

# **School Improvement Plan**

**University Preparatory High School**

**June, 2009**

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## II. 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.

## III. COMPREHENSIVE NEEDS ASSESSMENT

### School and Student Demographic Data

Enrollment:

1. What grade levels are taught in this school: **9-12**
2. What is the current school enrollment? **520**
3. What has been the enrollment trend for the past 5 years? **Stable**

Year	2005-06		2006-07		2007-08		2008-2009	
Grade	#	%	#	%	#	%	#	%
9	128	33.2	126	24.5	128	24.9	134	25.8
10	128	33.2	130	25.3	129	25	132	25.4
11	129	33.5	128	25	129	25	130	25
12			130	25.3	129	25	124	23.9
Totals	385		514*		515		520	

\* Added 12<sup>th</sup> grade for the first time.

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

Group	2005-06		2006-07		2007-08		2008-09		
	#	%	#	%	#	%	#	%	
<b>Economically Disadvantaged</b>	198	51.4	259	50.3	294	57	253	49	
<b>Ethnicity</b>									
American Indian	0	0	0	0	0	0	0	0	
Asian American	1	0.002	0	0	1	0.002	0	0	
African American	380	98.7	509	99	511	99.2	517	99.3	
Hawaiian/Pacific Islander	4	1	5	0.9	3	0.5	1	0.002	
Caucasian	0	0	0	0	0	0	0	0	
Hispanic							0	0	
<b>Students with Disabilities</b>	18	4.6	27	5.3	37	7.2			
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	
<b>Homeless</b>	0	0	0	0	0	0	1	.002	
<b>Migrant</b>	0	0	0	0	0	0	0	0	
<b>Gender</b>									
Male	194	50.4	249	48.4	234	45.4	230	44.1	
Female	191	49.6	265	51.6	281	54.6	290	55.9	
<b>Total Population</b>	385		514		515		520		

**Summary of Enrollment Data/Information:**

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

University Prep High School welcomed its first twelfth grade class in the 2006-07 school year. That is the reason the enrollment increased from 385 students in 2005-06 to 514 in 2006-07 and beyond. Overall enrollment numbers have been very stable over the past four years, as

has distribution among ethnic and students with disabilities groups. There has been a slight imbalance in enrollment of male/female students (with more females) in the last four-year period.

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

We need to carefully monitor the gender imbalance to determine if this is a trend or merely an anomaly. If it appears to be a trend, we may need to review our public lottery procedures and recommend a change to more adequately control for gender balance.

**Staff:**

Using the charts provided, answer the following questions:

- 1. What is the average number of years teachers in this school have been teaching?**

Teacher at UPA High School have been teaching an average of 6 years.

- 2. What is the average number of years current teachers have been assigned to their school?**

Teachers have been assigned to UPA High School for 4 years on average.

Questions	# Teachers	0-1 year	2 -4 years	5-7 years	>7 years
Indicate how long teachers have been teaching	36	7	17	7	5
Years assigned to this school		9	22	5	0 *

\* This school has only been open for five years.

- 3. For the teachers in this school, 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	14	16	7	5
Professional Development/Conference	38	3	1	0

<b>Personal Business</b>	27	11	4	0
<b>Total</b>	31	1	0	0

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

<b>Role</b>	<b>Years</b>
Superintendent	1 year
High School Principal A	1 years
High School Principal B	4 years

**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, Planners, Email, IEP Meetings, Phone Calls, Parents as Partners Meetings
- ✚ Designed to encourage one-way communication only: Progress Reports, End of Trimester Narrative Reports, Transcripts, Website, Newsletters
- ✚ Designed to actively involve parents/community in decision-making at the buildings: Parents as Partners Meetings, Perception Surveys, Focus Groups
- ✚ Designed to actively involve parents/community in student learning: Student Exhibitions, Learning Through Internship Fairs, Gateway Information Nights, College Information Nights

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

High School	Parent Conference Attendance							
	2005-06		2006-07		2007-08		2008-2009	
	#	%	#	%	#	%	#	%
	358	92.5	Not available	Not available	386	75.0	343	66

**Summary of District 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?**
- 2. If yes, what are the areas of concern?**
- 3. After discussion about these areas of concern, what possible causes for the problems were identified?**

See chart that follows.

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

Area(s) of Concern	Factors Contributing to Concern(s)	Possible Action(s)
Drop in parent participation in Learning Team Meetings	<p>Insufficient or ineffective communication to parents regarding school’s expectation that they participate in Learning Team Meetings</p> <p>Insufficient or ineffective communication with Advisors regarding expected follow-ups for parents who fail to sign up/appear for Learning Team Meetings</p>	<p>Institutionalize multiple communications with parents regarding expectation to participate in Learning Team Meetings (Orientation Meeting, Open House; Parent/Student/School Compact; Parent Handbook; Parent Follow Up Phone calls, Newsletter Reminders; Website reminders)</p> <p>Institutionalize beginning of year review of procedures and expectations with staff; Monitoring of parent participation by Building Principal/Leader; Intervention of Building Principal/Leader if Advisor contacts are ineffective.</p>
Enrollment of more females than male students	Blind Lottery Process	Track enrollment for coming year. If imbalance remains/grows, revise lottery process to control for gender
Relatively large number	Insufficient/ineffective	Review relevant

<p>of staff taking more than 2 personal business days</p>	<p>communication to staff and principals regarding attendance expectations, the definition of different categories of “days off” and the proper coding of absences on attendance forms</p>	<p>expectations and policies at beginning of each school year with all staff</p> <p>Review attendance reporting procedures at beginning of each school year with all Administrative and Front Desk staff.</p> <p>Develop written materials to share with staff who are hired mid-year.</p>
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## Student Achievement Data

### MME Data

Group	Reading			Writing			ELA		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
State	60%	62%		40%	41%		51%	52%	
Aggregate	42%	33%	37%	24%	13%	26%	30%	18%	29%
Male	34%	28%	34%	19%	9%	28%	26%	16%	30%
Female	50%	38%	38%	29%	16%	25%	33%	20%	29%
Econ. Disadvantaged	35%	27%	36%	25%	9%	24%	26%	16%	29%
Non-Econ. Disadvantaged	50%	45%	37%	23%	16%	31%	34%	22%	31%

Group	Math			Science			Social Studies		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
State	46%	46%		56%	57%		83%	80%	
Aggregate	8%	7%	17%	14%	13%	13%	60%	48%	56%
Male	10%	6%	24%	12%	9%	18%	58%	46%	60%
Female	6%	8%	13%	15%	17%	10%	61%	50%	54%
Econ. Disadvantaged	7%	5%	18%	17%	11%	14%	55%	43%	55%
Non-Econ. Disadvantaged	9%	11%	15%	9%	18%	12%	65%	57%	61%

### ACT Analysis

#### % of Students Meeting ACT College Readiness Standards Spring, 2008 Testing

Grade	05-06 English	06-07 English	07-08 English	08-09 English	05-06 Reading	06-07 Reading	07-08 Reading	08-09 Reading
8	30	NA	39.3		22	NA	15.4	
9		53.4	51.6	36.2		28.5	26.8	17.6
10	37.8	29.0	44.2	50.1	11.2	22.7	19.1	28.2
11	25.4		16	33.3	9		7	12.0

Grade	05-06 Math	06-07 Math	07-08 Math	08-09 Math	05-06 Science	06-07 Science	07-08 Science	08-09 Science
8	5		20.7		9.6		2.7	
9		18.2	18.1	9.5		7.3	4.1	5.6
10	4	6.4	7.5	6.7	3	2.7	4.1	2.4
11	2		0	3.2	0		0	3.2

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

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

While we noted in the first two years, performance of students scoring satisfactory either stayed the same or dropped in every area from 2007 to 2008, the gap in achievement between genders is closing somewhat. UPA High School students continue to score extremely low in Mathematics, Science and Writing (which depresses the overall ELA score as well), however have returned to a surpassed 2007 scores. While with only three data points we cannot definitively identify this as a trend, it is of concern.

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

This pattern is also reflected in UPA students' performance on the ACT Explore, Plan and Practice Tests, using the ACT College Readiness Standards as a criterion.

**3. Based on MME reports which areas are not at or above AYP content area targets?**

The areas of both Math and ELA are currently at safe harbor AYP content area targets.

**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
Insufficient time allotted to instruction	Redesign daily, weekly and annual calendar
Weak alignment of curriculum to standards	Adopt new Math Program that is tightly aligned with HSCE's  Revise ELA/SS curricula to more tightly align with HSCE's
Inconsistent curriculum delivery across classrooms/teachers	Create teaching teams; provide common planning time for collaboration  Increase principal observations in classrooms and feedback to teachers regarding implementation of curriculum
Inconsistency/reliability of Assessment	Charge teaching teams with creation of common assessments

	Train teaching teams in collaborative review of student work
Ineffective use of results to address student needs	Purchase data management system and provide professional development in generating reports and using results to inform teaching and learning (as relates to individual students and groups)
Inadequate monitoring of results of professional development for use in future planning	Establish systematic processes to gather data about the application of concepts/skills presented in Professional Development activities and use findings to plan necessary follow up activities.

Sub-Groups: Gender and Economic status are the only statistically significant subgroups within the University Preparatory Academy population.

**1. What trends have been identified when looking at subgroup performance on 2 year's of MME data?**

Both male and female subgroups showed a similar drop in performance from 2007 to 2008 on the MME. With only two years of data to review, it appears that there is a consistent pattern of economically disadvantaged students performing more poorly than non-economically disadvantaged students on the Reading and Social Studies portions of the MME.

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

ACT data was not disaggregated by gender subgroups.

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

All subgroups, as the group in aggregate, were not at or above AYP content area targets in ELA and Math.

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

In addition to all of the causes that apply to the group in aggregate (see above), staff feel that weak background information of economically disadvantaged students negatively impacts their reading and social studies performance.

**Mobility Data**  
2005-2006

Grade	# of students	Number Entering	Number Exiting
<b>9</b>	128	0	5
<b>10</b>	128	0	12
<b>11</b>	129	0	1

2006-2007

Grade	# of students	Number Entering	Number Exiting
<b>9</b>	126	7	8
<b>10</b>	130	3	10
<b>11</b>	128	4	14
<b>12</b>	130	0	3

2007-2008

Grade	# of students	Number Entering	Number Exiting
<b>9</b>	128	0	5
<b>10</b>	129	4	14
<b>11</b>	129	2	3
<b>12</b>	129	0	3

2008-2009

Grade	# of students	Number Entering	Number Exiting
<b>9</b>	132		0
<b>10</b>	128		7
<b>11</b>	125		6
<b>12</b>	123		0

**Attendance and Discipline Data**  
2005-2006

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<10	>10		
9	128	53	75	Not available	0
10	128	47	81	Not available	0
11	129	48	81	Not available	0

2006-2007

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<10	>10		
9	126	56	70	Not available	0
10	130	54	76	Not available	0
11	128	36	92	Not available	0
12	130	31	99	Not available	0

2007-2008

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<10	>10		
9	128	64	64	Not available	0
10	132	46	83	Not available	0
11	129	50	79	Not available	0
12	129	25	104	Not available	0

2008-2009

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<10	>10		
9	132	57	64	19	0
10	128	80	56	9	0
11	125	40	95	21	2
12	123	37	92	23	0

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

Areas of Challenge	Possible Actions
Universal Implementation of the Attendance Policy	<p>Clarify expectation that all absences will result in follow up by the advisor and when appropriate follow the steps of the attendance policy when chronic attendance arises.</p> <p>Ensure that all Building Leaders and the Principal develop accountability processes and understand how to use Powerschool to document attendance actions</p>
High number of students with more than 10 absences per year	Establish systematic procedure to monitor daily attendance and implement follow up actions as outlined in UPA Attendance Policy
Pattern of largest number of students leaving UPA near or at end of 10 <sup>th</sup> grade year (when struggling with Gateway Exhibition requirements)	Create stronger intervention strategies for struggling 9 <sup>th</sup> and 10 <sup>th</sup> grade students to ensure that students do not leave due to academic rigors of Gateway requirements.

**Perception Data:**

**Students:**

- 1. In what ways does the district 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

University Prep High School’s Student Experience Survey asks students to rate their experience in a number of areas including Advisory, Math, Science, School Culture, Dual Enrollment, Learning Through Internships, Project Work, ACT Prep, and College Visits. There was a high degree of agreement amongst student responses to this survey.

Items ranked very highly included: High expectations of Advisors, getting home support needed to succeed, feeling successful in schoolwork, safe building and grounds, individual work that interests me, improving as a reader, and improving as a writer.

Items ranked low by students included: Dual enrollment, college trips, Science class, usefulness of Pick Me Up, and effectiveness of ACT Prep work.

On average students reported spending between one and two hours on homework each night. In a separate item, they indicated that they did not feel that they are being given too little homework.

## Parents

- 2. In what ways does the district 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

Parents at UPA are requested to complete UPA's Parent Satisfaction Survey once each year. In addition, they are also required to complete a Title I services survey in September at our annual open house. Combined, the survey looks at parents satisfaction with: the instructional program, individualization for learning, cleanliness of the school, safety of the school, customer service, continuous improvement of the school, reporting to parents, communication with parents, and parent involvement.

Average rating for all items on the survey was at least 4 out of 5 indicating a high level of parental satisfaction with all major aspects of the school.

## Staff

- 3. In what ways does the district collect information about staff perceptions in the following areas?**
  - a. Expectations for all students?**  
We convened a culture committee with grade level and content area representatives to assess common expectations for all students to determine future needs. We also looked at discipline data over the year to inform the staff on trends in gender or by grade to address needs.
  - b. Coherence of instructional programs?**  
Team meeting and staff meeting discussions are used to determine how programmatic structures are working. Teams also collect and review smart numbers, leading indicators on implementation of our curriculum. Teams review the smart numbers over each quarter to develop strategy adjustment plans.

**c. Processes to support effectiveness of instructional program?**

Staff meeting discussions; review of EdYes Indicators.

**d. Leadership effectiveness and support?**

Staff surveys

High school staff spent several staff meetings reviewing the EdYes indicators to evaluate all aspects of the school's processes and programs. In addition, staff reviewed ACT data by grade level and gender sub groups, as well as discipline by grade and gender subgroup. Their conclusions are summarized in the EdYes report and in the School Improvement Template which follows in the "Goals, Objectives, and Strategies" section of this plan.

**Summary Discussion: Perception Data**

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

All perception data is summarized in graphical form and reviewed by the staff as a whole as part of the School Improvement Planning Process. They used the Data Carousel activity provided in MDE's School Improvement Toolkit to analyze the data, summarize challenges and make recommendations for improvement.

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

The following challenges were identified as a result of reviewing the stakeholder perception data:

- Standards Alignment
- Delivered Curriculum
- Results-Driven Professional Development
- Consistency/Reliability of Assessment
- Using Assessment Results to Effectively Address Student Needs
- Effectiveness of Programmatic Structures (Pick Me Up, Dual Enrollment)
- Effectiveness of ACT Prep
- Relevance/Effectiveness of Science and Math classes

**I. SCHOOL WIDE REFORM STRATEGIES (GOALS, OBJECTIVES AND ACTIONS)**

<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
<b>Content Area: Mathematics (Active Goal)</b>				
<b>Student Goal Statement:</b> Improve Math Achievement				
<b>Statement of Gap in Student Achievement:</b> Based on MME, ACT and weekly Math test data, we see that large numbers of students are not meeting or exceeding state standards in Mathematics. Students demonstrate weaknesses across many strands of the mathematics curriculum, including Expressions and Equations, Figures and Properties and Univariate Data: Distributions.				
<b>Contributing cause for the gap in student achievement:</b> Less than 18% of 11 <sup>th</sup> grade students demonstrated proficiency on MME Math Test for the second year in a row. ACT tests show similar weak pattern of achievement, as do weekly Math tests.				
<b>Multiple sources of data used to identify the gap:</b> MME, ACT, and Weekly Math Tests				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>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.</b>				
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Delivered Curriculum	Standards Alignment
<b>Section III: Plan to Accomplish Student Achievement Goal and Objectives</b>				
<b>Measurable Objective Statement to Support Goal:</b> By July 2010, we will increase the number of students who either meet or exceed MME standards on Math subtest by 15%.				
<b>Measures that will be used to assess achievement of this objective:</b> MME, ACT, and local weekly and unit math tests				
<b>Strategy Statement</b>		<b>Scientifically Based Research</b>		
Teachers will collaborate on the delivery of standards aligned curriculum that focuses on identified Power Standards.		<u>Power Standards</u> by Larry Ainsworth (2003)		
Teachers will systematically assess student performance using common assessments, collaboratively interpret the data, share		<u>The Learning Leader</u> by Douglas Reeves (2006)		
		<u>Collaborative Assessment of Student Work</u> by Langer and		

best practice strategies, and use findings to adjust teaching for improved results.			Colton (2003)		
Supplementary instruction will be provided to struggling students.					
Activity to Implement Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Provide second year professional development in use of new Math program with particular emphasis on differentiation of instruction to accelerate student learning	Principal/Math Coach	8/09	6/10	Principal Observations  Math Coach Observations	Advisor evaluations  Weekly Math Test results  ACT practice test results
Systematically assess student and teacher performance to adjust teaching for improved results	Principal/Math Coach			Review of weekly math test results  Review of ACT practice test results	Advisor evaluations  Weekly Math Tests  Common Assessments
Teachers will do weekly assessment of skill mastery and provide immediate remediation for students failing to demonstrate mastery	Principals and Team Leader	9/09	6/10	Math Specialists will review weekly assessment results in Team Meetings and submit Smart Numbers to Principals	Team Meeting Minutes  Weekly Smart Numbers
Provide after school	Principal to organize	9/09	6/10	Review of grades	Teacher Gradebooks

tutoring for students with grades below a B and for credit recapture	tutoring Math Specialists to provide the tutoring SES tutors			Review of credit recovery	Student Transcripts
Provide supplementary instruction in Summer to accelerate progress of lagging students and for credit recapture	Principals to organize Math Advisors to implement SES tutors	7/09	8/09	Pre- and post- ACT practice tests Review of credit recovery	ACT practice test results Student transcripts
Closely align math and science courses to complement the math and science progression to ensure readiness to learn scientific concepts with embedded high level math.	Math and Science Advisors Principal	8/09	7/10	Pacing Guides	Cross team meetings and collaboration on intervention

<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
<b>Content Area: Writing (Active Goal)</b>				
<b>Student Goal Statement:</b> Improve student achievement in Writing				
<b>Statement of Gap in Student Achievement:</b> Based on MME, ACT and MyAccess data, we see that large numbers of students are not meeting or exceeding state standards in Writing. Large numbers of students at each grade level failed to use basic organization, stay on topic, and/or include sufficient details and examples.				
<b>Contributing cause for the gap in student achievement:</b> Only 26% of our 11 <sup>th</sup> graders demonstrated proficiency on the MME. A review of ACT practice tests and MyAccess data showed similar patterns of achievement.				
<b>Multiple sources of data used to identify the gap:</b> MME, ACT, and MyAccess reports				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>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.</b>				
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Delivered Curriculum	Standards Alignment
<b>Section III: Plan to Accomplish Student Achievement Goal and Objectives</b>				
<b>Measurable Objective Statement to Support Goal:</b> By July 2010, we will increase the number of students demonstrating proficiency on the MME Writing Test and the number of students who achieve an average of 4 or better on MyAccess rubrics by 15% or more.				
<b>Measures that will be used to assess achievement of this objective:</b> MME and MyAccess Writing Prompts				
<b>Strategy Statement</b>		<b>Scientifically Based Research</b>		
Teachers will collaborate on the delivery of standards aligned curriculum that focuses on identified Power Standards.		<u>Power Standards</u> by Larry Ainsworth (2003)		
Teachers will systematically assess student performance using MyAccess, collaboratively interpret the data, share best practice strategies, and use findings to adjust teaching for improved results.		<u>The Learning Leader</u> by Douglas Reeves (2006)		
Students will be provided with regular practice applying		<u>Collaborative Assessment of Student Work</u> by Langer and Colton (2003)		

writing strategies and immediate feedback regarding their products.					
Supplementary instruction will be provided to struggling students.					
Activity to Implement Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Advisors will utilize Power Standards and adopted Curriculum to prioritize instruction for Writing within the HSCE	Principal Building Leaders	7/09	6/10	Principal and Building Leader check-ins with Grade Level Teams and Individual English Advisors	Written document outlining Power Standards, curriculum pacing guides, Check In notes.
Advisors will systematically use MyAccess and writing conferences to provide regular practice in writing to prompts and immediate feedback to students on writing performance	English And Social Studies Advisors	9/09	6/10	Principal/Building Leader Observations  Review of MyAccess Reports and Check In Notes  Review of Team Meeting Minutes	MyAccess Reports  Exhibiiton, Gateway and Common Writing Products
Advisors will work collaboratively to create, assess results, share best practices, and plan instruction	Principals, Building Leaders and Team Leaders	9/09	6/10	Principal review of Grade Level Team Meeting Minutes  Principal review of weekly lesson plans  Individual Student	Team Meeting Minutes  Weekly Smart Numbers  Lesson Plans  Writing Conference Check In Notes

				<b>Learning Plans</b>	
Supplementary instruction for students lacking fundamental writing skills (READ 180)	Principal READ 180 Teacher	9/09	6/10	Review of MyAccess Reports for individual students  Review of end-of-trimester Exhibition Writing products	MyAccess Reports Exhibition Products
Supplementary instruction for students in after school tutoring and Summer School	Principal and Building Leaders to organize  Advisors to provide instruction  SES tutors	7/09	8/09	Review of MyAccess Results	MyAccess Reports

<b>Section I: Comprehensive Analysis Report on Student Achievement</b>				
<b>Content Area: Reading (Active Goal)</b>				
<b>Student Goal Statement:</b> Improve student achievement in Reading				
<b>Statement of Gap in Student Achievement:</b> Based on MME, ACT and Benchmark Tests, we see that large numbers of students at every grade level failed to meet or exceed state standards in Reading. Particular weaknesses were noted in inferential thinking and expository texts.				
<b>Contributing cause for the gap in student achievement:</b> Only 37% of all 11 <sup>th</sup> grade students demonstrated proficiency on the 11 <sup>th</sup> grade MME test in Reading. This is up by 1% from last year, but has not matched our highest performance. Similar proportions of 9 <sup>th</sup> , 10 <sup>th</sup> , and 12 <sup>th</sup> grade student met grade level standards as measured by ACT practice tests and Benchmark Testing.				
<b>Multiple sources of data used to identify the gap:</b> MME, ACT practice tests, and Benchmark Testing				
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>				
<b>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.</b>				
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Delivered Curriculum	Standards Alignment
<b>Section III: Plan to Accomplish Student Achievement Goal and Objectives</b>				
<b>Measurable Objective Statement to Support Goal:</b> By July 2010 we will increase the number of students demonstrating proficiency on the MME Reading Test by 10% or more.				
<b>Measures that will be used to assess achievement of this objective:</b> MME and ACT practice tests				
<b>Strategy Statement</b>		<b>Scientifically Based Research</b>		
Advisors will collaborate on the delivery of standards aligned curriculum that focuses on identified Power Standards.		<u>Power Standards</u> by Larry Ainsworth (2003)		
Advisors will systematically teach to the curriculum, using prescribed materials and strategies.		<u>The Learning Leader</u> by Douglas Reeves (2006)		
		<u>Collaborative Assessment of Student Work</u> by Langer and Colton (2003)		

<p>Advisors will systematically assess student performance using common assessments, collaboratively analyze results, and adjust teaching to address findings.</p> <p>Supplementary instruction will be provided to students who lack basic reading skills.</p>		Fountas and Pinnell			
Activity to Implement Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Advisors will revise adopted ELA and History curriculum and Power Standards to tighten alignment with HSCE and ACT College Readiness Standards	Principal, Building Leader and Curriculum Team	6/09	8/09	Principal will review Curriculum documents and provide feedback	Written Curriculum document for each grade level that contains a pacing guide and alignment document
Provide professional development in implementation of new curriculum	Principal and Building Leaders	8/09	6/10	Review of Written Professional Development Plans  Review of Power Standards for ELA	Evaluation of Power Standards Professional Development Activities  Power Standards and Unit Plans for each grade level
Provide professional development in Balanced Literacy for all new English and History Advisors	Principal, Building Leader and Team Leaders	9/09	6/10	Principal and Building Leader Observations in Classrooms  Review of Professional Development Plan	Components of Balanced Literacy are evident in every classroom
Advisors teach the curriculum as written	Principal, Building Leaders	9/09	6/10	Principal and Building Leader Observations in	Lesson Plans

	Team Leaders			Classrooms Principal and Building Leader Review of Lesson Plans	Advisor Evaluations ACT practice tests
Use data consistently to discuss and assess student group and individual progress and to revise and plan best practices	Principal, Building Leaders and Team Leaders	9/09	6/10	Team Meeting Notes Team Data Wall Data Director Reports	Common Assessments ACT Reading Results
Supplementary instruction for students lacking fundamental reading skills (READ 180)	Principal READ 180 Teacher	9/09	6/10	Principal Review of READ 180 Reports for individual students	READ 180 Reports ACT practice tests
Supplementary instruction for students in after school tutoring and Summer School	Principal to organize READ 180 Teacher Advisors to provide instruction SES tutors	7/09	8/10	Principal Review of READ 180 Reports for individual students Principal Review of Summer School Lesson Plans	READ 180 Reports ACT practice tests

## II. HIGHLY QUALIFIED PROFESSIONAL STAFF

All staff at University Prep High School are highly qualified, and as such, meet 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.

## III. STRATEGIES TO ATTRACT HIGH QUALITY HIGHLY QUALIFIED TEACHERS

School	Years in Existence	Average Years Teaching in School	Average Years Teaching
University Prep High School	5	2.3	6

University Preparatory Academy added grades and students for the first 4 years of its existence, so there has been an ongoing need to recruit high quality highly qualified teachers. Thus far, teacher turnover rates have not added a significant additional burden to this. Teacher turnover rate in the 2008-2009 school year was 18%.

University Prep High 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 High 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 High School also offers competitive salary and benefits.

Historically, University Prep High School has had no problem attracting a rich pool of English and Social Studies teachers. We have had more difficulty finding highly qualified High School Math and Science teachers. To address this need, we have offered enhanced salary when necessary.

#### IV. HIGH QUALITY PROFESSIONAL DEVELOPMENT

University Prep High 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 identifies professional development needed to address goals and objectives and implement instructional strategies specified in the Improvement Plan.

##### Professional Development 2009– 2010

Date	Activity	Participants	Evaluation
August	Learning Goals	New Advisor	Evaluation Survey
August	Intro to the learning plan	New Advisor	Evaluation Survey
August	Intro to LTI & Timeline	New Advisor	Evaluation Survey
August	What the first day/week of school should look like	New Advisor	Lesson Plan/Evaluation Survey
August	Advisory time management	All English, Social Studies Advisors	Evaluation Survey
August	Using Data to Improve Results	All Staff	Evaluation Survey
August	Team building in your classroom	New Advisor and All staff	Evaluation Survey
August	Discipline in your room (PBS intro, what it means)	New Advisor	Evaluation Survey
August	Meet your mentor	New Advisor	Sign In Sheets
August	Student interventions (what they are SST for example, when you should initiate them)	New Advisor	Evaluation Survey
August	Supplemental programs (Read 180, Resource Room, etc)	New Advisor	Evaluation Survey
August	The learning plan as a tool	All Staff	Evaluation Survey
August	Readers/Writers workshops	All English, Social Studies Advisors and	Evaluation Survey
August	Math Technology Intro	All Staff	Evaluation Survey
August	Math Technology training	Math Specialists	Evaluation Survey
August	Reading Conferences, what do they contain how do you run one	All English, Social Studies Advisors	Evaluation Survey

August	Writing Conferences, what do they contain, how do you run one	All English, Social Studies Advisors	Evaluation Survey
August	How to write a rubric	All Staff	Evaluation Survey
August	Team level evaluation of work	All Staff	Evaluation Survey
August	Review Math/Science goals	All Staff	Evaluation Survey
August	Differentiated Instruction: How to reach math/science goals	Math/Science Advisors	Evaluation Survey
August	Supporting Specialists/working as a team	All Staff	Evaluation Survey
August	MyAccess (teacher tools)	All English, Social Studies Advisors	Evaluation Survey
August	Science Curriculum/Power Standards	Science Advisors	Evaluation Survey
August	Math Curriculum/Power Standards	Math Advisors	
August	College Readiness Culture	All Staff	Evaluation Survey
August	Team level planning, collaborative instruction	All Staff	Evaluation Survey
August	Learning Plan training	All English, Social Studies Advisors	Evaluation Survey
August	PowerSchool (grade book, attendance, running reports)	All Staff	Evaluation Survey
August	Merging projects into curriculum	All English, Social Studies Advisors	Evaluation Survey
August	Grading procedures (common system?)	All staff	Evaluation Survey
August	Teaching writing as a content area	All English, Social Studies Advisors	Evaluation Survey
August, December	Blooms Taxonomy	All Staff	Evaluation Survey
August, February	LTI process and procedures	All Staff	Evaluation Survey
August, January	ELA Curriculum	All English, Social Studies Advisors	Evaluation Survey
August, January	History Curriculum	All English, Social Studies Advisors	Evaluation Survey
August, November	Data Director	All Staff	Evaluation Survey

August, October, December, February, May?	How PBS works, strategies	All Staff	Evaluation Survey
August/September	Analyze ACT results data and create strategies for curriculum to address targets	All Staff	Evaluation Survey
October	MyAccess using it as a tool	All English, Social Studies Advisors	Evaluation Survey
September	Writing good test questions	All Staff	Evaluation Survey
September, December, March	Audit items Check-in	All Staff	Evaluation Survey
September, November, March	Mentor Meeting (strategies for using your mentor, observations, sharing ideas)	All Staff	Sign In Sheet/Evaluation Survey
After School meeting September/beg of Oct, Dec, Feb, April	Rookie Check-in, how are you doing, review previous issues	New Advisors (other interested)	Evaluation Survey
Staff Mtg/After school	Data Analysis and Intervention Planning	All Teams	Sign In Sheet/Strategy Plans
Staff Mtg/After school	Math Technology follow-up	All Staff	Evaluation Survey
Staff Mtg/After school	Advisory team building	New Advisor (other interested)	Evaluation Survey
Staff Mtg/After school	Progress reports (which should they include)	All Staff	Evaluation Survey
Staff Mtg/After school	Narratives how to write them, what to include	New Advisor (other interested)	Evaluation Survey

Staff Mtg/After school	Exhibitions, what should you expect, how to schedule	New Advisor (other interested)	Evaluation Survey
Staff Mtg/After school	Staff Burnout	All Staff	Evaluation Survey
Staff Mtg/After school	Grade book refresher	All Staff	Evaluation Survey
Staff Mtg/After school	Mentoring, what should you be doing?	All Staff	Evaluation Survey

**V. STRATEGIES TO INCREASE PARENT INVOLVEMENT**

University Prep High School uses the following strategies to increase parent involvement.

- 1) Parents as Partners Meetings: We hold meetings several times each year for all parents of High School students. These meetings are focused on informing parents about school programs, the High School curriculum, the ways in which we assess student performance and Graduation requirements. We also present strategies parents can use to support their students’ academic, social and emotional growth, to help their students successfully complete all graduation requirements, to answer parent questions and to solicit input regarding school programs and practices. We also use these occasions to provide parents with materials to help them support their children’s learning at home. In addition, these meetings are used to share information about our school, such as our school’s Annual Report and our School Improvement Plan. We also hold a variety of grade level specific meetings are held to inform parents about issues specific to each grade.

Topics for specific meetings are selected based upon parental input obtained through a variety of focus group meetings and analysis of an annual written Parent Satisfaction Survey.

- 2) School Improvement Team: Each year several parent representatives, including at least one Title I parent, serve on our School Improvement Team. This team meets periodically throughout the year to analyze achievement data in light of annual goals and objectives, review implementation of improvement strategies, and facilitate the revision of the School Improvement Plan, in collaboration with the entire school staff, at the end of each year. The School Improvement Team uses the input parents provide in the annual Parent Satisfaction Survey, the suggestions parents make in Parents as Partners Meetings, and the Annual Title I

- Meeting as part of the data in creating/revising the annual School Improvement Plan. The School Improvement Team also uses this data to review/revise the Parent Involvement Policy each year. This includes a review/revision of the Parent –Student-School Compact.
- 3) The Parent-Student-School Compact: The University Prep High School Parent-Student-School Compact was initially developed, several years ago, by gathering ideas from separate teacher, student and parent focus groups and bringing those ideas to the School Improvement Team. The School Improvement Team then drafted the compact and circulated it for comments and suggestions. Revisions were then made, based on those comments/suggestions. Beginning last year, the Parent-Student-School Compact has been reviewed/revise each year by the School Improvement Team (see below). Once the School Improvement Team is satisfied (based on review of current data) that any appropriate revisions have been made, the adopted version is reviewed in a group setting with all parents in a Parents as Partners Meeting at the beginning of each school year. This is followed by an individual review with each parent and student at their first Learning Team Meeting (parent-student-teacher conference) of the year. The specific responsibilities of parent, teacher, and student are outlined, and each party signs the agreement, indicating their commitment to fulfill their part in the compact.
  - 4) Distribution of the Parent Involvement Policy: We distribute our Parent Involvement Policy with our enrollment packet at the start of each school year. We review it at the first Parents as Partners Meeting of the year, and distribute it at the first Learning Team Meetings of the Year.
  - 5) Learning Team Meetings: At least 3 Learning Team Meetings are held for each student each year. Teachers present student achievement data at these meetings, and parents, the student and the teacher work together to create an individual Learning Plan for each student. This plan outlines specific learning objectives and projects for each student based on the individual student’s interests and needs.
  - 6) Teacher Training: University Prep High School teachers participate in three weeks of Professional Development prior to the start of each school year. Part of this training is devoted to strengthening communication with parents and includes topics such as how to empower parents to play a meaningful role in their children’s Learning Team Meetings, how to deliver difficult news, how to listen to parent concerns, how to elicit parent suggestions. During the course of the year, additional professional development activities focus on effectively communicating with parents through written quarterly reviews of student performance and end of semester narrative reports. Training is delivered through role-play, modeling and exemplars. Training takes place in whole group, team meetings, and “rookie” sessions (special sessions for teachers new to University Prep).

- 7) Annual Title I Meeting: We hold a Title I Meeting each year, in the evening, when the majority of our parents are most easily able to attend, to which all parents of Title I students are invited. We use this meeting to explain all our Title I programs and to obtain parental input regarding our programs.
- 8) Accommodations for Special Needs: We hold parent meetings at a variety of times of the day/days of the week to try and accommodate different parent schedules. We communicate with parents through a variety of means, including phone calls, newsletters, flyers, and our website. We arrange for interpreters for parents with limited English. We work with community agencies to arrange accommodations for parents with different sensory impairments to ensure meaningful participation opportunities for all our parents. Our buildings are completely handicap accessible. We consult with parents representing different cultural groups to ensure sensitivity to different needs and create a comfortable climate for all parents.
- 9) Transition Activities: We organize a variety of activities to help our students and parents transition from Middle to High School and High School to College. Parent Orientation Meetings for parents of eighth grade students are held at the High School on multiple occasions in the Spring of each year. Some of the meetings are in the evening and some are held on Saturdays, to accommodate the varying schedules of families. These meetings introduce parents to the academic and structural changes that occur in the transition from middle to high school. In addition, parents are required to attend the opening session of the Bridge Program, a weeklong orientation for incoming ninth graders that focuses upon the academic and cultural expectations for freshmen students. During this meeting parents and students review are introduced to the University Prep High School Parent-Student-School Compact for the first time.

College Learning Team Meetings (CLTM) are held once during the 10<sup>th</sup> grade year and once during the 11<sup>th</sup> grade year. CLTMs are meetings in which the teacher, parent, student, and another staff member discuss each individual student's post-secondary aspirations and options. In addition, the College Team (College Counselor, College Coach and Assistant College Counselor) offer several workshops for parents covering topics such as: FAFSA completion assistance and financial aid workshops. Once student acceptances and award letters have been received, members of the College Team meet with parents and students to determine the best post-secondary option for each student. They also provide support in filling any financial gaps.

### Calendar of Parent Involvement Activities

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
August, 2009	New Parent Orientation	Principals Advisors Parents	Sign In Sheets Annual Parent Survey  Focus Group
August 2009	Senior Parent Picnic (Grad. Expectations)	Principal College Counselor 12th Grade Advisors Parents	Sign In Sheets
September 2009	Back To School Night  Title I Meeting	Principal Building Leaders, Advisors, Parents	Sign In Sheets, Annual Parent Surveys
September 2009	SES Fair	Superintendent Principal Eligible Parents	SES Sign Up Sheet
September 2009	LTI Informational Meeting	LTI Staff Advisors Parents	Sign In Sheets Evaluation
September 2009	Science Night	Principal Building Leaders Science Advisors Parents	Sign In Sheets Evaluation
September 2009	Math Night	Principal Building Leaders Math Advisors Parents	Sign In Sheets Evaluation
October-May 2009-2010	Monthly Parents and Partners "Coffee w/the Principal – Feedback Forum	Principal Parents	Sign In Sheets Annual Parent Survey Focus Group
October 2009	Orientation to the Gateway Year	Principal Building Leader 10 <sup>th</sup> Grade Advisors Parents	Sign In Sheets Evaluation

October 2009	Senior Night – 12 <sup>th</sup> Grade Parent Meeting-The College Perspective	Principal Building Leader 12 <sup>th</sup> Grade Advisors Parents	Sign In Sheets Evaluation
October, 2009	“Walk a mile in your student’s shoes” – 9 <sup>th</sup> Grade Parent Meeting – Supporting Students in Transition Meeting	Principal Building Leaders 9 <sup>th</sup> Grade Advisors Parents	Sign In Sheets Evaluation
November, 2009	Orientation to College Applications and Financial Aid	Principal Building Leaders College Counselor Parents	Sign In Sheet Annual Parent Survey Evaluation
September, 2009 January 2010	Individual Learning Team Meetings	Advisors Parents	Advisor Attendance Sign in Sheets Annual Parent Survey
January 2010	LTI Informational Meeting	Advisors LTI Staff	Sign In Sheets
March 2010	Summer 2010 Pre-College Programs Information Fair	College Counselor Parents Students	Sign In Sheets
February 2010	FAFSA Night	College Counselor 12 <sup>th</sup> Grade Parents	Sign In Sheets
March 2010	11 <sup>th</sup> Grade College Team Meetings	Advisors Parents Students	College Team Meeting Notes
August 2009 – July 2010	School Newsletter	Principal Building Leaders Grade Level Teams	Annual Parent Survey
April 2010	Financial Literacy and Saving For College Meeting	College Counselor Parents	Sign In Sheets Annual Parent Survey
April 2010	Administer Parent Survey (Title I and Culture)	Principal Building Leaders	Survey Results
May 2010	Gateway Preview	Principal Building Leader 10 <sup>th</sup> Grade Lead Advisor 9 <sup>th</sup> Grade Advisors Parents	Sign In Sheets Evaluation

May 2010	Financing College Meetings	College Counselor Parents Students	Sign In Sheets
May 2010	LTI Fair	Principal Building Leaders LTI Staff Advisors Mentors Parents Students	Sign In Sheets Evaluation
May 2010	NCAA Eligibility Information Meeting	Athletic Director Coaches Parents Students	Sign In Sheets
May 2010	12 <sup>th</sup> Grade Scholarship Event	Superintendent Principal Building Leaders College Counselor Advisors Parents Students	Sign In Sheet
June 2010	GVSU Summer Informational Meeting	College Counselor Parents Students	Sign In Sheet
June 2010	Dual Enrollment Informational Meeting	College Counselor Parents Students	Sign In Sheet

### **Parent Involvement Policy**

University Prep High School has a parent involvement policy that meets NCLB requirements of Section 118 (See Appendix I)

#### **10) Preschool Transition Strategies**

University Preparatory Academy's Preschool Transition activities are outlined in detail in University Prep Elementary's Schoolwide Plan. Students enter University Prep High School through two routes: public lottery and transition from University Prep Middle School.

Transition Activities for Students and Parents:

- ◆ Parent Orientation Sessions that include introduction to University Prep High School programs and curricula, review of Parent/Student/School Compact, information about establishing school success routines related to sufficient rest,

nutrition, reading materials sent home, nightly reading, and homework expectations and tours of the school

- ◆ Student visits in the Spring preceding their start at University Prep High School
- ◆ Distribution of written materials explaining University Prep High School programs and procedures
- ◆ Completion of Parent Input Form providing information about each student's strengths, challenges, and interests

## **11) TEACHER PARTICIPATION IN DECISION-MAKING**

All staff at University Prep High School 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 University Prep High School 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 University Prep High School'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

## **12) Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

University Prep High School identifies students having difficulty mastering the State's grade level and high school content expectations in a number of ways that include:

- ◆ Disaggregation of MME scores

- All students who score below 15 on the English or Reading ACT are selected to participate in intervention programs.
- Students who score 17 or below on Math are identified for assistance in intervention programs.
- ◆ Review of weekly math test scores
  - Students who score two consecutive weeks below 80% are required to attend afterschool tutoring with a math advisor.
- ◆ Review of monthly writing assessments (using MyAccess reports)
  - Students scoring below a 4 on the rubric are identified for additional tutoring in writing with an advisor after school using MyAccess.
- ◆ Student report/Parent report/Teacher report
  - Students who perform at C or lower are required to attend after school tutoring in the courses identified for additional support as determined by their individual tutoring plan.

University Prep High School provides timely and additional assistance to students having difficulty mastering the State’s grade level and high school 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
- ◆ Supplementary reading and writing instruction provided during school day and in after school and summer programs
- ◆ Supplementary math instruction provided during school day and in after school and summer programs
- ◆ After school homework help

**13) COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES**

Schoolwide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	General Fund	<ul style="list-style-type: none"> <li>● UPA School Improvement Process</li> </ul>
2. Schoolwide Reform Strategies	Title I	<ul style="list-style-type: none"> <li>● UPA School Improvement Process</li> </ul>
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"> <li>● All staff are currently highly qualified</li> </ul>

4. Strategies to Attract High Quality Highly Qualified Teachers to High Need Schools	General fund  Title IIA	<ul style="list-style-type: none"> <li>• Website</li> <li>• Participation in recruitment fairs</li> <li>• New Teacher Orientation and Mentoring Programs</li> <li>• Professional Development</li> <li>• Retention bonuses for teachers meeting student achievement criteria</li> </ul>
5. High-Quality and Ongoing Professional Development	Title I General Fund	<ul style="list-style-type: none"> <li>• Data Director Software Training</li> <li>• Use of Data Training</li> <li>• Differentiated Instruction Training</li> <li>• Reading Apprenticeship Training</li> <li>• Use of Technology Training</li> </ul>
6. Strategies to Increase Parental Involvement	Title I General Fund	<ul style="list-style-type: none"> <li>• Family Math Night</li> <li>• Focus Groups</li> <li>• Parent Surveys</li> </ul>
7. Preschool Transition Strategies	General Fund	<ul style="list-style-type: none"> <li>• Head Start/UPA Teacher Meetings</li> <li>• Parent Orientation Meetings</li> <li>• Classroom Visits for Parents/Students</li> <li>• Written Resources for Parents</li> </ul>
8. Teacher Participation in Making Assessment Decisions	General Fund	<ul style="list-style-type: none"> <li>• Grade Level and Content Area Team Meetings</li> </ul>
9. Timely and Additional Assistance to	Title I Special Ed. Funding 31a?	<ul style="list-style-type: none"> <li>• Student Study Team</li> <li>• Supplementary Instruction during</li> </ul>

Students Having Difficulty Mastering the Standards	General Fund	school day <ul style="list-style-type: none"> <li>• Supplementary Instruction after school</li> <li>• Summer School</li> </ul>
10. Coordination and Integration of Federal, State and Local Programs and Resources	General Fund	<ul style="list-style-type: none"> <li>• Coordination of funds is completed by Chief Administrative and Financial Officer in collaboration with the Superintendent and Building Principals</li> </ul>

**14) ROLE OF ADULT AND COMMUNITY EDUCATION, LIBRARIES AND COMMUNITY COLLEGES**

University Prep High 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. UPA students also access the library for a variety of special cultural events throughout the school year.

University Prep High School has also 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.

**15) OPPORTUNITIES FOR STRUCTURED ON-THE JOB-LEARNING**

University Prep High School has a Learning Through Internship Program (LTI) in which all students spend two days a week, for a twelve week period, interning in a work environment that is related to a possible career or post-secondary study choice. Each student develops a project that connects grade level academics with learning about their work experience.

**16) UTILIZATION OF COMMUNITY VOLUNTEERS AND RESOURCES**

University Prep High School's LTI Program (see above) makes extensive use of volunteers and community resources. Each student has an on-site mentor for the LTI experience, and all of these people are volunteers.

University Prep High School also has developed a Male Mentoring Program that matches successful men in our community with identified male students to provide encouragement, support and positive role modeling. All mentors serve on a voluntary basis.

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

## **XI. REQUIRED STAKEHOLDERS**

University Preparatory High 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**

Advisors, Building Leaders 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 Prep High School Parent Involvement Policy

The University Prep High School community believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for the student, a collaboratively developed plan to accomplish those goals, continuing communication regarding progress towards goals, and cooperation in developing and implementing solutions to problems that may arise. In addition to working with families to promote high achievement of each individual student, the University Prep High School community also believes that our school significantly benefits from collaborating with parents on the ongoing development, implementation and evaluation of school programs to ensure that we are always improving in our efforts to fully develop student potential and reach the highest standards of achievement.

To that end, University Prep High School parents will be involved in:

- 1) Participating with school staff and their child in establishing individual learning objectives that build upon their child's interests and address their learning needs in required Learning Team Meetings at least 3 times per year
- 2) Developing and implementing appropriate strategies to help their child achieve High School Content Expectations
- 3) Providing input for the planning, implementation and evaluation of school programs
- 4) Creating a home environment that encourages learning and augments the learning experiences provided by the school
- 5) Establishing and supporting a consistent and shared approach to child guidance and discipline
- 6) Providing for the proper health, safety and well-being of their child

The University Prep High School staff is fully committed to providing clear and ongoing communication to parents through the following means:

- 1) Providing individual assessment results, quarterly reviews and end-of-semester narrative reports
- 2) Providing student handbooks that outline our school's discipline, attendance and dress code policies and offers way that parents can support these policies
- 3) Reviewing the Parent-Student-School Compact in Learning Team Meetings so that parents have a clear understanding of roles and responsibilities fundamental to their child's school success. This will be reviewed at the first Learning Team Meeting of the year and discussed at follow up Learning Team Meetings as needed.
- 4) Scheduling and holding an individual Learning Team Meeting with every parent and his/her student at least 3 times per year.
- 5) Using multiple means to communicate with parents, including phone, email, newsletters, websites, blogs, and face-to-face meetings. Arranging meetings at times convenient to parents and employing all necessary accommodations to ensure every parent receives all necessary information and can contribute to their child's

education . This includes using translators for parents with limited English, making parents aware of handicap access to our buildings, using specialized equipment to communicate with parents with hearing impairments or other sensory impairments, etc.

The Principal of University Prep High School will be responsible for maintaining an environment in which parents are meaningfully involved and programs are effectively implemented. To that end, the Principal will:

- 1) Create processes to share school program and performance information with parents and obtain their input for School Improvement and Title I program development activities, including the holding of the Annual Title I meeting and the presentation of the school's Annual Report
- 2) Publish a monthly newsletter to keep parents informed of upcoming school activities and to share important school news
- 3) Hold periodic Parents as Partners Meetings to provide parents with information about the school's improvement goals, strategies and results, and to share strategies that parents can use to support their children's academic achievement
- 4) Build and maintain a warm, inviting atmosphere that welcomes parent input
- 5) Ensure the distribution, collection and analysis of the Annual Parent Satisfaction Survey
- 6) Provide oversight for the implementation of all parent involvement strategies, including the annual distribution of the Parent Involvement Policy and the review of the Parent-Student-School Compact



**University Preparatory High School**  
 PARTNERS IN EXPECTATIONS AND LEARNING CONTRACT  
 Student ♦ Parent ♦ Teacher ♦ Administrator

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<p align="center"><b>PARENT/GUARDIAN EXPECTATIONS</b></p> <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 align="center"><b>STUDENT EXPECTATIONS</b></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 following the Four Habits of Successful College prep students.</i></p>	<p align="center"><b>TEACHER EXPECTATIONS</b></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 align="center"><b>ADMINISTRATION EXPECTATIONS</b></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"> <li>1. I will attend all LTM/Exhibitions.</li> <li>2. I will inform all of my child's teachers the best way to contact me.</li> <li>3. I will update my contact information whenever there is a change.</li> <li>4. I will support all student expectations.</li> <li>5. I will monitor my child's assignments and grades online or in their planner as noted in the advisor's syllabus.</li> <li>6. I will read all communication sent home from school.</li> <li>7. I will make certain my child maintains strong attendance including arriving to school by 8:45 and remaining the whole day.</li> <li>8. I will support participation in mandatory tutoring and summer school programs as recommended by my child's teacher.</li> <li>9. I will inform the school when my child is absent.</li> <li>10. I will use the school number when I need to contact my child during the school day for emergency purposes only.</li> <li>11. I will respond promptly to any voicemail, email or any form of communication sent by the UPA community.</li> <li>12. I will support all student expectations.</li> <li>13. I will treat everyone in the UPA community as highly respected partners.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be in dress code everyday.</li> <li>2. I will not wear group-affiliated gear.</li> <li>3. I will not use non-school issued electronic devices during school hours (e.g mp3 players, cell phones).</li> <li>4. I will not speak when others are speaking but actively listen with my eyes and ears.</li> <li>5. I will actively participate in all learning activities.</li> <li>6. I will be on time to all of my classes.</li> <li>7. I will give my best effort at all times.</li> <li>8. I will be prepared for all my classes, arrive at school by 8:45am everyday and remain the entire day.</li> <li>9. I will be open to suggestions of improvement made by advisors and accept responsibility for my actions.</li> <li>10. I will attend tutoring/homework table after school when my grade falls below a B.</li> <li>11. I will show kindness to everyone at school.</li> <li>12. I will support the reputation of my school by caring for our school property and grounds.</li> <li>13. I treat everyone in the UPA community as highly respected partner including myself.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will be a role model, dress professional and use professional language at all times in the classroom to maintain a positive class room environment.</li> <li>2. I will post my syllabus and lesson plans in the classroom.</li> <li>3. I will provide online access to updated grades, assignments and syllabus weekly.</li> <li>4. I will enforce all student expectations.</li> <li>5. I will greet my students for each class period.</li> <li>6. I will arrive by 8:15am each day.</li> <li>7. I will acknowledge my students efforts with encouragement and praise.</li> <li>8. I will monitor my students' progress, inform parents as necessary and intervene bi-weekly.</li> <li>9. I will participate in after school and summer learning activities for students.</li> <li>10. I will collaborate with my team to implement grade level curriculum and structures.</li> <li>11. I will ensure all classroom time is productively used to advance student achievement.</li> <li>12. I will treat everyone in the UPA community as highly respected partners.</li> </ol>	<ol style="list-style-type: none"> <li>1. I will promote high expectations and standards.</li> <li>2. I will provide a safe, welcoming environment for students, parents/guardians, staff, and community.</li> <li>3. I will support and enforce the UPA Uniform policy.</li> <li>4. I will make our mission and goals known to all.</li> <li>5. I will believe in and care for all students.</li> <li>6. I will create and maintain an environment that allows for positive communication among teachers, parents/guardians and students.</li> <li>7. I will be an instructional leader for the staff.</li> <li>8. I will provide learning opportunities for parents/guardians and staff.</li> <li>9. I will be a role model and maintain a positive attitude.</li> <li>10. I will enforce and support student expectations.</li> <li>11. I will enforce and support teachers expectations.</li> <li>12. I will treat everyone at UPA as highly respected partners.</li> </ol>
<p>Signature _____</p>	<p>Signature _____</p>	<p>Signature _____</p>	<p>Signature _____</p>