of technology exposure for students. Staff believes that much of this is because of the lack of understanding of our curriculum practices. Having a Back- to School night with break-out sessions that will continue to give our parents information will be developed for this year.

Staff identified the following challenges:

- Consistency/Reliability of Assessment
- Using Assessment Results to Effectively Address Student Needs
- Results-Driven Professional Development
- Standards Alignment
- Delivered Curriculum
- Integration of Technology

III. SCHOOLWIDE REFORM STRATEGIES (GOALS, OBJECTIVES AND ACTIONS)

Section I: Comprehensive Analysis Report on Student Achievement				
Content Area: Mathematics (Active Goal)				
Student Goal Statement: Improve Math Achievement				
Statement of Gap in Student Achievement: Based upon a review of the MAP, MEAP and weekly math tests, we see that the % of students meeting or exceeding state standards in Mathematics has increased as students proceed through grades 3-5. We continue to see a difference proficiency between boys and girls in the 5 th grade.				
Contributing Cause for the gap in student achievement: MEAP results showed 98% proficient at 3 rd grade level, 79% proficient at 4 th grade level and 62% proficient at 5 th grade level. MAP scores showed a similar patter (93.4%, 70%, 80%), as did performance on weekly math tests.				
Multiple sources of data used to identify this gap: MEAP, MAP (3 times/year) and Weekly Math Tests, Monthly MAP like test				
Section II: Comprehensive Analysis Report on System Processes and Practices				
Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.				
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Standards Alignment	Delivered Curriculum
Section III: Plan to Accomplish Student Achievement Goal and Objectives				
Measurable Objective Statement to Support Goal: 80% of students at UPA Elementary School will meet their RIT by Spring test 2010. There will be at least 10% increase of students meeting or exceeding proficiency on the MEAP October 2010.				
Measures that will be used to assess achievement of this objective: MEAP, MAP, and Weekly Math Tests				
Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum. They will systematically assess student performance using valid measures, collaboratively interpret the data, share best practice strategies, and use findings of assessments to adjust teaching for improved results. Supplementary instruction will be provided to struggling students .				
Scientifically Based Research: Larry Ainsworth (Power Standards)- Retention of student learning is improved when we move from coverage to focus by identifying and organizing instruction around essential standards (a sub-set of all state standards). Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and are supported in making analytical decisions about selection of most effective teaching strategies'. University of Chicago School Mathematics Project (Everyday Math)—Students using UCSMP-EM consistently outperformed comparison students. The result held across all tests, all grade levels and all strands regardless of SES and racial identity. Studies show that the EM program improves student performance in all areas of elementary mathematics, including basic and higher-level skills.				

Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Teachers will receive Data Director training to align teacher created assessments with standardized assessments	Principal Team leaders	8/09	6/10	Principal	Use of Data Director Assessments
Teachers will do weekly common assessment of skill mastery and provide immediate remediation to students failing to demonstrate mastery	Principal and Team Leaders	9/09	6/11	Teachers will review weekly assessment results in Team Meetings and submit Smart Numbers to Principal on Monday of each week Principal will review Smart Numbers and facilitate conversations with Teams as needed	Team Meeting Minutes Smart Numbers
Provide after school tutoring for identified students	Principal and PLTs	10/09	5/11	Teachers will discuss students attending tutoring and progress on weekly assessment during weekly meeting	Tutoring attendance and monitoring students progress with weekly assessments and MAP progress and Meeting Minutes
Provide supplementary instruction in summer school to accelerate progress of lagging students	Principal and Summer school staff	06/09	08/11	Student attendance	RIT score comparison of Spring/Fall
Teachers will use results from common weekly assessments to provide remediation for those students who fail to demonstrate mastery.	Principal Teachers	09/09	06/11	Smart numbers	Smart numbers
Implement Multi-media learning tools including computer based math resources	Teachers Principal	09/09	06/11	Student improvement of assessments	Monitoring the improvement of weekly assessments

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading(Active Goal)

Student Goal Statement: Improve Reading Achievement

Statement of Gap in Student Achievement: Based upon a review of the MAP, MEAP and Benchmark Tests, we see that the percentage of student meeting or exceeding state standards in Reading has improved 10-12% in grades 3-5.

Contributing Cause for the gap in student achievement: MEAP results showed 85% proficient at 3rd grade level, 77% proficient at 4th grade level and 72% proficient at 5th grade level. MAP scores have shown an consistent pattern of growth due to technical issues

Multiple sources of data used to identify this gap: MEAP, MAP, and Benchmark Tests

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.

Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Delivered Curriculum	
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Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: By October 2010, at least 10% additional students will meet or exceed state standards in Reading as measured by the MEAP and MAP tests. 80% of students will reach their RIT targets in Spring 2010

Measures that will be used to assess achievement of this objective: MEAP, MAP, and benchmark testing

Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum that utilizes best practices. They will systematically assess student performance using benchmark testing, collaboratively interpret the data, and provide instruction that is grounded in analysis of results. Supplementary instruction will be provided to students failing to meet standards.

Scientifically Based Research: Larry Ainsworth (Power Standards)- Retention of student learning is improved when we move from coverage to focus by identifying and organizing instruction around essential standards (a sub-set of all state standards). Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and supported in making analytical decisions about selection of most effective teaching strategies’.

Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		

Provide professional development in data-driven instruction	Superintendent and Principal	8/09	5/10	Principal Observations Teams will record data findings in revised plans in Team Meeting Minutes	Observation Notes Team Meeting Minutes
Reading Intervention Specialist will provided Leveled Literacy Intervention to identified 1-5 grade students	Principal	9/09	6/11	Principal Observations Benchmark Tests	Observation Notes Benchmark Test results
READ 180 will be provided to identified 4-5 grade students	Principal	9/08	6/11	READ 180 Tests	READ 180 Test Results Benchmark Test Results
Teachers/Advisors will meet weekly for collaborative review of assessment results, sharing of best practices, and adjusting instruction based on results	Principal and Team Leaders	9/08	6/11	Benchmark Tests Data Wall	Team Meeting Minutes Data Wall Smart Numbers/One on Ones
Provide after school tutoring for targeted students focused on development of specific reading skills	Principal	10/09	6/11	Benchmark, READ 180 Tests and MAP results	Test results
Provide summer school to accelerate development of reading skills for lagging students	Principal	6/09	8/11	Pre- and post-benchmark testing	Test results
Teachers will incorporate more non-fiction into reading lessons	Principal Team Leads	9/09	6/11	Benchmarking test (non-fiction)	Benchmark Test (growth chart)

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Writing (Active Goal)

Student Goal Statement: Improve Writing Achievement

Statement of Gap in Student Achievement: Based upon a review of MEAP and local Writing Assessments, we see that a large percentage of students at 3rd through 5th grade levels are failing to meet or exceed state standards in Writing.

Contributing Cause for the gap in student achievement: MEAP results showed 66% proficient at 3rd grade level, 31% proficient at 4th grade level, and 47% proficient at 5th grade level. We noticed that each grade increased the number of proficient students in writing. This still being an area of struggle for students and staff.

Multiple sources of data used to identify this gap: MEAP and District Writing Assessments

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.

Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Standards Alignment	Delivered Curriculum
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Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: By May 2010, 81% of each class will score at least 4 on 6 pt. rubric on monthly District Writing Assessment, and at least 81% of students in each class will score in the proficient category on the MEAP Writing Test.

Measures that will be used to assess achievement of this objective: MEAP and District Writing Assessment

Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum, including the regular teaching of specific writing mini-lessons. They will systematically assess student performance using monthly District Writing Assessments, collaboratively interpret the data, share best practice strategies, and use findings of assessments to adjust teaching for improved results. Supplementary instruction will be provided to students failing to meet standards. Utilizing a Writing coach to observe and coach teachers to deliver effective lessons at each level.

Scientifically Based Research: Larry Ainsworth (Power Standards)- Retention of student learning is improved when we move from coverage to focus by identifying and organizing instruction around essential standards (a sub-set of all state standards). Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and supported in making analytical decisions about selection of most effective teaching strategies’. Lucy Calkins (Units of Study)- Strategies for effective teaching of grammar and effective student writing conferences.

Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Teachers will work together to create common mini-lessons	Grade Level Teams Principal Writing Coach	7/09	5/10	Principal Review of mini-lessons	Grade Level mini-lesson digital files

Teachers will do collaborative assessments	Principals Team Leaders Writing Coach	9/09	6/11	Principal Review of Team Meeting Minutes	Team Meeting Minutes
Lucy Calkins Training	Team Leaders	9/09	12/09	Team leads will facilitate and lead as PD together for staff	
Teachers will work collaboratively to assess results, share best practice and plan instruction	Team Leaders and Principal	9/09	6/11	Principal review of grade level findings and actions steps once per trimester	Team Meeting Minutes and Principal Notes
Provide supplementary instruction to targeted students after school	Principal and Writing Coach	9/09	6/11	Monthly Writing Assessments	Smart Numbers
Provide supplementary instruction to targeted students in summer school	Principal	7/09	8/11	Monthly Writing Assessments	Smart Numbers

Section I: Comprehensive Analysis Report on Student Achievement					
Content Area: Science (Active Goal)					
Student Goal Statement: Improve Science Achievement					
Statement of Gap in Student Achievement: Based upon a review of the MEAP and unit tests, we see that a high percentage of students continue to struggle with Science concepts.					
Contributing Cause for the gap in student achievement: Students demonstrated their best performance to date on this year's MEAP Science test, but still only 65% of students were proficient.					
Multiple sources of data used to identify this gap: MEAP and unit tests					
Section II: Comprehensive Analysis Report on System Processes and Practices					
Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.					
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Delivered Curriculum		
Section III: Plan to Accomplish Student Achievement Goal and Objectives					
Measurable Objective Statement to Support Goal: By October 2010, at least 10% additional 5 th grade students will meet or exceed state standards in Science as measured by the MEAP and at least 80% of students in all grades will pass end of unit tests.					
Measures that will be used to assess achievement of this objective: MEAP and end of unit Science tests					
Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum that utilizes best practices, with an emphasis on development of academic vocabulary. They will administer common assessments at each grade level, collaboratively interpret the data, and provide instruction that is grounded in analysis of results. Supplementary instruction will be provided to students failing to meet standards.					
Scientifically Based Research: Robert Marzano's research shows that direct instruction on vocabulary related to content has a very significant positive impact (.97 effect) on student achievement. Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and are supported in making analytical decisions about selection of most effective teaching strategies.					
Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Identify key vocabulary essential to build	Lead Teachers	8/09	6/11	Principal Review of Vocabulary lists and lesson	End of unit Test Results

background knowledge for specific Science units				plans	
Field Trips to build background knowledge related to key Science concepts and vocabulary	Lead Teacher	8/09	6/11	Principal Review of Field Trip Plans for each grade level	End of unit Test Results
Provide professional development in Collaborative Analysis of Student Learning	Principal	8/09	6/11	Principal Observations	Observation Notes Teacher Self-Evaluations Team Meeting Minutes
Teachers/Advisors will meet weekly for collaborative review of assessment results, sharing of best practices, and adjusting instruction based on results	Principal and Team Leaders	9/09	6/11	Principal Review of Team Meeting Notes Data Wall	Team Meeting Minutes Data Wall Smart Numbers/One on Ones
Provide after school tutoring for targeted students focused on development of specific Science concepts and skills	Principal	9/09	6/11	Tutoring Logs	Test results

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Studies (Active Goal)

Student Goal Statement: Improve Social Studies Achievement

Statement of Gap in Student Achievement: Based upon a review of the MEAP and end of unit tests, we see that about half of our students continue to struggle with Social Studies concepts.

Contributing Cause for the gap in student achievement: MEAP results show that the percentage of student meeting or exceeding state standards in Social Studies continues to hover at just below 50%.

Multiple sources of data used to identify this gap: MEAP and end of unit tests

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.

Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Delivered Curriculum
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Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: By October 2010, at least 10% additional students will meet or exceed state standards in Social Studies as measured by the MEAP test. In addition, at least 70% of students in all grade levels will demonstrate mastery of key Social Studies targets on end of unit tests.

Measures that will be used to assess achievement of this objective: MEAP and end of unit tests

Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum that utilizes best practices, with an emphasis on development of academic vocabulary. They will administer common assessments at each grade level, collaboratively interpret the data, and provide instruction that is grounded in analysis of results. Supplementary instruction will be provided to students failing to meet standards.

Scientifically Based Research: Robert Marzano’s research shows that direct instruction on vocabulary related to content has a very significant positive impact (.97 effect) on student achievement. Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and are supported in making analytical decisions about selection of most effective teaching strategies.

Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Identify key vocabulary essential to build	Lead Teachers	8/09	6/11	Principal Review of Vocabulary lists and lesson	End of unit Test Results

background knowledge for specific Social Studies units				plans	
Field Trips to build background knowledge related to key Social Studies concepts and vocabulary	Lead Teacher	8/09	6/11	Principal Review of Field Trip Plans for each grade level	End of unit Test Results
Provide professional development in Collaborative Analysis of Student Learning	Principal	8/09	6/11	Principal Observations Teams will record data findings in revised plans in Team Meeting Minutes	Observation Notes Teacher Self-Evaluations Team Meeting Minutes
Teachers/Advisors will meet weekly for collaborative review of assessment results, sharing of best practices, and adjusting instruction based on results	Principal and Team Leaders	9/09	6/11	Principal Review of Team Meeting Notes Data Wall	Team Meeting Minutes Data Wall Smart Numbers/One on Ones
Provide after school tutoring for targeted students focused on development of specific Social Studies concepts and skills	Principal	9/09	6/11	Tutoring Logs	Test results

IV. Highly Qualified Professional Staff

All staff at University Prep Elementary School are highly qualified, and as such, meets the requirements of the federal No Child Left behind Law. Documentation of staff qualifications are available for review in UPA's Human Resources department files. UPA does not employ any paraprofessionals.

V. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools

School	Years in Existence	Average Years Teaching in School	Average Years Teaching
University Prep Elementary School – Ellen Thompson Campus	3	2.5	3.6

University Prep Elementary School opened in the fall of 2005. It recruited 25 teachers at that time. Most of those teachers remain on the staff today. The teacher turnover rate in the 2008-2009 school year was 0%, no teachers needed to be replaced. We had a large number of highly qualified candidates to choose from and experienced no difficulty filling the position.

University Prep Elementary School recruits high quality highly qualified staff through a number of means. These include advertising openings on our website, participation in a variety of university-sponsored teacher fairs, sending job postings to university partners, and mass email announcements to all current staff (word of mouth).

University Prep Elementary School markets itself as an attractive working environment through advertising its inspirational mission, low student-teacher ratio (16:1), small school size, high level of teacher support through a well developed team structure, extensive professional development (including three weeks prior to the start of each academic year). In addition, all novice teachers are provided with individual mentors for their first three years. University Prep Elementary School also offers competitive salary and benefits.

VI. Strategies to Attract High-Quality and On-Going Professional Development

University Prep Elementary School uses the results of our comprehensive needs assessment as the basis for developing our Professional Development Plan. Once goals, objectives and strategies are outlined, staff identified professional development needed to address goals and objectives and implement instructional strategies specified in the Improvement Plan.

Professional Development 2008-2009

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
August, 2008 and follow ups in Team Meetings	Differentiating Instruction in Mathematics	All Teachers	Participant Survey
August, 2008 September, 2008 October, 2008 February, 2009	Data-Driven Results: Using Data to Improve Results	All Teachers	Participant Survey
August, 2008	Aligning Grade Level Writing Curriculum	All Teachers	Participant Survey
August, 2008	Writing on Demand as a Genre	All Teachers	Participant Survey
August, 2008	Fountas and Pinnell Reading Intervention Strategies	All Teachers	Participant Survey
August, 2008 and Weekly Staff Meetings throughout the year	Responsive Classroom	All Teachers	Participant Survey
Staff Meetings throughout the year	Book Clubs	All Teachers	Participant Survey
March, 2009	Identifying Power Standards	All Teachers	Participant Survey
January, 2009 May, 2009	School Improvement Planning	All Teachers	School Improvement Plan

VII. Strategies to Increase Parent Involvement

We, at University Prep Elementary School-Ellen Thompson Campus, strongly believe that parents are a vital part of our structure. To that end, we work with parents to create meaningful parent engagement activities and roles to support the highest standards of student achievement and school success. Current strategies include the following:

- 1) Parent Involvement Policy: We developed our Parent Involvement Policy (see Appendix I) to explain our philosophy regarding the importance of Parent Involvement in our school, the ways we would like parents to be engaged with our school, and the strategies we are using to make this as easy for parents as possible. The process we used was to share the UPA Board approved Parent Involvement Policy with our School Improvement Team and facilitate a process by which the

team, composed of staff and parents, customized the policy to reflect the needs of our school and the mutual understandings of our staff and parents. This policy is distributed during our Fall Back to School Night Meeting in September of each year, and it is also given out at Learning Team Meetings as needed. In addition, the policy is posted on our school's website.

- 2) Parent-Student-Teacher-Administrator Compact: We created a Parent-Student-Teacher-Administrator Compact to clarify the roles and responsibilities of the key stakeholders in our school. This compact was developed by our School Improvement Team, including parent members, by discussing the expectations of each stakeholder group as it relates to the culture of our school. This process allowed us to develop the compact together, establishing a strong foundation for holding each other accountable to the expectations. The Compact is discussed and signed at each student's first Learning Team Meeting of the year. It is reviewed, as necessary, in follow up Learning Team Meetings.

- 3) Learning Team Meetings – Teachers organize an individual Learning Team Meeting for each student four times each year. During this meeting the teacher, parent(s) and student review the student's performance (based upon assessment results), discuss the student's strengths and weaknesses, interests and needs. Assessment results are shared and explained in light of grade level academic standards. An individual learning plan is then created based on these findings. The Parent-Student-School Compact is discussed and signed at the first Learning Team Meeting of each year. It is then used as a resource throughout the year to clarify roles and responsibilities as needed. Learning Team Meetings are a key element in building and maintaining strong two-way communication with parents. They help us really get to know families and learn to effectively address any special needs that may prevent barriers to a parent's full participation (such as physical or sensory impairments, limited English proficiency, etc.) This one-on-one approach assures that questions are answered, relevant information and materials are given to parents and strategies shared to address their individual child's needs.

- 4) School Improvement Team: Each year, several parents are recruited to participate along with staff, in our School Improvement Team. We are intentional in our recruitment efforts to ensure that we involve parents representing different viewpoints and who have students with differing needs. We always have at least one Title I parent on our team. We consider parents to be an essential part of the School Improvement process, because they often have perspectives different from the staff and provide us with extremely important insights that would not be available to us without their participation. The School Improvement Team meets regularly throughout the school year to review data, participate in the establishment of annual goals and objectives, selection of improvement strategies, and monitoring of implementation of programs and results. They organize data collection and analysis processes involving the wider staff and parent communities

and use the input obtained through these activities to draft the annual School Improvement Plan.

- 5) Parents as Partners Meetings: We hold monthly Parents as Partners Meetings. A primary purpose of these meetings is to provide parents with information that will help them understand grade level academic expectations, share strategies to help their child with academic work at home, gain skills in addressing their children’s social and emotional needs. We use these meetings as opportunities to provide our parents with materials and resources (like websites) that they can use at home with their children. We use surveys to evaluate the effectiveness of these meetings, to design necessary follow-up activities and to obtain suggestions for future meetings. Another purpose of Parents as Partners Meetings is to educate parents about the programs and performance of the school and to elicit their evaluations and recommendations for improvements. A calendar of Parents as Partners Meetings can be seen below:

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
September	Back to School Night Presentation of Annual Report	All Parents, Teachers and Students	Parent Survey
October	Responsive Classroom Program	All Parents	Parent Survey
November	What are Public Exhibitions and How to Help Your Child	All Parents	Parent Survey
November	Learning Team Meetings	All Parents, Teachers and Students	Parent Survey
December	Literacy Night	All Parents	Parent Survey
January	How to Support Your Student’s Writing Development	All Parents	Parent Survey
February	How UPA is going “Green”	All Parents, Teachers and Students	Parent Survey
March	Learning Team Meetings	All Parents	Parent Survey
May	All-School Art Show	All Parents and Students	Parent Survey
May	Kindergarten Round Up – Orientation and Visits	Parents and students Incoming Kindergarten	Parent Survey

		students	
June	School Carnival	All Parents, Students and Teachers	Parent Survey

- 6) Annual Title I Parent Meeting: In an attempt to accommodate different parents' schedules, we hold an two Annual Title I Parent Meetings, one in the morning and one in the evening, each year. We mail out invitations to all parents of Title I eligible students. We use this meeting to explain our Title I programs, answer parent questions, obtain parent input regarding effectiveness of our programs, and elicit suggestions for the future. The output of this meeting is shared with our School Improvement Team, so that this parent input can be folded into the school improvement process.

We also review our Title I programs and selection criteria as part of our annual Back to School Night to which all parents in our school are invited.

- 7) Annual Parent Satisfaction Survey: In February or March of each year, we ask all parents to complete a Parent Satisfaction Survey. This survey asks parents to evaluate our programs and services. It is a key part of the perception data that our School Improvement Team uses in its annual review of school data. Survey results provide us with important information to improve programs, strengthen our communication with parents, change/improve policies, and maintain the aspects of our school that are working well.
- 8) Accommodating Special Needs: We are committed to providing whatever accommodations are necessary to ensure every parent's full participation in school programs and activities. Depending on circumstances this might include providing translators, special sensory equipment, guides, or materials in a foreign language. We routinely consult with representatives of different cultural groups to make sure that we understand the needs/perspectives of diverse groups of people and incorporate those understandings into our policies and practices.
- 9) Supporting our Parents with School Transitions: We have organized a number of activities to help our parents support their children in making successful transitions between Preschool and Kindergarten and Fifth Grade and Middle School. Specifics for Preschool to Kindergarten transition can be found in Section VIII of this plan – Transition Strategies. We work closely with the staff at University Prep Middle School to create smooth transitions for our fifth graders as they enter Middle School. Transition activities include: Parent and student visits, Parent Orientation Sessions, Student Orientation sessions, Meetings between 5th and 6th grade teachers to share information related to special learning needs, and change of level IEP meetings. All of these activities are organized to build clear understandings of what to expect as the transition is made, to build comfort and confidence that students will be able to negotiate the transition well, to ensure that parents know who to contact for questions/concerns, and to increase the likelihood that staff will start the year with

sufficient information about student needs to take maximum advantage of learning time.

University Prep Elementary-Ellen Thompson Campus has a parent involvement policy that meets NCLB requirements of Section 118 (See Appendix I: University Prep Elementary School-Ellen Thompson Campus Parent Involvement Policy)

University Prep Elementary – Ellen Thompson Campus’ Parent Involvement Plan also includes a school-parent-student compact that describes the role of administration, teachers, parents and students in building and maintaining a true partnership in service of each student’s school success. (See Appendix II: UPA/Parent/Student Compact)

VIII. Preschool Transition Strategies

Students enter UPA Kindergarten through two routes: public lottery and transition from the Renaissance Head Start Program located in our elementary school building.

Transition Activities for Renaissance Head Start Students/Parents:

- ◆ Head start children are involved in a variety of assemblies and special events throughout the school year
- ◆ Head Start children and parents visit Kindergarten classes
- ◆ UPA Kindergarten teachers meet with Head Start teachers to review assessment records of individual children, learn about special needs and talents

Transition Activities for Renaissance Head Start and Public Lottery Students/Parents:

- ◆ Parent Orientation Sessions that include introduction to UPA schools, review of the Kindergarten program and grade level expectations, information about establishing school success routines related to sufficient rest, nutrition, reading materials sent home, nightly reading, and homework expectations.
- ◆ Scheduling of school visit for student and parent in week prior to the start of school year
- ◆ Completion of Parent Input Form providing information about each student’s strengths, challenges, and interests

IX. Teacher Participation in Making Assessment Decisions

All staff at UPA have input into the decisions regarding the use of school-based academic assessments. Teachers:

- ◆ Work together in grade level and content area teams to develop, evaluate and refine classroom assessments in each content area

All staff at UPA are involved in collecting and analyzing student achievement data to improve the effectiveness of instruction and academic achievement of our students. Teachers:

- ◆ Collect school-based assessment data on a regularly scheduled basis (weekly/monthly)
- ◆ Work together in grade level and content area teams to analyze data, look at trends over time, and identify implications for practice based upon results
- ◆ The staff, as a whole, reviews data at the end of each trimester, when they update their progress towards school improvement plan goals/objectives.

A major focus of UPA's Professional Development plan is strengthening all staff's ability to effectively use data to improve achievement outcomes. As part of this initiative, all teachers participate in the following activities:

- ◆ Triangulation of Data Sources – Using multiple measures to tell a complete and unified story
- ◆ Looking at Trends over Time
- ◆ Using Results to Select Instructional Objectives
- ◆ Effective Differentiation of Instruction

X. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

University Prep Elementary School grade level teams, in conjunction with the Principal, establish criteria to identify students in need of supplementary instruction. These criteria are based upon academic performance relative to grade level expectations. The grade level teams use the following sources of data to determine recommended students:

- ◆ MEAP and MAP scores
- ◆ Review of weekly math test scores
- ◆ Review of monthly writing assessments (district rubric)
- ◆ Review of Benchmark Reading Test scores
- ◆ Review of student progress at trimester Individual Learning Team Meetings
- ◆ Student report/Parent report/Teacher report

Grade level teams meet weekly to review this data and make referrals to additional assistance programs (Literacy Intervention Teacher, READ 180, math tutoring, Student Study Team) based on their findings.

All students failing to achieve grade level benchmarks are referred to the Student Study Team, which meets weekly, and individual additional assistance plans are developed there.

University Prep Elementary School provides timely and additional assistance to students having difficulty mastering the State's grade level content expectations through the following means:

- ◆ Individualized intervention strategies are developed through a multi-disciplinary Student Study Team composed of classroom teacher, social worker, Director of Student Development, speech and language specialist, school principal, parent, and student (as appropriate) and are implemented by classroom teachers. This team meets weekly, focusing on all students identified by classroom teachers and/or parents.
- ◆ One-on-one additional instruction from classroom teacher
- ◆ Supplementary reading and writing instruction provided during school day (1 hour per day throughout the school year) and in after school programs (1 hour per day throughout the school year)
- ◆ Supplementary math instruction provided during school day (half hour per day throughout the school year) and in after school programs (1 hour per day throughout the school year)
- ◆ Supplementary instruction in Science and Social Studies are provided after school (1 hour per day throughout the school year)
- ◆ Supplementary instruction provided in Summer School (full day program for five weeks)

XI. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

School wide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	General Fund	<ul style="list-style-type: none"> ● UPA School Improvement Process
2. School wide Reform Strategies	Title I Title IIA	<ul style="list-style-type: none"> ● UPA School Improvement Process
3. Instruction by Highly Qualified Professional Staff	As all staff are highly qualified no funds need to be expended on this	<ul style="list-style-type: none"> ● All staff are currently highly qualified
4. Strategies to Attract High Quality Highly Qualified Teachers to High Need Schools	General fund Title IIA	<ul style="list-style-type: none"> ● Website ● Participation in recruitment fairs ● New Teacher Orientation and Mentoring Programs ● Professional Development ● Retention bonuses for teachers meeting student achievement criteria
5. High-Quality and Ongoing	Title I Title IIA	<ul style="list-style-type: none"> ● Data Director Software Training

Professional Development	General Fund	<ul style="list-style-type: none"> • Use of Data Training • Differentiated Instruction Training • Reading Apprenticeship Training • Use of Technology Training
6. Strategies to Increase Parental Involvement	Title I General Fund	<ul style="list-style-type: none"> • Family Math Night • Focus Groups • Parent Surveys
7. Preschool Transition Strategies	General Fund	<ul style="list-style-type: none"> • Head Start/UPA Teacher Meetings • Parent Orientation Meetings • Classroom Visits for Parents/Students • Written Resources for Parents
8. Teacher Participation in Making Assessment Decisions	General Fund	<ul style="list-style-type: none"> • Grade Level and Content Area Team Meetings
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Title I Special Ed. Funding 31a General Fund	<ul style="list-style-type: none"> • Student Study Team • Supplementary Instruction during school day • Supplementary Instruction after school • Summer School
10. Coordination and Integration of Federal, State and Local Programs and Resources	General Fund	<ul style="list-style-type: none"> • Coordination of funds is completed by Chief Administrative and Financial Officer in collaboration with the Superintendent and Building Principals

XII. ROLE OF ADULT AND COMMUNITY EDUCATION, LIBRARIES AND COMMUNITY COLLEGES

University Prep Elementary School is located within walking distance of the Detroit Public Library and has developed a strong and long-standing relationship with this great institution. Advisory groups routinely walk to the library to utilize the resources for students' many research projects. University Prep Elementary students also access the library for a variety of special cultural events throughout the school year.

University Prep Elementary School's sister school, University Prep High School, has developed a strong partnership with Henry Ford Community College (HFCC). Eleventh and twelfth grade students, meeting specific academic criteria, take Dual Enrollment courses at HFCC every semester.

XIII. OPPORTUNITIES FOR STRUCTURED ON-THE JOB-LEARNING

Due to the young age of its students, University Prep Elementary School does not have any structured on the job learning for its students, however, a wide variety of guest speakers visit the school to expose children to as many different career pathways as possible. Student knowledge of work fields is also developed through field trips.

XIV. UTILIZATION OF COMMUNITY VOLUNTEERS AND RESOURCES

University Prep Elementary School makes extensive use of volunteers and community resources. Guest speakers are regularly invited to speak to students, community volunteers participate in tutoring and/or mentoring students, and a variety of artists visit to share their work each year.

In addition, University Prep Elementary has developed a number of partnerships with community organizations such as the Detroit Institute of Arts, Wayne State University, and Mosaic Youth Theater of Detroit.

XV. REQUIRED STAKEHOLDERS

University Preparatory Elementary School's stakeholders include parents, teachers, students, administrators and representatives of our management company. Representatives of all these groups are involved in the development, implementation, and monitoring of our School Improvement Plan. By working together, we ensure that priorities are clear, improvement efforts are aligned with priorities, and results are used for continuous improvement.

XVI. EVALUATION

Teachers and Principal will collect and analyze data throughout the school year to determine progress towards goals and achievement of objectives. This activity will occur on an on-going within grade level and subject area teams. Results will be shared once per trimester at a whole staff meeting. In the winter of the year, all perception and demographic data will be updated (including Parent and Student Surveys and assessment of the EdYes indicators). In the spring of the year the staff will conduct a Data Carousel Activity, looking at the year's results (perception, demographic and achievement data) in light of previous results. They will update analysis of trends and make recommendations regarding changes to the School Improvement Plan to the School Improvement Team.

Appendix I
University Preparatory Academy Elementary School
Ellen Thompson Campus

Parent Involvement Policy
Developed by UPA- Ellen Thompson Staff and Parents

The University Elementary School – Ellen Thompson Campus believes that a strong partnership with parents is a critical aspect of any successful school. In our view, this kind of partnership involves a shared commitment to rigorous educational goals for every student, a collaboratively developed plan accomplish those goals, ongoing discussions about student progress and cooperation in working through any problems that develop.

To that end, we believe that parents should be meaningfully involved in:

1. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
2. home environment which encourages learning and augments, the learning experiences provided by the school;
3. establishing the learning outcomes for their child with the goal of developing a responsible, adult member of society;
4. establishing and supporting a consistent and shared approach to child guidance and discipline;
5. providing for the proper health, safety, and well-being for their child;

The University Prep Elementary - Ellen Thompson Campus is committed to providing clear and concise communication to parents.

The Principal is responsible for maintaining an environment for effective communication with parents which does include:

1. Providing child's individual assessment results, reading results and narratives
2. Providing student handbooks that outline each school's discipline plan, attendance policy and uniform policy.
3. Providing multiple opportunities for direct communication with teachers
4. School Newsletters and classroom newsletters and /or blogs informing parents of events at the school or in class.
5. Parents as Partners/Round Table discussions will be scheduled to allow for parents to voice concerns and ways to improve the school environment and student achievement.
6. Parent-student-teacher compact (outlines how parents and school staff will share the responsibility for improved student achievement of their children). This compact will be discussed at the first learning team meeting and as necessary throughout the school year.
7. School will have a “meet your teacher week”.
8. Learning Team Meeting/Exhibitions will be held 4xs per year. These are a parental involvement requirement.
9. Narratives are sent home 3xs per year
10. Teacher can and will use multiple ways of communicating with parents:
 - a. Phone
 - b. Email
 - c. Newsletters
 - d. Narratives
 - e. Learning Team Meetings
 - f. Websites/blogs

- g. Other as necessary
- 11. Ensuring that all communications are provided in language parents understand.
- 12. Ensuring disabled parents can fully participate in child's education and school activities.

Relationship with Parents

University Prep Elementary -Ellen Thompson Campus needs parents to assume and exercise responsibility for their children's behavior. We recognize the responsibility to monitor students' behavior and the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the school expects parents to support their child's career in school by:

1. participating in school;
 - a. Volunteering (in classroom or school events)
 - b. Attending Parents as Partners Meeting
 - c. Attending Scheduled LTM/Exhibitions
2. supporting the teachers and the school in maintaining discipline and a safe and orderly learning environment;
3. requiring their child observes all school rules and regulations;
4. supporting and/or enforcing consequences for their child's willful misbehavior in school
5. sending their children to school with proper attention to his/her health, personal cleanliness, and proper UPA uniform
6. maintaining an active interest in their child's daily work, and making sure all assigned work is completed on time ant to the best of the student's ability
7. reading all communications from the school, signing all appropriate documents and asking questions when necessary
8. attending all Learning Team Meetings and Exhibitions and being a vital part of the team in moving your student academically and socially forward

Appendix II



University Preparatory Elementary School
PARTNERS IN LEARNINIG COMPACT
Student♦Parent♦Teacher♦Administrator

Student Name _____ Grade _____ Teacher _____

PARENT/GUARDIAN AGREEMENT	STUDENT AGREEMENT	TEACHER AGREEMENT	ADMINISTRATION AGREEMENT
<p><i>I want my child to achieve. Together we can improve teaching and learning. I will participate in creating my child's success by:</i></p>	<p><i>In order to learn and reach my goals, It is important that I give my best effort at school, so I will work at doing these things:</i></p>	<p><i>It is important to me that all my students achieve. I will do my part in supporting their success by:</i></p>	<p><i>I want to see all UPA students achieve. I will support students, parents/guardians and teachers by doing the following:</i></p>
<ol style="list-style-type: none"> 1. See that my child wears the UPA uniform every day. 2. Establish a time and place for study in my home. 3. Read with my child, let my child see me read, and let my child read to me. 4. Limit or monitor my child's TV viewing, help select quality programs and watch some TV with my child. 5. Monitor my child's activity on the 	<ol style="list-style-type: none"> 1. Attend school regularly and arrive on time. 2. Give my best effort at all times. 3. Wear my UPA uniform every day. 4. Take care of our school and everything in it. 5. Treat everyone with respect and cooperate with all adults in our school. 6. Complete and return 	<ol style="list-style-type: none"> 1. Be a role model and maintain a positive attitude and classroom environment. 2. Be caring to all students and respect the uniqueness of each individual by building on student interests and individualizing instruction whenever possible. 3. Explain expectations and goals to students and parents/guardians. Teach 	<ol style="list-style-type: none"> 1. Promote high expectations and standards. 2. Provide a safe, welcoming environment for students, parents/guardians, staff, and community. 3. Support and enforce the UPA Uniform policy. 4. Make our mission and goals known to all. 5. Believe in and care for all students.

<p>Internet, help select quality sites, and spend time finding information with my child.</p> <ol style="list-style-type: none"> 6. Support the school in its efforts to create a healthy school atmosphere with proper discipline. 7. Attend evening events in which my child participates. 8. Attend all Exhibitions and Learning Team meetings for my child. 9. Assist my child with homework and projects as requested by the teacher. 10. Help out with classroom activities and field trips whenever possible. 11. Treat everyone UPA as highly respected partners. <p>Signature _____</p>	<p>homework assignments on time.</p> <ol style="list-style-type: none"> 7. Follow the UPA behavior guidelines. 8. Limit my TV time and spend time reading every day. 9. Use the Internet for learning. 10. Do everything I can to help others. <p>Signature _____</p>	<p>students how to meet expectations.</p> <ol style="list-style-type: none"> 4. Create stimulating activities to make learning enjoyable. 5. Assess my students and plan lessons appropriate to their needs. 6. Provide homework that is relevant, age appropriate and evaluated. 7. Communicate regularly with parents/guardians and be available for phone calls and conferences when parents are able to participate. 8. Treat everyone at UPA as highly respected partners. <p>Signature _____</p>	<ol style="list-style-type: none"> 6. Create and maintain an environment that allows for positive communication among teachers, parents/guardians and students. 7. Be an instructional leader for the staff. 8. Provide learning opportunities for parents/guardians and staff. 9. Be a role model and maintain a positive attitude. 10. Treat everyone at UPA as highly respected partners. <p>Signature _____</p>
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