

School Improvement Plan

University Prep Academy, Mark Murray Elementary School



School Year: 2009

School District: University Preparatory Academy

School Name: University Prep, Mark Murray Elementary School

Grades Served: Kindergarten through Fifth

Principal: Kimberly Llorens

District Code: 82702

Building Code: 09908

School Improvement Team:

Kimberly Llorens, Principal

Amanda Rosman, Teacher

Latisha Thomas, Teacher

Danielle Montgomery, Teacher

Teresa Gerring, Literacy Intervention Teacher

Kija Gray, Parent

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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.

At UPA, Mark Murray Campus, **We embrace individual strengths in a culture of continuous movement towards success in higher education.**

II. COMPREHENSIVE NEEDS ASSESSMENT

University Prep Academy, Mark Murray Campus is in its first year of service to students in the metro Detroit area. We are a kindergarten through fifth grade school with a capacity of 384 students. As a new school, our main focus for the year was to create and establish a school culture of excellence in teaching and learning. We spent three weeks in August in professional development activities around team building, curriculum development, best practices and collaborative decision making. During this time we also discussed and developed school-wide academic, emotional and behavioral expectations for our students. While it is somewhat difficult to monitor our progress in the midst of establishing benchmarks and trends, the process of the Comprehensive Needs Assessment allowed our staff to continuously evaluate what we were doing as it compared to the goals we set for ourselves in the early months of August. Our teachers worked throughout the fall months to complete the indicators for the Ed Yes report. We used two full day professional development days and several staff meetings to complete the rubrics. We reviewed the criteria one strand at a time and small groups of teachers, placed in cross-grade level groups, looked at different standards within the strand of focus. Each group was asked to rate the school and then give evidence to support the rating. These findings were then brought back to the larger group for discussion and consensus. Once our Education Yes report was completed and submitted to the state, we gathered a group of teachers for our School Improvement Team. The team consisted of the principal, three classroom teachers, the literacy intervention teacher and a parent. This group's responsibility was to gather the data that would be used to complete a Data Carousel Activity. Four data points, academic, demographic, perception and the results of the Education Yes Report, were presented to the entire staff at an all day professional development in the spring of 2009. Again, cross-grade level groups looked at each set of data and wrote up narrative statements about what the data said to them. The groups of teachers rotated so that each set of data was reviewed by all staff. The School Improvement Team looked at the narrative statements and began to pull-out which areas seemed to be the most critical for our staff to focus on as part of our school improvement plan. These were brought back to the entire staff and after discussion the staff agreed on the priority areas that would be included in our plan. The School Improvement Team met each Monday morning and the entire staff met each Wednesday afternoon during the months of March, April and May. The following are our findings:

District and Student Demographic Data

Enrollment:

1. What grade levels are taught in this district:

UPA Mark Murray is a K-5 elementary school.

2. What is the current school enrollment?

We currently have 382 students.

3. What has been the enrollment trend for the past 3 years?

UPA Mark Murray campus opened in the fall of 2008. As a first year school, we have no enrollment history to report.

School Year	2008-09	
Grade	No.	%
K	65	17%
1	64	16.7%
2	62	16.2%
3	63	16.4%
4	64	16.7%
5	64	16.7%
Totals	382	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 five years?

We have no enrollment history to report.

The following chart is reflective of our first year enrollment.

Student Population	2008-09	
	No.	%
Economically Disadvantaged	264	69.109%
Ethnicity		
American Indian	1	.26%
Asian American	1	.26%
African American	374	98%
Other	3	.79%
Caucasian	1	.26%
Hispanic	2	.52%
Students with Disabilities	0	0
Limited English Proficient (LEP)	0	0.0%
Homeless	1	.26%
Migrant	0	0
Gender:		
Male	215	56%
Female	167	44%
Total Population	382	100%

Summary of Enrollment Data/Information

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

Since this is the first year UPA Mark Murray has been open, there are no trends to report. The data does show that we have a high percentage of students who qualify for the free and reduced lunch program. There are a disproportionate number of boys enrolled as there are girls.

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?

We are unable to 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	No. Teachers	0-1 year	2 -4 years	5-7 years	>7 years
Elementary School (school has only completed one school year)	28				
Years Teaching	28	9	10	3	6
Years assigned to this school	28	28	0	0	0

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

The average number of years teaching is 3.5 years.

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

As a new school, all of our teachers are in their first year at this campus.

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

The following chart illustrates teacher absenteeism.

Category	0-3 days	4-5 days	6-10 days	>10 days
Personal/Family Illness	12	6	8	2
Professional Development/Conference	9	20	3	0
Personal Business	15	2	0	0
FMLA	0	0	0	0

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

The following chart illustrates administrative roles.

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

Parent/Community:

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, take-home folders, Email, IEP Meetings, Phone Calls, Parents as Partners Meetings, Parents & Principal’s coffee
- Designed to encourage one-way communication only:
 - End of Trimester Narrative Reports, Transcripts, Website, Newsletters, weekly assessments
- Designed to actively involve parents/community in decision-making at the buildings:
 - Parents as Partners Meetings, Perception Surveys, Parents & Principal coffee
- Designed to actively involve parents/community in student learning:
 - Student Exhibitions, Literacy Night , Parents as Partners Meeting

Using the following chart how has parent/guardian attendance at parent-teacher conferences changed over the past year?

Parent Conference Attendance	2008-09 Attendance	
	#	%
Total Population is 384	353	92%

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?

The staff was concerned with the number of male students as compared to female students.

2. After discussion about these areas of concern, what possible causes for the problems were identified?

The staff felt that because the district’s enrollment process utilizes a blind lottery system there is very little that can be done about gender equity within the total school population, however care should be given to classroom make-up so that each class is as equitable along gender lines as possible.

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	Kindergarten - Fifth	Reading/Math
District Benchmark Test	Kindergarten - Fifth	Reading
District Writing Assessment	Kindergarten - Fifth	Writing
School Math Assessment	Kindergarten - Fifth	Math

MEAP DATA

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

Group	Reading	Writing	Total ELA
	2008–2009	2008—2009	2008–2009
State	87%	61%	83%
Aggregate Scores	82%	47%	77%
Male	81%	42%	71%
Female	84%	52%	84%
Econ. Disadvantaged	81%	46%	78%
Non-Econ. Disadvantaged	84%	48%	76%
African – American	82%	47%	77%

Group	Math
	2008-2009
State	91%
Aggregate Scores	85%
Male	81%
Female	90%
Econ. Disadvantaged	81%
Non-Econ. Disadvantaged	92%
African-American	85%

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

Group	Reading	Writing	Total ELA
	2008-2009	2008-2009	2008-2009
State	83%	44%	77%
Aggregate Scores	70%	24%	65%
Male	69%	22%	64%
Female	70%	26%	67%
Econ. Disadvantaged	70%	23%	67%
Non-Econ. Disadvantaged	70%	25%	60%
African-American	70%	24%	65%

Group	Math
	2008-2009
State	88%
Aggregate Scores	84%
Male	78%
Female	93%
Econ. Disadvantaged	86%
Non-Econ. Disadvantaged	80%
African-American	84%

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

Group	Reading	Writing	Total ELA
	2008-2009	2008-2009	2008-2009
State	81%	63%	78%
Aggregate Scores	67%	48%	64%
Male	66%	50%	61%
Female	69%	46%	69%
Econ. Disadvantaged	62%	38%	57%
Non-Econ. Disadvantaged	82%	76%	82%
African-American	67%	49%	63%

Group	Math	Science
State	77%	83%
Aggregate Scores	72%	78%
Male	76%	82%
Female	65%	73%
Econ. Disadvantaged	66%	74%
Non-Econ. Disadvantaged	88%	88%
African-American	71%	78%

MAP DATA

Year: Spring 2009

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
2	62	68.4%	61	92%
3	62	58.2%	61	80.3%
4	64	59.4%	62	69.5%
5	51	69.8%	64	60.9%

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

1. What trends have been identified when looking at the 3 year MEAP data?
Students took the MEAP six weeks after the opening of our school. There are no trends to be reported. However, our scores indicate that our economically disadvantaged students did not do as well in certain areas of the MEAP as their non-economically disadvantaged peers. This was especially true in regards to our fifth graders in all areas of the MEAP and for our third graders in the area of math.
2. To what extent are these trends reflected in other sets of data?
Due to the lack of history of this new campus, there are no trends to report.
3. Based on MEAP reports which areas are not at or above AYP content area targets?
Based on MEAP reports, AYP content area targets were met at each grade level and in each subject.
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>
Using Assessment Results to Effectively Address Student Needs	<p>Use team meeting time to collaboratively analyze results of common assessments</p> <p>Use findings to modify pacing as needed, to identify students in need of supplementary instruction and to identify objectives and methods for supplementary instruction</p>

Results-Driven Professional Development	Conduct needs assessment to identify specific content/skills that staff need to improve instruction and student achievement results
Weak Standards Alignment	Create written document that identifies power standards for each grade level in all core curriculum areas
Delivered Curriculum	Develop pacing for writing curriculum area to ensure that instruction is focused on essential standards Increase frequency of Principal observations in classroom to monitor delivery of the curriculum and provide feedback as needed.

Sub-Groups:

Gender and Economic Status 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 3 year’s of MEAP data?

As a first year school we have no trends to report. It has been noted that one sub-group, economically disadvantaged, will need to be monitored as they are compared to their non-economically disadvantaged peers.

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

This does not apply.

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

All students at UPA, Mark Murray Campus who fall under the sub-groups, economically disadvantaged and gender, met or exceeded the AYP targets.

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

As a first year school it is difficult to determine what caused the gaps between our economically advantaged and disadvantage students. Historically, economically disadvantaged students do not have the same experiential experiences as their advantaged counterparts. Without previous knowledge of our students, at this point it is difficult to resolve this question. It is an area that we will continuously monitor. As a staff we are also committed to providing all our students with academic enriching activities throughout the course of the school year.

Mobility Data ~ 2008-09

Grade	# of Students	Number Entering	Number Exiting
K	65	12	0
1	64	9	2
2	62	11	4
3	63	15	5
4	64	14	3
5	64	5	3

Attendance and Discipline Data ~ 2008-09

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<11	>10		
K	65	22	8	8	0
1	52	23	0	0	0
2	61	18	8	8	0
3	65	20	7	7	0
4	63	8	14	14	0
5	64	12	7	7	0

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

Staff was concerned about the higher number of suspensions at the 4th grade level. Staff was also concerned about the pattern of excessive absences of our students in general.

Area(s) of Concern	Factors Contributing to Concern(s)	Possible Action(s)
Excessive absences of selected students	Families in turmoil; families who do not fully understand their responsibility, or the importance of getting to school on time and staying until the end of school day.	Consistent application of the district attendance policy, routine letters at leveled intervals requiring parental action; face-to-face meetings with parents/guardians and referral to social service agencies as needed.
Suspension of Fourth Graders	New school factors with our students testing the boundaries and culture.	Consistent implementation of curriculum and strategies of the Responsive Classroom approach.

Perception Data

Students: 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: 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; Monthly Parent & Principal coffee, open door policy.
- b. Staff responsiveness to parent concerns?
Annual Parent Surveys; Learning Team Meetings
- c. Principal effectiveness?
Annual Parent Surveys; request for feedback in informal setting.
- d. Parent participation in decision-making?
Parent representative on the School Improvement Team, Parent and Principal coffee.

Staff: In what ways does the school collect information about staff perceptions in the following areas?

- a. Expectations for all students?
Three weeks before the start of the school year, the staff gathered together to prepare for the launch of our school year. Significant time was used to articulate our shared expectation for student behavior and performance. One a month, throughout the school year, the staff read and discussed the book, Teaching Children to Care by Paula Denton. The book helps teachers turn their vision of a respectful, friendly, academically rigorous classroom into a reality.
- b. Coherence of instructional programs?
Team meeting summarized and submitted in the Team Notebook and staff meeting discussions
- c. Processes to support effectiveness of instructional program?
Staff meeting discussions; review of EdYes Process and Indicators; Professional Development
- d. Leadership effectiveness and support?
Open forum discussions.

Summary Discussion: Perception Data

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

Parent perception data is summarized in graphical form and reviewed by the staff as a part of our School Improvement Planning Process. The Data Carousel activity, provided in MDE's School Improvement Toolkit, was used to analyze the data, summarize challenges and make recommendations for improvement. Staff perceptions were captured through extensive discussions on preparing the Ed Yes Report. We used two full professional development days and several staff meetings to discuss the Ed Yes Indicators. We reviewed the criteria one strand at a time and small groups of teachers, placed in cross-graded groups, looked at different standards within the strand of focus. Each group was asked to rate our school and then give evidence to support the rating. These findings were then brought back to the larger group for discussion and consensus. Next year, we plan to supplement this with written surveys to capture individual teachers' perceptions.

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. We sent out 382 survey questionnaires in April 2009 and received 278 completed questionnaires. Out of the 72.7% response, we learned that, overall UPA Mark Murray campus is viewed as an outstanding school by our parents. The major themes synthesized from the parent survey are that the community of teacher/staff/parent is a strong, caring community. That, in general, UPA has a strong academic program, satisfactory accessibility to technology and an excellent facility. One of the areas of concern from parents was the communication of the school's code of conduct. Between 13% and 82% felt they received adequate information about the expectation of behavior of their children.

Staff indicated challenges in the following areas in the EdYes report:

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

They felt that these challenges would best be met through professional development activities and collaborative work within their teams.

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

Content Area: Writing		
Student Goal Statement: Improve Writing Achievement		
Statement of Gap in Student Achievement: Based upon a review of the MEAP and monthly writing assessments, we see that our students are not meeting the state requirements for proficiency in writing.		
Contributing Cause for the gap in student achievement:		
<ul style="list-style-type: none"> • In grades 3-5, no student received an advanced rating on the MEAP writing • Fewer than 80% of students at each grade level pass the monthly district writing assessment • Fewer than 50% of students in grades 3-5 received a passing score on the MEAP writing assessment. 		
Multiple sources of data used to identify this gap: Monthly smart number in writing; MEAP writing scores.		
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.		
Teaching for Learning Instruction Delivery Delivered Curriculum Best Practice	Teaching for Learning Assessment Aligned to Curriculum and Instruction Alignment and Content Validity	Personnel and Professional Learning Professional Learning Alignment Results Driven
Section III: Plan to Accomplish Student Achievement Goal and Objectives		
Measurable Objective Statement to Support Goal: At least 65% of the third through fifth grade students at UPA, Mark Murray Campus will achieve proficient status on the MEAP writing assessment. At least 65% of all students will achieve proficient status on the school's end of year writing rubric.		
Measures that will be used to assess achievement of this objective: MEAP and district writing assessments		
Strategy statement: Teachers will collaborate on the development and delivery of standards-aligned curriculum, including the regular teaching of specific grammar lessons. They will systematically assess student performance using monthly District Writing Assessment and an Evidence of Excellence document, collaboratively interpret data, share best practice strategies and use findings of assessments to adjust teaching for improved results. They will share the scoring with students using the student		
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). Lucy Calkins (Units of Study) – Strategies for effective teaching of grammar and effective student writing conferences. 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 analytic 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		
*Teachers will work together to create "Evidence of Excellence" pieces at each grade level.	Grade Level Teams Principal	08/09	06/10	Principal and Lead Teachers review of Documents	Notebook titled "Evidence of Excellence" at each grade level to include student samples of pieces with a score of 1 thru 6
* Teachers will develop written curriculum material to promote and enhance the writing Power Standards.	Grade level Teams Principal	08/09	09/09	Principal, Literacy Coach and Lead Teachers review of documents	Grade Level Curriculum Documents
*Teachers will systematically provide writing instruction during the morning hours.	Grade Level Teams	09/09	06/10	Principal Observation	Principal Notes Teachers' Daily Schedules
*Teachers will create self-reflective, student-friendly writing rubrics specific to each grade level.	Grade Level Teams Literacy Coach Principal	08/09	09/09	Principal Review of grade level findings (Smart Numbers)	School Writing Rubrics District Writing Assessment
*Teachers will consistently model and intentionally correct the use of Standard English in writing and speaking.	Teachers Principal	09/09	06/10	Principal review of grade level finding once per week	Team Notebook Writing rubrics Monthly district writing assessment
*Teachers will work collaboratively to assess results, share best practices and plan instruction.	Team Leaders Principal	08/09	06/10	Principal review of grade level findings once per trimester	Team Meeting Notebooks Principal Notes

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Math
Student Goal Statement: Improve Math Achievement
Statement of Gap in Student Achievement: Based upon a review of MEAP, MAP and weekly math test, we see that our students are showing a decline in proficiency between grade levels.
Contributing Cause for the gap in student achievement: Contributing causes of gap: <ul style="list-style-type: none"> • Economically disadvantaged fifth graders scored 20% less in math than they did as fourth graders. • There was a 55% decline in scores for students from third to fourth grade and a 46% decline for students moving from fourth to fifth grade. • 93% of fourth grade girls reached a rating of at least proficiency on the MEAP while only 62% of fifth grade girls reached the same rating.
Multiple sources of data used to identify this gap: Multiple Sources Used to Identify Gaps: Weekly smart number in math, MEAP math scores, MAP math scores

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.	
Teaching for Learning Assessment Aligned to Curriculum and Instruction: Alignment and Content Validity	Personnel and Professional Learning Professional Learning Alignment: Results Driven

Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: At least 25% of students receiving less than a proficient score on the MEAP, will move to the proficient level while maintaining the same percentage of students in levels one and two. 80% of students will pass the year end math assessment with 75% accuracy in grades kindergarten through five.
Measures that will be used to assess achievement of this objective: MEAP, MAP, weekly math assessments
Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum. They will systematically assess performance using valid measures aligned with the Michigan GLCE’s, collaboratively interpret data, share best practices 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 supported in making analytic decisions about selection of most effective teaching strategies. University of Chicago School Mathematics Project (Everyday Math) – Students using UCSMP-EM consistently outperformed comparison students. This result held across all tests, all grade levels and all strands regardless of SES and racial identity. Studies show that the Everyday Math program improved 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 provide after-school math tutoring for identified students	Principal Teachers	10/09	05/10	Attendance Logs Bi-monthly check-in between classroom teacher and tutor	Smart Numbers MAP Scores FASTT Math Data
Teachers will provide summer learning opportunities for targeted students	Principal Summer Lead Teacher	06/10	08/10	Attendance Logs Lesson Plans	Pre and Post student self assessment on self-efficacy in the area of math
Provide professional development in the use of Data-Director to align teacher created assessments to standardized assessments	Principal	08/09	06/10	Principal	Use of Data Director Assessments created
During common planning times, teachers will collaborate on weekly assessments, share best practices and plan instruction.	Team Leaders Principal	08/09	06/10	Teachers will review weekly assessments results in Team Meetings and submit Smart Numbers and Team Notebook to principal	Team Meeting Minutes and Notes Smart Numbers
Teachers will use results from common weekly assessments to provide remediation for those students who fail to demonstrate mastery.	Principal Teachers	09/09	06/10	Smart Number Report	Smart Numbers

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 MEAP, MAP and district benchmark assessments, we see that our students are not proficient in the areas of word study and comprehension.

Contributing Cause for the gap in student achievement:

- In grade 3-5, the overall student average in the area of comprehension was 64% or below on the MEAP.
- In grade 3-5, the overall student average in the area of Word Study on the MEAP was 63% or below.
- In grade 1-5, no grade level has more than 74% passing benchmark testing.

Multiple sources of data used to identify this gap: Benchmark Test; MEAP Reading Scores

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.

Teaching for Learning Instruction Delivery: Delivered Curriculum – Best Practice	Teaching for Learning Assessment Aligned to Curriculum and Instruction: Alignment and Content Validity	Personnel and Professional Learning Professional Learning Alignment: Results Driven
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Section III: Plan to Accomplish Student Achievement Goal and Objectives

Measurable Objective Statement to Support Goal: At least 80% of students at UPA, Mark Murray Elementary will be at grade level on the district benchmark test. At least 20% of students receiving less than a proficient score on the MEAP reading assessment will move to the proficient level. Students with active IEPs will meet their individual goals.

Measures that will be used to assess achievement of this objective: District Benchmark Test and MEAP

Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum. They will systematically use the Continuum of Literacy Learning book to support the development of critical reading behaviors. In school supplemental instruction will be provided to targeted 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). Fountas and Pinnell (Guiding Readers and Writers, Leveled Literacy Intervention and Continuum of Literacy Learning – An inclusive framework of research based practices that incorporates modeling and guidance with the gradual release of responsibilities back to the student. Scholastic (READ 180) – Researched-based software program that uses individual student performance data to differentiate reading instruction.

Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Reading Intervention Specialist will provide Leveled Literacy Intervention to identified students in grade one through three.	Principal Literacy Specialist	09/09	06/10	Principal Observation Benchmark Tests	Observation Notes Benchmark Test Results
READ 180 will be provided for identified students in grade three through five.	Principal	09/09	06/10	READ 180 Tests	READ 180 Test Results
Teachers will provide after-school tutoring for targeted students focused on word study skills and comprehension.	Principal	10/09	05/10	Benchmark Test READ 180 Test	Test Results
Teachers will provide summer learning opportunities to targeted students with a focus on word study and comprehension.	Principal Summer Lead Teacher	06/10	08/10	Benchmark Test READ 180 Test	Test Results
Provide professional development in the use of Fountas and Pinnell's Continuum of Literacy Learning Book.	Principal Literacy Specialist	08/09	05/10	Principal Observation Professional Development Log	Team Notebook

IV. HIGHLY QUALIFIED PROFESSIONAL STAFF

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

V. STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS TO HIGH NEEDS SCHOOLS

School	Years in Existence	Average Years Teaching in School	Average Years Teaching
University Prep Elementary School – Mark Murray Campus	1	1	3.6

University Prep Elementary School Mark Murray Campus opened in the fall of 2008. It recruited 28 teachers at that time. Most of those teachers remain on the staff today. The teacher turnover rate in the 2008-09 school year was 4%, with only one teacher needing 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 highly qualified staff through various avenues. These include using our website to post openings, participation in a variety of university-sponsored teacher fairs, sending job postings to university partners, and mass email announcements to all current staff.

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. HIGH QUALITY 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 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, 2009 Weekly Team Meetings	Create self-reflective student friendly rubrics	All Teachers	Rubrics
August, 2009 Monthly Staff Mtgs.	Book Club Classroom Instruction that Works	All Teachers	Participant Survey
August, 2009 Weekly Staff Mtgs.	Responsive Classroom Training	All Teachers	Participant Survey
August 2009	Use of Data Director	All Teachers	Participant Survey
August 2009	Read 180 Training	All Teachers	Participant Survey
August 2009	Fastt Math Training	All Teachers	Participant Survey
August 2009	Create Social Studies lessons around word study & comprehension	Social Studies Teachers	Social Studies Lessons
August, 2009 October 2009	Model the use of standard English in writing and speaking	All Teachers	Participant Survey
August, 2009 November, 2009 Monthly Staff Mtgs. Weekly Team Mtgs.	Collaborative Assessment of Student Learning model	All Teachers	Participant Survey
Monthly Staff Mtgs. January, 2010 March 2010 May, 2010	School Improvement Planning	All Teachers	School Improvement Plan
Spring 2010	Attend Michigan Reading Conference	Literacy Intervention Teacher Selected Classroom Teachers	Participant Survey
August 2009 Continuous training throughout the year	Balanced Literacy Workshops	All Teachers	Participant Survey

VII. STRATEGIES TO INCREASE PARENT INVOLVEMENT

The staff at University Prep Mark Murray Elementary strongly believes that the success of every student’s educational program depends upon a close partnership between teacher, parents, and student. Meaningful parental involvement is based upon the parents’ knowledge, understanding of, and participation in the development of the schools goals and objectives and how these relate to their child. We have made the following arrangements to ensure that all parents are able to meaningfully participate in parent involvement activities:

- Our building is completely handicap accessible, so there are no physical barriers that interfere with parents ability to get to any classroom or performing space in the building.
- We provide bilingual interpreters for parents whose command of English is limited to ensure effective home-school communication and facilitate every parent's ability to participate in school meetings.
- We partner with community agencies to ensure that our staff have a solid understanding of cultural issues that might interfere with establishing strong, working relationships with families.
- We use TDD deaf relay services to communicate by phone with parents who have a hearing impairment.
- Effective parent-teacher communication is a recurrent topic of weekly staff meetings, with specific training offered in topics such as how to develop strong relationships with parents, how to encourage two-way communication in parent-teacher conferences, strategies to keep parents informed of what is going on in the classroom, and effective ways to share student achievement progress in written form.

Several fundamental structures of our school model were developed to build and maintain strong parent-school relationships. These include: Learning Team Meetings, looping, Parents as Partners meetings, Parent and Principal Coffees. Details of each follow.

Learning Team Meetings: Our parent involvement begins with four required Learning Team Meetings per school year. These meetings consist of the classroom teacher, parents and student getting together to write an individual learning plan, based upon each student's skill levels, maturity, interests, learning style, and progress. The Learning Team determines focus goals by reviewing assessment results and discussing parent and student learning priorities. Learning Team Meetings at the start of the school year and at the end of each trimester. This process deeply involves parents in instructional planning for their students as well as in monitoring progress towards goals. It also increases the chances that a student will succeed, and success creates self-confidence, a prerequisite for a student's motivation.

Looping:

To maintain a sense of community at the UPA Mark Murray Campus, students and their teachers stay together for a two-year cycle before moving to their next class family. Our school maintains the belief that successful schools offer every child powerful and enduring relationships with teachers. By staying together for more than the traditional one school year, our teachers get to know our students and their families deeply. This helps to create an atmosphere in which parents feel very comfortable to contribute their ideas, raising questions and make suggestions regarding their child's education and the improvement of school programs and processes.

Parents As partners Meetings:

These meetings are held once a month in the evening. They are focused on curriculum, grade level expectations, school practices, and major transitions (from preschool to kindergarten and from elementary to middle school). Several meetings each year focus on ways in which parents can support their children's academic growth in core curriculum areas and provide parents with materials to use with their children at home. Childcare is provided at these meetings. We have invited some of our community partners to help with the facilitation and coordination of these meetings. These have included Jazzy Kats Inc and Henry Ford Health.

Parents and Principal Coffee:

This meeting is held at a local coffee house on the first Thursday of each month at 9 am. These informal meetings allow a smaller group of parents to express their concerns as well as their approval of the day to day happenings at the school. These meetings begin with parents expressing the positives that they have noticed about our building, staff, and services. The floor is then open for concerns. Parents are free to simply address their concerns or to give suggestions for those concerns as well. Many positive initiatives have come out of these meetings. We were able to create a more effective dismissal process because our parents expressed concern and offered suggestions around student safety.

University Prep Elementary School also surveys its parents each year to determine their needs. These surveys also seek parental input regarding their satisfaction with our programs and home school relationships. We also seek to inquire into those topics parents would like to see in future Parents as Partners meetings.

Because we believe that parents play an integral role in the educational experience described above, from day one, we welcome parents as partners in their child's educational journey. We share our open-door philosophy with our parents on Meet the Teacher Days which are held in August before the launch of the new school year. At Back to School Night, parents are once again invited to meet our staff and familiarize themselves with the curriculum. Our parents also participate in the Learning Team Meetings and three exhibitions (explained above) throughout the school year. Each of these meetings is held at times that are convenient for the family. We also offer to write letters to the employers of our families to explain the importance of the parent-school partnerships that are established at University Preparatory Academy.

Parents are also encouraged to participate throughout the school improvement planning stages. At least one Title One parent is a member of the School Improvement Team. The School Improvement Team meets every other month to monitor the School Improvement Plan. As sections of the School Improvement Plan are drafted, parents who attend the Parents and Principal coffee are asked to review and provide feedback and comments.

Parents at University Prep Mark Murray Campus receive information about our curriculum through weekly classroom newsletters, monthly school newsletter, and the district website. It is often at the Parents as Partners and Parents and Principal Coffee meetings that specific questions are answered and clarified. For those occasions where language may be a barrier to complete understanding, we have enlisted the assistance of outside agencies. On several occasions we have used the TDD deaf relay service to communicate with a family. We have also made contact with Wayne RESA for assistance in securing a Chinese interpreter for another family.

To capture the various strategies suggested to increase parental involvement, key components were presented to staff during weekly staff meetings. Teachers then generated a list of behavioral expectations that would hold the administration and the staff accountable to the success of all students. The staff then generated a similar list, this time concentrating on the expectations of students and families. The School Improvement Team analyzed these lists, compared them to the parent involvement policies and the home/school compacts used at other UPA campuses, and created a policy and compact unique to University Preparatory Academy Mark Murray Campus. These were presented to the parents who were in attendance at a Parents and Principal Coffee. Parents asked clarifying questions and offered suggestions. The School Improvement Team finalized the policy (Appendix I) and the compact (Appendix II). The compact was given to all parents at the Learning Team Meetings held in September.

The chart on the following page represents the topics of our Parents as Partners Meeting to be held next school year. We also convene an annual meeting to inform parents of our Title One programs and eligibility criteria. The purpose of this meeting is to answer questions, give parents an opportunity to submit comments and suggestions about our Title One programs and to provide additional resource opportunities to families. Our Title One parent meeting is held twice each year, once during the school day and additionally in the evening to provide flexibility to families. Several of our general meetings and Title One meetings held in the evening offer activities for students. This provides parents with an additional option of bringing their children to these meetings knowing that they will be supervised.

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
September	Back to School Night	All Parents, Teachers and Students	Parent Survey
October	Healthy School Initiatives	All Parents	Parent Survey
November	What are Public Exhibitions and How to Help Your Child	All Parents	Parent Survey

December	Winter Concert and Art Show	All Parents, Teachers and Students	Parent Survey
January	Math Night	All Parents, Teachers and Students	Parent Survey
February	De-stressing your Life	All Parents	Parent Survey
March	Writer's Workshop Night	All Parents, Teachers and Students	Parent Survey
April	Literacy Night	All Parents and Students	Parent Survey
May	Spring Concert and Art Show	All Parents, Teachers and Students	Parent Survey
June	Kindergarten Round Up – Orientation and Visits	Parents and students Incoming Kindergarten students	Parent Survey
June	5k Walk	All Parents, Students and Teachers	Parent Survey

UPA's Parent Involvement Plan (See Appendix I) 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 sister elementary school building, University Prep Academy, Ellen Thompson Campus.

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 is 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 STANDARDS

University Prep Elementary School identifies students having difficulty mastering the State’s grade level content expectations in a number of ways that include:

- ◆ Disaggregation and review of MEAP scores (Students who received a Basic or Apprentice level)
- ◆ Review of weekly math test scores (Students who scored on average below 80%)
- ◆ Review of monthly writing assessments (Students who received a score lower than 4 on the district six-point rubric)
- ◆ Review of Benchmark Testing scores (students who scored two levels below grade level)
- ◆ Review of student progress at trimester Individual Learning Team Meetings (MAP scores below 210 in reading and 201 in math at fifth grade; below 200 in math and 196 in reading at fourth grade, and below 172 in math and 174 in reading at third grade)

- ◆ Student report/Parent report/Teacher report

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
- ◆ Supplementary reading and writing instruction provided during school day and in after school programs
- ◆ Supplementary math instruction provided during school day and in after school programs
- ◆ Supplementary instruction provided during our Summer Academic Camp program.

XI. 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"> • UPA School Improvement Process
2. Schoolwide Reform Strategies	Title I	<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 Professional Development	Title I General Fund	<ul style="list-style-type: none"> • Data Director Software Training • 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 relationship with this great institution. Classrooms 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. We have also formed a partnership with our nearest neighbors, Tech Town. Through this partnership several of our students' projects have been displayed in their public spaces, promoting the work that is happening at our school. We recently were awarded a grant funded through Blue Cross Blue Shield of Michigan to promote healthy lifestyle choices for our students and families. We have also developed a strong partnership with the Detroit Police Department, specifically the Central Division; officers from this precinct often visit the school to read to students to conduct public service workshops.

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. Our students enjoy a very visible and interactive role in our immediate geographical community. The K-3 students have had the opportunity to participate in the Detroit Police Department's free book reading program. Wayne state theater came to our campus and performed under a grant from Huntington Bank. The Blue Pigs, a nonprofit police singing group performed. Local artist and songwriter Joe Reilly spent a day writing a school song for UPA. Katie Yamasaki, a local illustrator shared her experience illustrating for books.

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. UPA students feel very connected and meaningfully involved in their community. The Detroit Police Department invited the 4th graders to visit the police station and plant trees in memory of officers fallen in the line of duty. These activities represent the cusp of what meaningful student involvement truly looks like at UPA. Our students represented UPA with their art work at our local coffee shop. Our students fully embodied meaningful involvement in the historic Presidential election and inauguration. Each student was taught about the history of our 44th President of the United States and his sweeping victory, as well as all of the historic events came to life in their classrooms using a wide array of free resources and technologies.

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 be on-going within grade levels 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 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 Mark Murray Elementary Parent Involvement Policy

University Preparatory Elementary School, Mark Murray Campus believes that schools belong to the people who create them and these schools excel when they are supported by informed and knowledgeable stakeholders; with parents being the most important group of stakeholders. We believe that meaningful parent involvement is based upon the parents' knowledge, understanding of, and participation in the development of the goals and objectives of the school. Such a partnership means a mutual belief in and a commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). We are truly committed to creating multiple opportunities for parents to participate in the planning, implementation and evaluations of school programs, as well as being involved in their own child's education.

Mark Murray Teaching Staff is responsible for helping parents acquire an understanding of federal and state policies and school-based objectives concerning their children's education which include:

1. Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes.
2. Providing materials and training to assist parents in working with their child to improve student achievement.
3. Establishing the learning outcomes for students 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 each student.
6. Providing opportunities for educational organizations and supporting businesses to work with parents and the school.

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

1. Providing students' individual math assessments, reading results and narratives.
2. Providing a student handbook that outlines the school's discipline plan, attendance policy and uniform policy.

3. Providing multiple opportunities for direct communication with teachers.
4. Providing a monthly school newsletter and weekly classroom newsletters informing parents of events at the school or in class.
5. Educating all staff on the value of parental contributions and in methods to better communicate and work with parents as equal partners in their child's education.
6. **Parents as Partners** meetings and **Parents and Principal Coffees** discussions will be scheduled to allow for parents to voice concerns and ways of improve the school environment and student achievement.
7. **Parent * Student * Teacher Compact** outlines how parents and school staff will share the responsibility for improved student achievement. This compact will be discussed at the first learning team meeting and as necessary throughout the school year.
8. Establish a yearly "Meet Your Teacher Week".
9. Learning Team Meetings/Exhibitions will be held four times per year. These are parental involvement requirements.
10. Narratives are sent home three times per year
11. Encourage teachers to 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

The parents are responsible for supporting their child's in school by:

1. Attending all Learning Team Meetings and Exhibitions and being a vital part of the team in moving your student academically and socially forward
2. Participating in the school through volunteer opportunities
3. Supporting the teachers and the school in maintaining discipline and a safe and orderly learning environment;
4. Requiring that their child observes all school rules and regulations;
5. Supporting and/or enforcing consequences for their child's willful misbehavior in school
6. Sending their children to school with proper attention to his/her health, personal cleanliness, and proper UPA uniform
7. Maintaining an active interest in their child's daily work, and making sure all assigned work is completed on time and to the best of the student's ability
8. Reading all communications from the school, signing all appropriate documents and asking questions when necessary



APPENDIX II

University Preparatory Elementary School
Mark Murray Campus

PARTNERS IN LEARNING COMPACT Student * Parent * Teacher * Administrator

PARENT/GUARDIAN AGREEMENT <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>	STUDENT AGREEMENT <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>	TEACHER AGREEMENT <i>It is important to me that all my students achieve. I will do my part in supporting their success by:</i>	ADMINISTRATION AGREEMENT <i>I want to see all UPA students achieve. I will support students, parents/guardians and teachers by doing the following:</i>
<ol style="list-style-type: none"> 1. Establish a time and place for study in my home. 2. Read with my child, let my child see me read, and let my child read to me. 3. Support the school in its efforts to create a healthy school atmosphere with proper discipline. 4. Attend all Exhibitions and Learning Team meetings for my child. 5. Assist my child with homework and projects as requested by the teacher. 6. Conform to the UPA uniform requirements: neatly and properly dressed as well as weather appropriate. 7. Monitor my child's TV viewing, help select quality programs and watch some TV with my child. 8. Monitor my child's activity on the Internet, help select quality sites, and engage in discovery with my child. 9. Donate healthy snacks and eat healthy meals at home. 10. Attend evening events in which my child participates. 11. Help out with classroom activities and field trips whenever possible. 12. Treat everyone as highly respected partners. 13. Explain expectations and goals to my child and teach him how to meet expectations. 14. Adhere to the school's drop off and pick up safety rules at our campus. <p>Signature _____</p>	<ol style="list-style-type: none"> 1. Be a student who C.A.R.E.S. Cooperation, Assertiveness, Responsibility, Empathy, Self-Control 2. Give my best effort at all times. 3. Wear my UPA uniform every day. 4. Take care of the Mark Murray Campus and everything in it. 5. Treat everyone with respect and cooperate with all adults in our school. 6. Complete and return homework assignments in my red homework folder. 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 my classmates and others at Mark Murray. <p>Signature _____</p>	<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 students how to meet expectations. 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. 9. Check for student understanding of the content in the red homework folder before sending home. <p>Signature _____</p>	<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. 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. 11. Conduct Monthly Morning Meetings <p>Signature _____</p>