

School Improvement Plan

University Preparatory Middle School

June, 2009

School District: University Preparatory Academy

District Code: 82702

School Code: 09888

Principal: Ms. Monica C. Martin

Person/Group Completing CNA: School Improvement Team

Staff: Jason Smith, Al Defreece, James Miller, Zuqueta Brown, and Monica Martin

Parents: Tamika Tompkins and Corlis Brown-Lloyd

Date: 6/19/2009

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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 levels similar to their more economically advantaged suburban peers.

II. COMPREHENSIVE NEEDS ASSESSMENT

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

District and Student Demographic Data

Enrollment:

1. What grade levels are taught in this school: 6-8
2. What is the current school enrollment? 383
3. What has been the enrollment trend for the past 3 years? Enrollment has been stable, except for the increase of one student per class in 2008-2009.

Year	2006-07		2007-08		2008-09	
Grade	#	%	#	%	#	%
6	119	33.3	119	33.3	126	33.3
7	119	33.3	118	33	127	33.3
8	119	33.3	120	34	128	33.3
Totals	357	99.9	357	100	381	99.9

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

Economic status and gender distribution

Groups	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Economically Disadvantaged	183	51.2	203	56.8	293	75.9
Ethnicity						
Native American	1.2	.2	0	0.0	0	0.0
Asian American	0	0.0	0	0.0	2	0.05
African American	353	98.8	353	98.2	376	98
Hawaiian/Pacific Islander	2	.5	2	.5	0	0.0
Caucasian	0	0.0	0	0.0	0	0.0
Hispanic	1	.2	2	.5	1	.2
Students with Disabilities	21	5.8	29	8.1	34	9
Limited English Proficient	0	0.0	0	0.0	0	0.0
Homeless	0	0.0	0	0.0	0	0.0
Migrant	0	0.0	0	0.0	0	0.0
Gender						
Male	152	42.5	175	49	191	50
Female	205	57.4	182	50.9	190	50
Total Population	357		357		381	

Summary of Enrollment Data/Information:

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

Overall enrollment at UPA Middle School has increased over the course of the last three years due to the fact that we added one student to each class. Gender distribution has shifted over the three year period to a more even distribution of male and female students.

The percentage of economically disadvantaged students has increased substantially, growing by almost 25% over the three year period. We believe this is due to the combination of worsening economic conditions in our community and more rigorous efforts to collect Free/Reduced Lunch Forms from all parents.

The percentage of students with disabilities has also increased significantly. We believe this is due to initiation of a systematic child find procedure (Student Study Team) in 2005-06 at all levels of our school system. Due to implementing this procedure, additional students were identified at the Middle School in the 2005-06 school year, and the Middle School received a larger number of students with disabilities from our Elementary School at the start of the 2006-07 school year.

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 need to continue to carefully assess the needs of our students with disabilities and make sure that our staffing pattern continues to support their needs. We need to make sure that we plan for sufficient fiscal resources to be devoted to special education personnel. We also need to make sure that we have sufficient supplemental learning options in place for those students who need extra time/exposure to master core content objectives (e.g. after school tutoring, summer school, etc.) and funding for these activities. Staff members will continue to require professional development on differentiation of instruction and teaching in the inclusive classroom.

Staff:

Using the charts provided, answer the following questions:

Questions	# Teachers	0-1 year	2 -4 years	5-7 years	>7 years
Elementary School (school has only been open for 4 years)	24				
Years Teaching		3	9	8	4
Years assigned to this school		2	13	9	0

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

Teachers at UPA Middle School have been teaching an average of 6 years. They have been working at UPA Middle School an average of 3.7 years.

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

Category	0-3 days	4-5 days	6-10 days	>10 days
Personal/Family Illness	4	5	7	4
Professional Development/Conference	14	4	2	0
Personal Business	16	4	0	0
FMLA	0	0	0	0

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

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

Parent/Community:

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement:
 - Designed to encourage two-way communication:
 - Individual Learning Team Meetings, Email, IEP Meetings, Phone Calls, Parents as Partners Meetings, Open House, Teacher Websites, Engrade online grading system
 - Designed to encourage one-way communication only:
 - Progress Reports, End of Trimester Narrative Reports, Website, Newsletters, Parent Bulletin Board, Flyers, and Phone Call Alerts
 - Designed to actively involve parents/community in decision-making at the buildings:
 - Parents as Partners Meetings, Perception Surveys, Focus Groups, School Improvement Team, Brand Meetings, Title I Annual Meeting
 - Designed to actively involve parents/community in student learning:
 - Student Exhibitions, Literacy and Math Nights, Wax Museum, Music and Art Nights, Internet Safety Awareness and Health Fair, Black History Program, Spaghetti Dinner/Open House, Learning Team Meetings (3 times per year for each child); Orchestra Concerts; Student Portfolio Showcases; Theme Nights, Curriculum Evenings

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

Group	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Total Population	No data available	No data available	271	76	258	68

Summary of School Demographic Data and Information

- Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? Yes
- If yes, what are the areas of concern?
There is concern over the declining percentage of parents participating in teacher conferences/Learning Team Meetings. Learning Team Meetings are a core structure in the UPA model. These three times a year meetings are the primary means by which parents learn about their child's academic, social, and behavioral performance and have input into the development of goals, objectives and learning activities for their child.
- After discussion about these areas of concern, what possible causes for the problems were identified?
 - Change in building administrator may have led to inconsistency in monitoring of levels of parent participation and follow up with teachers and/or parents when high levels of participation are not achieved.
 - Ineffective communication with parents regarding the importance of these meetings and the way in which they benefit student achievement

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

Areas Of Concern	Factors contributing to Concerns	Possible actions
Drop in parent participation in Learning Team Meetings	<p>Insufficient or ineffective monitoring of levels of parent participation</p> <p>Insufficient of ineffective communication to parents regarding importance of these meetings and school's expectation that they participate</p>	<p>Institutionalize system for reporting parent participation to building Principal during Learning Team Meeting periods</p> <p>Institutionalize multiple communications with parents regarding purpose of Learning Team Meetings and expectation for their participation (Orientation Meeting, Parent/Student/Teacher Compact; Parent Handbook;</p>

	Insufficient or ineffective communications with teachers regarding expected follow-ups for parents who fail to sign up/appear for Learning Team Meetings	Newsletter reminders; Website reminders) Institutionalize beginning of year review of procedures and expectations with staff; Principal monitoring of parent participation and follow-ups with teachers; Principal calls to parents if teacher attempts are unsuccessful
Relatively large number of staff taking more than 2 personal business days	Insufficient/ineffective communication to staff regarding attendance expectations, the definition of different categories of “days off” and the proper coding of absences on attendance forms	Review relevant expectations and policies with all staff at beginning of school year (including front desk staff who keep the records) Develop written materials to share with staff who are hired mid-year
Weak Data Collection and Storage Process	Change in administrative personnel responsible for collecting and storing data Insufficient/ineffective communication to staff regarding expectations to collect parent participation data and submit it to building Principal	Create central repository for all parent participation data Review relevant expectations for collecting and reporting data with all staff (teaching and front desk) at start of each school year and just prior to collection periods Provide electronic templates for submission of parent participation and attendance at mandatory events

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	6-8	Reading/Math
Weekly/Unit Assessments	6-8	Math/Science/Social Studies
Benchmarks/Running Records	6-8	Reading
Monthly Assessments	6-8	Writing

MEAP DATA

Grade: 6 Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	83	82	81	74	73	76	78	80	80
Aggregate Scores	76	66	70	73	66	71	73	67	71
Male	77	59	64	68	61	64	70	61	62
Female	75	74	75	78	74	77	77	75	78
Econ. Disadvantaged	74	61	68	70	61	72	70	63	69
Non-Econ. Disadvantaged	79	77	75	79	81	69	79	81	75
Black, Non Hispanic Origin			70			71			71

Group	Math			Social Studies		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	69	73	80	74	73	74
Aggregate Score	45	49	66	47	51	46
Male	53	45	67	46	45	45
Female	38	53	65	48	58	46
Econ. Disadvantaged	40	47	65	45	48	48
Non-Econ. Disadvantaged	55	55	70	50	61	38
Black Non-Hispanic			66			46

Grade: 7 Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	80	72	80	65	77	78	76	74	80
Aggregate Scores	87	58	78	72	88	78	84	66	79
Male	78	54	72	62	86	69	80	65	72
Female	94	62	86	79	90	88	87	67	88

Econ. Disadvantaged	88	55	75	68	89	76	86	61	76
Non-Econ. Disadvantaged	86	66	86	77	86	81	81	77	86
Black,Non Hispanic Origin			78			78			79

Group	Math		
	2006-2007	2007-2008	2008-2009
State	64	73	83
Aggregate Score	41	67	65
Male	51	75	66
Female	33	59	65
Econ. Disadvantaged	43	64	61
Non-Econ. Disadvantaged	77	74	75
Black Non-Hispanic			66

Grade: 8 Percent of Students Meeting/Exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	76	77	76	67	70	74	71	75	77
Aggregate Scores	83	73	74	81	77	68	80	74	79
Male	73	69	77	70	67	65	70	69	78
Female	89	75	71	88	85	72	88	77	80
Econ. Disadvantaged	80	69	72	77	73	67	74	70	78
Non-Econ. Disadvantaged	88	75	81	88	84	72	93	79	84
Black,Non Hispanic Origin			73			67			79

Group	Math			Science		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
State	68	72	75	75	70	76
Aggregate	55	48	51	64	57	56
Male	57	60	59	65	51	65
Female	53	38	43	64	62	48
Econ. Disadvantaged	50	49	48	57	50	50
Non-Econ. Disadvantaged	63	48	61	76	68	77
Black Non-Hispanic Origin			51			55

MAP DATA

Year: Spring 2007

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
6	89	42.7	90	21.1
7	83	48.2	72	31.9
8	89	76.4	79	58.2

Year: Spring 2008

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
6	85	62.6	99	26.0
7	97	53.2	109	34.1
7	88	61.2	98	45.3

Year: Spring 2009

Grade	% Proficient on GLCE			
	Reading		Math	
	# Tested	%	#	%
6	117	62.4	122	28.7
7	122	58.2	126	34.9
8	119	71.4	122	50.8

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

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

- In Reading, Writing and ELA, 6th grade students showed steady performance in the 70thtiles over the three year period.
- The performance of 7th and 8th graders in Reading, Writing and ELA has shown significant variability over the three year period, with both groups going from above state average performance to at state average performance.

- In Math, 6th and 7th grade students showed a narrowing of the gap between their performance and the state average. Eighth grade students, on the other hand, showed a persistent significant gap relative to the state average.
- In Social Studies we see a continuing achievement gap relative to the state average
- In Science we see a growing gap between performance of our students and the state average

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

These trends are also seen in our MAP Test data, Benchmark testing, weekly Math tests and unit tests.

3. Based on MEAP reports which areas are not at or above AYP content area targets?
Eighth grade math was slightly below AYP content area target

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
Weak Consistency/Reliability of Assessment	Use team meeting time to develop common assessments across classrooms Critically review assessments to ensure that the type of assessment used matches the learning target Use team meetings to develop Data Director test
Ineffective Use of Assessment Results to Effectively Address Student Needs	Use team meeting time to analyze results of common assessments Use findings to modify pacing charts as needed, to identify students in need of supplementary instruction, to identify objectives and methods for supplementary instruction and insure adequate learning time for individual students
Lack of Results-Driven Professional Development	Conduct needs assessment to identify specific content/skills that staff need to improve instruction and student achievement results
Weak Delivery of Curriculum	Use team meeting time to plan implementation of Social Studies curriculum Analyze results of common assessments to plan effective supplementary instruction Plan professional development for content area instruction Schedule more time for writing instruction at all grade levels Increase frequency of Principal observations in classroom to monitor delivery of the curriculum and provide feedback as needed
Weak Standards Alignment	Create Power Standards and pacing chart for each grade level to ensure that instruction is

	focused on essential standards Adopt new Science Program that is tightly aligned with Michigan standards Continue implementation of new Math program, modifying pacing as necessary to provide strong alignment
Inconsistent Use of Best Practices	Provide professional development focused on best practices in Math Instruction Provide common planning time so that teams of teachers can discuss use of best practices to accelerate student learning Increase Principal classroom observations and feedback to ensure use of best practices in all classrooms

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

1. What trends have been identified when looking at subgroup performance on 3 years of MEAP data?
 - In Reading, Writing and ELA, there was a slight increase in the gap between performance of male and female students in , favoring females, in 6th grade while we see a narrowing gender and economic gap in 8th grade.
 - In Math, 6th and 7th grade students showed a narrowing of the gender gap and the gap between economically disadvantaged and non-economically disadvantaged students, while in 8th grade we saw a widening gender gap and a stable gap between economically disadvantaged and non-economically disadvantaged students
 - In Social Studies and Science we see an increase in the gap between economically disadvantaged and non-economically disadvantaged students

2. To what extent are these trends reflected in other sets of data?
 It is very difficult to say. Up until this time, we have not had an effective way to track disaggregated data for our other data sets. Having just purchased Data Director, a student achievement data warehouse, we will have much improved access to this information beginning in the 2009-2010 school year.

3. Based on MEAP reports, which of the sub-groups are **not** at or above AYP content area targets? All sub-groups are at or above AYP content area targets.
 Eighth grade females and eighth grade economically disadvantaged students were not at AYP content area target in Math.

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

Contributing Causes	Possible Actions
Weak Consistency/Reliability of Assessment	<p>Use team meeting time to develop common assessments across classrooms</p> <p>Critically review assessments to ensure that the type of assessment used matches the learning target</p> <p>Use team meetings to develop Data Director test</p>
Ineffective Use of Assessment Results to Effectively Address Student Needs	<p>Use team meeting time to analyze results of common assessments</p> <p>Use findings to modify pacing charts as needed, to identify students in need of supplementary instruction, to identify objectives and methods for supplementary instruction and insure adequate learning time for individual students</p>
Lack of Results-Driven Professional Development	<p>Conduct needs assessment to identify specific content/skills that staff need to improve instruction and student achievement results</p>
Weak Delivery of Curriculum	<p>Use team meeting time to plan implementation of Social Studies curriculum</p> <p>Analyze results of common assessments to plan effective supplementary instruction</p> <p>Plan professional development for content area instruction</p> <p>Schedule more time for writing instruction at all grade levels</p> <p>Increase frequency of Principal observations in classroom to monitor delivery of the curriculum and provide feedback as needed</p>
Weak Standards Alignment	<p>Create Power Standards and pacing chart for each grade level to ensure that instruction is focused on essential standards</p> <p>Adopt new Science Program that is tightly aligned with Michigan standards</p> <p>Continue implementation of new Math program, modifying pacing as necessary to provide strong alignment</p>
Inconsistent Use of Best Practices	<p>Provide professional development focused on best practices in Math Instruction</p> <p>Provide common planning time so that teams of teachers can discuss use of best practices to accelerate student learning</p> <p>Increase Principal classroom observations and feedback to ensure use of best practices in all classrooms</p>
Lack of background knowledge for reading, social studies, writing, and science	<p>Field trips, supplemental Themed based Summer school, Vocabulary development</p>

Mobility Data

2006-2007

Grade	# of students	Number Entering	Number Exiting
6	119	4	6
7	119	1	6
2	119	1	6

2007-2008

Grade	# of students	Number Entering	Number Exiting
6	119	15	9
7	118	2	4
8	120	3	8

2008-2009

Grade	# of students	Number Entering	Number Exiting
6	128	4	3
7	128	1	5
8	125	1	3

Attendance and Discipline Data

2006-2007

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<11	>10		
6	119	75	44	2	1
7	119	80	39	0	0
8	119	65	54	1	0

2007-2008

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<11	>10		
6	119	54	65	3	0
7	118	69	49	1	0
8	120	60	60	3	0

2008-2009

Grade	# of Students	# of Absences		# of Suspensions	# of Expulsions
		<11	>10		
6	128	81	47	0	0
7	128	88	40	1	0
8	125	75	50	0	0

1. 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 poor documentation of suspensions. They knew that more suspensions occurred than were documented in Powerschool, our student database. Due to changes in Administration, there were no other records to consult. They see this as a need that must be corrected to better understand any ineffective patterns of response to student misbehavior/social –emotional issues.

Staff was also concerned about excessive absences of selected students.

Area(s) of Concern	Factors Contributing to Concern(s)	Possible Action(s)
Excessive absences of selected students	Inconsistent communication and follow through on application of district attendance policy procedures	Consistent application of the district attendance policy, including face-to-face meetings with parents/guardians and referral to social service agencies as needed.
Poor documentation/data management regarding suspension of students	Inconsistent documentation practices of previous building Principal(s)	Create written form to document student discipline problems that must be completed by staff member most closely involved in the incident. Principal needs to establish consistent routine for documenting every suspension.

Perception Data:

Students:

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

Parents

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

Staff

3. In what ways does the school collect information about staff perceptions in the following areas?

For the past two years, all staff have participated in an in-depth evaluation of our school using the EdYes indicators. We have devoted several staff meetings per year to small group discussions centered on each element of EdYes. The small groups have then reported out to the staff as a whole. We believe that this has provided us with a very strong picture of staff perceptions relative to expectations for all students, the coherence of our instructional programs, our processes to support effectiveness of instructional programs and the effectiveness and support of our building leadership.

Beginning in the 2009-2010 school year, we will also administer a staff survey to make sure that we obtain clear perception data from individual staff members.

- a. Expectations for all students? **Team Meeting discussions**
- b. Coherence of instructional programs? **Team meeting and staff meeting discussions, Data Analysis**
- c. Processes to support effectiveness of instructional program? **Staff meeting discussions; School Improvement Meetings (staff)**
- d. Leadership effectiveness and support? **District Council**

Summary Discussion: Perception Data

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

Perception data is summarized in graphical form and reviewed by the staff as a part of our School Improvement Planning Process. 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?

Overall, the feedback from parents was extremely positive. No serious challenges were identified. The single area in which parents rated the school with less than at least 4 out of 5 points was "Students in this school have enough supplies, materials and books (3.9). Staff felt that this lower rating was most likely due to some parents not understanding some of the instructional programs sufficiently. UPA uses several approaches that are not textbook driven. For those parents who tend not to attend parent meetings, open houses, etc., they may have some concern about this issue.

Possible actions to address this concern are:

- Mandate parents to attend orientation prior to students entering school
- Increased use of website to explain school programs and practices
- Increased personal outreach by teachers to parents who do not typically attend parent informational meetings

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

Section I: Comprehensive Analysis Report on Student Achievement					
Content Area: Mathematics (Active Goal)					
Student Goal Statement: Improve Math Achievement					
Statement of Gap in Student Achievement: Based upon a review of the MAP, MEAP and weekly math tests, we see that the % of students meeting or exceeding state standards in Mathematics.					
Contributing Cause for the gap in student achievement: Less than 7% of students at all grade levels achieved proficient status on the MEAP, and MAP results and weekly Math tests showed similar results.					
Multiple sources of data used to identify this gap: MEAP, MAP (3 times/year) and Weekly Math Tests					
Section II: Comprehensive Analysis Report on System Processes and Practices					
Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.					
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Standards Alignment	Best Practice	
Section III: Plan to Accomplish Student Achievement Goal and Objectives					
Measurable Objective Statement to Support Goal: 80% of all 7 th and 8 th grade students will achieve proficient or better status on MEAP Math Test by October, 2010					
Measures that will be used to assess achievement of this objective: MEAP, MAP, and Weekly Math Tests					
Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum. They will systematically assess student performance using valid measures, collaboratively interpret the data, share best practice strategies, and use findings of assessments to adjust teaching for improved results and to identify students in need of supplementary instruction. Supplementary instruction will be provided to struggling students.					
Scientifically Based Research: Larry Ainsworth (Power Standards)- Retention of student learning is improved when we move from coverage to focus by identifying and organizing instruction around essential standards (a sub-set of all state standards). Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and are supported in making analytical decisions about selection of most effective teaching strategies'. University of Chicago School Mathematics Project (Connected Math)—Students using Connected Math consistently outperformed comparison students. The result held across all tests, all grade levels and all strands regardless of SES and racial identity. Studies show that the CM program improves student performance in all areas of elementary mathematics, including basic and higher-level skills.					
Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Teachers will receive Data	Principal	8/09	6/10	Principal	Use of Data Director

Director training to align teacher created assessments with standardized assessments	Team leaders				Assessments
Teachers will create common weekly assessments of skill mastery, analyze results in team meetings, and reorganize into supplemental instructional groups for effective remediation as needed	Team Leaders	9/09	6/11	Teachers will review weekly assessment results in Team Meetings and submit Smart Numbers to Principal on Monday of each week Principal will review Smart Numbers and facilitate conversations with Teams as needed	Team Meeting Minutes Smart Numbers
Provide after school tutoring for identified students	Principal and PLTs	10/09	5/11	Teachers will discuss students attending tutoring and progress on weekly assessment during weekly meeting	Tutoring attendance and monitoring students progress with weekly assessments and MAP progress and Meeting Minutes
Provide supplementary instruction in summer school to accelerate progress of lagging students	Principal and Summer school staff	06/09	08/11	Student attendance	MAP RIT score comparison of Spring/Fall
Provide professional development in Collaborative Analysis of Student Learning	Principal	08/09	06/11	Principal review of Team Meeting Minutes	Grade level Team Meeting Minutes Content Area Team Meeting Minutes
Implement Multi-media learning tools including computer based math resources	Teachers Principal	09/09	06/11	Classroom Observations by Principal	Monitoring the improvement of weekly assessments
Continue implementation of Connected Mathematics Program that is tightly aligned with MI Curriculum	Principal	09/09	6/11	Classroom Observations by Principal	Weekly Math Tests MEAP and MAP results

Framework					
Integrate use of technology to more effectively address the learning needs of all students	Principal and Digital Academy Participants	8/09	6/11	Classroom Observations by Principal	Observation Notes and Teacher Evaluations
Create written document that identifies Power Standards in Math for each grade level and includes a pacing chart to ensure that instruction is focused on essential standards	Team Leaders	08/09	6/10	Principal will review documents and provide feedback for necessary revisions	Curriculum Documents
Provide professional development in differentiated instruction in Math to accelerate student learning	Principal	9/09	6/11	Classroom Observations by Principal	Weekly Math Tests MEAP and MAP results

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Reading(Active Goal)

Student Goal Statement: Improve Reading Achievement

Statement of Gap in Student Achievement: Based upon a review of the MAP, MEAP and Benchmark Tests, we see that significant numbers of students are not yet meeting or exceeding state standards in reading.

Contributing Cause for the gap in student achievement: Between 22-27% of students at all grade levels failed to demonstrate proficient performance on the MEAP Reading test. Similar results are seen in MAP and benchmark testing results.

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

Section II: Comprehensive Analysis Report on System Processes and Practices

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

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

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

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

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

Scientifically Based Research: Fountas and Pinell – Reading achievement is strengthened when students are engaged in a balanced approach to literacy development that includes components of guided reading, independent reading, and word study. Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and supported in making analytical decisions about selection of most effective teaching strategies. Douglas Reeves – student achievement is accelerated when staff systematically review student achievement data in conjunction with review of implementation of school improvement strategies

Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Provide professional development in data-driven instruction	Principal	8/09	5/10	Principal Observations Teams will record data findings in revised plans in Team Meeting Minutes	Observation Notes Team Meeting Minutes
Teachers will revise Reading Curriculum to tighten alignment with MI Curriculum Framework	Principal and Curriculum Development Team	7/09	3/10	Biweekly Meetings to Review Progress	Curriculum Binders
READ 180 will be provided to students who are reading 2-3 grades below expectation	Principal	9/09	6/11	Principal review of READ 180 tests	READ 180 Test Results Benchmark Test Results
Teachers/Advisors will meet weekly for collaborative review of assessment results, sharing of best practices, and adjusting instruction based on results	Principal and Team Leaders	9/08	6/11	Teams will report findings in writing in Team Minutes Folder and will report out at staff meetings (once per trimester)	Team Meeting Minutes Staff Meeting Notes

Provide after school tutoring for targeted students focused on development of specific reading skills	Principal	10/09	6/11	Benchmark, READ 180 Tests and MAP results Teachers will record mastery of specific skills	Test results Tutoring records
Provide summer school to accelerate development of reading skills for lagging students	Principal	7/09	8/11	Pre- and post-benchmark testing	Test results
Provide professional development in implementation of all elements of Balanced Literacy	Principal	8/09	6/11	Principal Observations	Observation Notes Staff Evaluations
Provide professional development in Collaborative Analysis of Student Learning	Principal	8/09	6/11	Teaching Teams will record ideas and intervention plans in meeting minutes: Principal Review of Grade Level Team Meeting Minutes and Content Area Team Meeting Minutes	Team Meeting Minutes

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Writing (Active Goal)

Student Goal Statement: Improve Writing Achievement

Statement of Gap in Student Achievement: Based upon a review of MEAP , MyAccess and classroom data, we see that large numbers of 6th grade student have not yet demonstrated proficiency on grade level writing expectations. Seventh and 8th grade students showed relatively high levels of students meeting expectations, but low levels of student exceeding expectations. There is a fairly significant gender gap in the 6th and 7th grades, with between 13-18% more female students demonstrating proficiency on the MEAP writing test than male students.

Contributing Cause for the gap in student achievement: Large numbers of students received comment codes indicating that they did not demonstrate coherent organization and/or lacked sufficient details and examples to earn a higher proficiency level.

Multiple sources of data used to identify this gap: MEAP, MyAccess, and district writing rubrics					
Section II: Comprehensive Analysis Report on System Processes and Practices					
Listed below are the challenges from the Comprehensive Needs Assessment Strand Reports that were aligned with this content area goal. They are addressed as strategies in our improvement plan.					
Consistency/Reliability of Assessment	Using Assessment Results to Effectively Address Student Needs	Results-Driven Professional Development	Standards Alignment	Best Practice	
Section III: Plan to Accomplish Student Achievement Goal and Objectives					
Measurable Objective Statement to Support Goal: By October 2010, at least 80% of 6 th graders and 90% of 7 th and 8 th graders will demonstrate proficient status on MEAP Writing Test. In addition, at least 10% of 7 th and 8 th graders will exceed expectations on the Writing portion of the MEAP.					
Measures that will be used to assess achievement of this objective: MEAP, MyAccess and district writing rubrics					
Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum, including the regular teaching of specific writing mini-lessons. They will systematically assess student performance using MyAccess, collaboratively interpret the data, share best practice strategies, and use findings of assessments to adjust teaching for improved results and to identify students in need of supplementary instruction. Supplementary instruction will be provided to students failing to meet standards. Teachers will also research best practices relevant to writing instruction that focus on including details and examples. They will differentiate instruction for targeted groups, especially males.					
Scientifically Based Research: Larry Ainsworth (Power Standards)- Retention of student learning is improved when we move from coverage to focus by identifying and organizing instruction around essential standards (a sub-set of all state standards). Amy Colton and Georgea Langer (Collaborative Analysis of Student work)—Student Achievement is increased when teachers are taught to collaboratively analyze student work and supported in making analytical decisions about selection of most effective teaching strategies. Douglas Reeves – student achievement is accelerated when staff systematically review student achievement data in conjunction with review of implementation of school improvement strategies					
Activity to Implement the Strategy	Staff Responsible for Implementation	Timeline		Monitoring Plan	Evidence of Activity Success
		Begin	End		
Teachers will create Power Standards in Writing for each grade level to ensure focus on most essential standards	Grade Level Teams	7/09	9/10	Principal Review of Power Standards	Grade level Curriculum Documents
Teachers will collaborate on teaching Writing on Demand as a Genre	Principal and Team Leaders	9/09	6/11	Principal Review of Team Meeting Minutes	Team Meeting Minutes
Teachers will systematically use MyAccess to provide immediate feedback to students on writing	Teachers and Principal	9/09	6/11	Teacher and Principal review of MyAccess reports	MyAccess reports

performance					
Teachers will work collaboratively to assess results, share best practice and plan instruction	Teachers and Principal	9/09	6/11	Principal review of grade level findings and actions steps once per month	Team Meeting Minutes and Principal Notes
Provide supplementary instruction to targeted students after school	Teachers and Principal	9/09	6/11	Teacher and Principal review of MyAccess reports	MyAccess reports
Provide supplementary instruction to targeted students in summer school	Teachers and Principal	7/09	8/11	Teacher and Principal review of MyAccess reports	MyAccess reports
Provide professional development in Collaborative Analysis of Student Learning	Principal	8/09	6/11	Teaching Teams will record ideas and intervention plans in meeting minutes: Principal Review of Grade Level Team Meeting Minutes and Content Area Team Meeting Minutes	Team Meeting Minutes
Integrate use of technology to more effectively address the learning needs of all students	Principal and Digital Academy Participants	8/09	6/11	Classroom Observations by Principal	Observation Notes and Teacher Evaluations

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Science (Active Goal)

Student Goal Statement: Improve Science Achievement

Statement of Gap in Student Achievement: Based upon a review of the MEAP and unit tests, we see that a high percentage of students are not yet meeting or exceeding state standards in Science.

Contributing Cause for the gap in student achievement: Less than 60% of 8th grade students demonstrated at least proficient level performance on the MEAP Science test.

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

Section II: Comprehensive Analysis Report on System Processes and Practices

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

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

Measurable Objective Statement to Support Goal: By October 2010, at least 70% of 8th grade students will demonstrate at least proficient status on the MEAP Science test.

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

Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum. They will systematically assess student performance using valid measures, collaboratively interpret the data, share best practices, and use findings to adjust teaching for improved results and to identify students in need of supplementary instruction. They will provide supplementary instruction to targeted students. Teachers will identify key vocabulary related to content and provide explicit instruction on this vocabulary. They will organize field trips to build background knowledge relevant to key Science concepts.

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

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

specific Science units					
Create written document that identifies power standards for each grade level and includes pacing chart to ensure that instruction is focused on essential standards	Team Leaders	8/09	3/10	Principal will review documents and provide feedback for necessary revisions	Curriculum Documents
Field Trips to build background knowledge related to key Science concepts and vocabulary	Team Leaders	8/09	6/11	Principal Review of Field Trip Plans for each grade level	End of unit Test Results
Provide professional development to differentiated instruction in Science	Principal	8/09	3/10	Principal Observations	Observation Notes Teacher Evaluations
Provide professional development in Collaborative Analysis of Student Learning	Principal	8/09	6/11	Principal Observations	Observation Notes Teacher Self-Evaluations Team Meeting Minutes
Teachers/Advisors will meet weekly for collaborative review of assessment results, sharing of best practices, and adjusting instruction based on results	Principal and Team Leaders	9/09	6/11	Principal Review of Team Meeting Notes Data Wall	Team Meeting Minutes Data Wall Smart Numbers/One on Ones
Provide after school tutoring for targeted students focused on development of specific Science concepts and skills	Principal	9/09	6/11	Tutoring Logs	Test results
Provide supplementary instruction in summer school to accelerate progress of lagging students	Principal	7/09	8/10	Principal review of pre- and post-testing on specific Science content and skills	Pre- and post-test results
Integrate use of technology to more effectively address	Principal and Digital Academy Participants	8/09	6/11	Classroom Observations by Principal	Observation Notes and Teacher Evaluations

the learning needs of all students					
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Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Studies (Active Goal)

Student Goal Statement: Improve Social Studies Achievement

Statement of Gap in Student Achievement: Based upon a review of the MEAP and end of unit tests, we see that significant numbers of students are not yet meeting or exceeding state standards in Social Studies.

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

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

Section II: Comprehensive Analysis Report on System Processes and Practices

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

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

Measurable Objective Statement to Support Goal: By October 2010, at least at least 70% of all students will achieve proficient or better status on the MEAP Social Studies test.

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

Strategy statement: Teachers will collaborate on the delivery of standards-aligned curriculum that utilizes best practices, with an emphasis on development of academic vocabulary. They will administer common assessments at each grade level, collaboratively interpret the data, and provide instruction that is grounded in analysis of results. They will use their findings to identify students in need of supplementary instruction. Supplementary instruction will be provided to students failing to meet standards. They will plan field trips to build background information necessary to develop key Social Studies concepts.

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

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

specific Social Studies units					
Field Trips to build background knowledge related to key Social Studies concepts and vocabulary	Lead Teacher	8/09	6/11	Principal Review of Field Trip Plans for each grade level	End of unit Test Results
Provide professional development in Collaborative Analysis of Student Learning	Principal	8/09	6/11	Principal Observations Teams will record data findings in revised plans in Team Meeting Minutes	Observation Notes Teacher Self-Evaluations Team Meeting Minutes
Provide professional development to differentiated instruction in Social Studies	Principal	8/09	6/11	Principal Observations	Observation Notes Teacher Evaluations
Create written document that identifies power standards for each grade level and includes pacing chart to ensure that instruction is focused on essential standards	Team Leaders	8/09	3/10	Principal will review documents and provide feedback for necessary revisions	Curriculum Documents
Teachers/Advisors will meet weekly for collaborative review of assessment results, sharing of best practices, and adjusting instruction based on results	Principal and Team Leaders	9/09	6/11	Principal Review of Team Meeting Notes Data Wall	Team Meeting Minutes Data Wall Smart Numbers/One on Ones
Provide after school tutoring for targeted students focused on development of specific Social Studies concepts and skills	Principal	9/09	6/11	Tutoring Logs	Test results
Provide supplementary instruction in summer school to accelerate progress of lagging students	Principal	7/09	8/10	Principal review of pre- and post-testing on specific Science content and skills	Pre- and post-test results

Integrate use of technology to more effectively address the learning needs of all students	Principal and Digital Academy Participants	8/09	6/11	Classroom Observations by Principal	Observation Notes and Teacher Evaluations
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IV. Highly Qualified Professional Staff

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

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

School	Years in Existence	Average Years Teaching in School	Average Years Teaching
University Prep Middle School	9	3.7	6.25

University Prep Middle School has had no difficulty either recruiting or retaining its staff. Most staff who voluntarily leave UPA Middle School do so for family relocation reasons or to work at another UPA school.

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

University Prep Middle School markets itself as an attractive working environment through advertising its inspirational mission, low student-teacher ratio (17:1), 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 Middle School also offers competitive salary and benefits.

Historically, University Prep Middle School has had no difficulty recruiting a rich pool of highly qualified teachers with English Language Arts and Social Studies backgrounds. We have had more difficulty attracting highly qualified teachers with Math and Science backgrounds. To address this need we have offered recruitment bonuses and/or enhanced salary when necessary.

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

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

Professional Development 2008-2009

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
August, 2009 and follow ups in Team Meetings	Curriculum Alignment in ELA, Math, Social Studies and Science	All Teachers	Participant Survey
August, 2009 October, 2009	Differentiated Instruction In Mathematics	Math Teachers	Participant Survey
August, 2009 October, 2009	Implementing More Hands-On Activities in Science	Science Teachers	Participant Survey
August, 2009	Data Driven Instruction Using Data Director	All Teachers	Participant Survey
August, 2009	Writing on Demand as a Genre	All Teachers	Participant Survey
August, 2009	Brain Gym	All Teachers	Participant Survey
August, 2009	Using Benchmark Assessment Kit	ELA Teachers	Participant Survey
August, 2009	Fountas and Pinnell Reading Intervention Strategies	ELA Teachers	Participant Survey
August, 2009	MyAccess Training	New ELA teachers	Participant Survey
August, 2009	Writing on Demand as a Genre	ELA teachers	Participant Survey
August, 2008 and one staff meeting per month throughout the year	School Improvement Plan Monitoring, Evaluation, and Planning	All Teachers	Participant Survey
October, 2009	Study Trip to High Performing, High Poverty Schools to see best practices in action	Principal and Team Leaders	Journal Entries
One staff meeting per throughout the year	Professional Learning Community Book Clubs	All Teachers	Participant Survey

Two days in August, 2009 6 half-days throughout the school year 3 days of classroom observation/coaching throughout the school year	Collaborative Analysis of Student Learning	7 th and 8 th grade teams	Participant Survey
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VII. Strategies to Increase Parent Involvement

The staff of University Prep Middle School strongly believes that the success of every student's educational program depends upon a close partnership between teacher, parents, and student. Several fundamental structures of our school model were developed to build and maintain this kind of relationship. These include:

- 1) Tri-yearly Learning Team Meetings that involve teacher, parents and students reflecting on each student's progress and writing individualized learning plans. These one-on-one meetings are the primary strategy we use to involve parents in the planning, review, and improvement of their child's education.
- 2) Students/parents working with the same teacher for multiple years (looping) to encourage development of knowledge of each other and comfort working together,
- 3) Monthly Parents as Partners meetings that are focused on curriculum, grade level expectations, school practices. These meetings are the major focus of our efforts to share information regarding grade level academic standards and strategies parents can use at home to support their children's academic growth and success. The calendar below outlines our offerings for the 2009-2010 school year.

DATE	ACTIVITY	PARTICIPANTS	EVALUATION
September, 2009	Parent University	All Parents	Parent Participation Survey Sign In Sheets
September, 2009	Back to School Night and Title I Parent Meeting	All Parents	Parent Survey
October, 2009	Q and A with the Principal	All Parents, Students and Teachers	Parent Survey
November, 2009	Student Exhibitions and Learning Team Meetings	All Parents	Parent Survey
December, 2009	Arts Night	All Parents,	Parent Survey

		students, Vocal, Instrumental, and Art staff	
January, 2010	Open House with interactive stations focused on different curricular areas	All Parents and Staff	Parent Survey
February, 2010	Transition to High School	Parents of 8 th graders, 8 th grade teachers and High School staff	Parent Survey
February, 2010	Black History Program	All Parents and Students	Parent Survey
March, 2010	Student Exhibitions and Learning Team Meetings	All Parents, Students and Staff	Parent Survey
March, 2010	Health Fair	All Parents and Students	Parent Survey
April, 2010	Parent Orientation	Parents of incoming 6 th graders in Fall, 2010	Parent Survey
May, 2010	What You Need to Know About Adolescents	All Parents The Yunion	Parent Survey
May, 2010	Muffins with Moms	All mothers/female guardians and Principal	Parent Survey
June, 2010	Student Exhibitions and Learning Team Meetings	All Parents, Students and Teachers	Parent Survey

- 4) Annual Title I Meeting to obtain parent input regarding effectiveness of our programs and suggestions for improvements, review of our Annual School Report, annual Parent Satisfaction Survey and parent participation in our School Improvement Team. These activities are the major ways in which we involve parents in the planning, review and improvement of school programs, practices, and policies. This year, we also held a special focus group for parents to obtain their input regarding development of our parent involvement strategies, our discipline policy, and to update our School Improvement Plan.
- 5) Providing help to parents so that they can support their children in making smooth transitions from one level our school system to the next. We conduct a variety of parent orientation meetings and distribute written materials that summarize expectations for High School to help parents prepare their children to make a comfortable and successful transition upon leaving our school and entering High School. We also host

5th grade students and parents from our elementary schools in a series of visits and orientation sessions beginning in January of each year to help them learn about Middle School, our programs and practices, to answer questions, begin forming relationships and reduce any anxieties that might interfere with a smooth transition for our students.

- 6) Accommodating parent needs by: scheduling parent involvement activities at different times of the day and on weekends, repeating programs multiple times to accommodate different schedules, organizing interpreters for parents with limited English or sensory impairments that interfere with communication; working with consultants to build understanding of needs of handicapped parents needs and ways to provide for them, and collaborating with community resources to continually expand our understanding of diverse cultures to increase our awareness of issues that need to be addressed to create a comfortable, respectful environment that supports the widest participation of families.
- 7) Creating a School-Parent Compact that outlines the roles and responsibilities of both parties in building and maintaining strong relationships that promote high academic achievement and continuous school improvement. Reviewing this compact individually with all parents at Learning Team Meetings.

University Prep Middle School has a parent involvement policy that meets NCLB requirements of Section 118 (See Appendix I: University Prep Middle School Parent Involvement Policy).

University Prep Middle School's Parent Involvement Plan also includes a School-Parent-Student Compact that describes the role of administration, teachers, parents and students in building and maintaining a true partnership in service of each student's school success. (See Appendix II: University Prep Middle School/Parent/Student Compact)

VIII. Preschool Transition Strategies

Students enter University Prep Middle School through two routes: transition from University Prep Elementary School and public lottery.

Transition activities include:

- Parent Orientation sessions that include introduction to University Prep Middle School, review of school programs and curricula, information about establishing school success routines related to sufficient rest, nutrition, reading materials sent home, and homework expectations including nightly reading
- Scheduling of school visits for parents and students
- Completion of Parent Input Form providing information about each student's strengths, weaknesses, challenges and interests
- Individual Learning Team Meetings held in late summer/first week of school to identify the special objectives and learning activities for each student

IX. Teacher Participation in Making Assessment Decisions

All staff at University Prep Middle 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 Middle 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 Middle 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

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

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

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

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

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

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

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

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

School wide Components	Funding Sources	Programs
1. Comprehensive Needs Assessment	General Fund	<ul style="list-style-type: none"> ● UPA School Improvement Process
2. School wide Reform Strategies	Title I Title IIA	<ul style="list-style-type: none"> ● UPA School Improvement Process
3. Instruction by Highly Qualified Professional Staff	As all staff are highly qualified no funds need to be expended on this	<ul style="list-style-type: none"> ● All staff are currently highly qualified
4. Strategies to Attract	General fund	<ul style="list-style-type: none"> ● Website

High Quality Highly Qualified Teachers to High Need Schools	Title IIA	<ul style="list-style-type: none"> • Participation in recruitment fairs • New Teacher Orientation and Mentoring Programs • Professional Development • Recruitment bonuses and Salary enhancements to attract difficult to recruit teachers
5. High-Quality and Ongoing Professional Development	Title I Title IIA General Fund	<ul style="list-style-type: none"> • Data Director Software Training • Use of Data Training • Differentiated Instruction Training • Digital Academy • Collaborative Assessment of Student Learning training and coaching • Balanced Literacy Training
6. Strategies to Increase Parental Involvement	Title I General Fund	<ul style="list-style-type: none"> • Monthly Parents as Partners Meetings • 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 • School Improvement Team

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 Middle School is located within walking distance of the Detroit Public Library, the Detroit Institute of Arts, the Detroit Science Center, and the Charles H. Wright African American Museum and has developed a strong and long-standing relationship with these great institutions. Advisory groups routinely walk to the library to utilize the resources for students' many research projects. University Prep Middle School students also access these institutions for a variety of special cultural events throughout the school year.

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

XIII. OPPORTUNITIES FOR ON-THE-JOB TRAINING

University Prep Middle School has a Learning Through Internship Program in which all students participate in a variety of job shadowing experiences. Classroom learning is linked to these on-the-job learning experiences through reading, writing and project work. Student knowledge of career fields is also developed through field trips.

XIV. UTILIZATION OF COMMUNITY VOLUNTEERS AND RESOURCES

University Prep Middle School makes extensive use of volunteers and community resources. Guest speakers, Mentor Programs, Theater Troupes and the Chamber Music Society are

regularly invited to speak or perform for students. Community volunteers also participate in tutoring and/or mentoring students. University Prep Middle School staff draw on community resources for many field trips and cultural programs.

In addition, University Prep Middle School has developed a number of partnerships with community organizations such as the Detroit Institute of Art, Youthville, Henry Ford Health Systems, Wayne State University, and Mosaic Youth Theater of Detroit.

XV. REQUIRED STAKEHOLDERS

University Prep Middle 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 the Principal collect information throughout the school year to determine progress towards goals and achievement of objectives. This activity occurs throughout the year at weekly grade level and content area team meetings. Results are shared once per trimester at an all-staff meeting. In the Winter of the year, all perception and demographic data is updated (including Parent, Student, and Staff surveys). In the Spring of each year, the staff updates the Comprehensive Needs Assessment and makes recommendations for changes to the School Improvement Plan to the School Improvement Team.

The School Improvement Team receives recommendations from the staff for changes to the School Improvement Team, reviews all data, and makes final changes to the plan based upon their review. Once the plan is finalized, the School Improvement Team meets throughout the year to monitor implementation of the plan.

Appendix I

University Prep Middle School Parent Involvement Policy

University Prep Middle School believes that the success of any school and any student's education depends on the close collaboration of parents and school staff. We furthermore believe that parents' ability to participate in meaningful collaboration depends upon the school creating meaningful opportunities for all parents to receive important information about the schools' goals, activities and results, to provide ideas and feedback that shape programs and procedures, to raise issues and suggest solutions, and to interact on a frequent basis with their child(ren)'s teacher(s) to monitor achievement, help generate effective strategies for their individual child(ren) and learn what they can do at home to support their child(ren)'s success.

The staff of University Prep Middle School is fully committed to creating multiple opportunities for all parents to participate in the planning, implementation, and evaluation of school programs, as well as being intimately involved in their own child(ren)'s education.

To that end:

- 1) University Prep Middle School staff has worked with parents to jointly develop the Parent Involvement Policy that describes the key activities and organizational structures that will build and maintain strong school-parent collaborations. This policy is was developed by the School Improvement Team and was based upon parent input obtained through our annual Parent Satisfaction survey and several focus group meetings. This plan will be reviewed annually as part of our Annual Report Meeting and our the Annual Title I Parents' Meeting and revisions will be made based upon parent input gathered during those meetings. The policy will be posted on our district website and distributed to parents of all parents at the first Learning Team Meeting of the Year.
- 2) To ensure that parents receive all necessary information regarding school programs and practices, grade level curricula and expectations, achievement goals, strategies and outcomes and ways to support student learning at home, the staff of University Prep Middle School will hold monthly Parents as Partners Meetings. Topics for these meetings will be based upon parent input gathered through a parent survey. These meetings will be organized to: provide parents with information/strategies/materials to help children reach academic benchmarks, to elicit parent concerns and suggestions, and to provide an opportunity for input into planning, implementation, and evaluation of school programs. These meetings are used as opportunities to distribute informational flyers and pamphlets that help support the instructional program at home. Similar information will be available in the school will be shared through the University Preparatory Middle School monthly newsletter. In addition, our Mobile Parent Resource Closet will be available at each Parents as Partners Meeting. This is our Parent Lending Library of supplementary math, language arts and parenting materials that parents can borrow to use at home.
- 3) The Principal of University Prep Middle School will convene a presentation of our school's Annual Report and an Annual Title I Parent Meeting. The Annual Report meeting will present information about the demographics of our school, the goals of our school, our improvement strategies and student performance outcomes. The Annual Title I Meeting, to which parents of all Title I students will be invited, will inform parents about Title I programs at our school and will gather parent input regarding program offerings and suggestions for the future. Information about Title I regulations, procedures, and parent involvement will be shared at this time. Multiple means will be used to invite parents to this meeting and to encourage their participation. At least two sessions of this meeting will be offered, one during school hours and one in the evening, to accommodate parents' different scheduling needs.

- 4) The University Prep Middle School community is committed to providing a safe, respectful and easy-to-access environment for all parents. We will take active steps to address parents; language, cultural, physical, sensory and scheduling needs. Parent Meetings will be scheduled at a variety of times to address the different schedules of families and steps will be taken to ensure accessibility for parents who may have a handicapping condition, which requires special accommodations. Community resources will be consulted to ensure a strong understanding of diverse cultures and strategies to implement to build and maintain a welcoming, respectful environment for all families. We will use the information gathered from these experts to provide appropriate professional development for our staff.
- 5) In addition to the group meetings described above, the staff of University Prep Middle School will schedule formal parent-teacher-student conferences (Learning Team Meetings) at least three times each year for every parent in the school. These meetings will be used to share information regarding student performance on standardized tests and daily work, to establish individual learning outcomes for each student that are consistent with MDE standards, and to identify specific learning strategies and activities for each student. Additional conferences will be scheduled on an as-needed basis to address academic, social and/or behavioral issues of concern to parents and/or teachers.
- 6) The Principal of University Prep Middle School will convene a School Improvement Team each year. This team, which will always include parent representation (including at least one Title I parent), will be responsible for collecting demographic, perception and achievement data, organizing reviews/analyses of the data, facilitating the development of improvement goals, objectives, and strategies and monitoring implementation of the School Improvement Plan.
- 7) The staff of University Prep Middle School will use a variety of strategies to keep parents abreast of their children's learning activities and progress towards grade level expectations. University Prep Middle School teachers organize at least three parent-teacher-student conferences (Learning Team Meetings) for each child each year. The purpose of these meetings is to develop individual Learning Plans for each child that describe specific learning goals, strategies and projects to address each student's learning profile and needs. These plans are developed by reviewing student assessment results in relation to grade level expectations and through discussion of each student's interests, learning styles, and progress. In addition, three narrative reports are sent home each year, one at the end of each trimester. Copies of standardized test results, such as MEAP results and Measures of Academic Progress (MAP) test results are included with the narrative report letters. Parents are encouraged to communicate with teachers whenever they have questions, concerns or suggestions. They are provided with teachers' cell phone numbers and are welcome to stop by classrooms at any time. Meetings are routinely scheduled at parents' convenience.
- 8) University Prep Middle School understands the importance of family involvement. We have developed our School-Parent-Student Compact to help us clarify our collaborative relationship in service of student achievement. This compact is reviewed at each student's first Learning Team Meeting of the year, and all parties sign the compact at that time. The compact is reviewed annually by the School Improvement Team and is amended, as appropriate, based upon parent and staff input obtained through annual surveys. We will also provide our staff with professional development to build their capacity to work with parents as equal partners. Will we use all-staff professional development sessions, professional learning community study groups, and Rookie Induction programs to achieve this.
- 9) We will use a variety of methods to communicate with parents, including the following: U.S. mail, phone calls, email, web site, monthly newsletters, flyers sent home with students, and announcements posted in the building.

- 10) To ensure that our students make smooth transitions between levels of our school system, will collaborate with our High School colleagues to conduct a variety of parent orientation meetings and distribute written materials that summarize expectations for High School to help parents prepare their children to make a comfortable and successful transition upon leaving our school and entering High School. We also host 5th grade students and parents from our elementary schools in a series of visits and orientation sessions beginning in January of each year to help them learn about Middle School, our programs and practices, to answer questions, begin forming relationships and reduce any anxieties that might interfere with a smooth transition for our students. We also conduct a variety of meetings with both elementary teachers and high school teachers to ensure a robust sharing of student performance information at transition times to make sure that receiving staff have all the information they need to accelerate student progress when students make the transition.

Additional specific responsibilities of University Prep Middle School Staff, Principal, Parents and Students that are related to this policy are outlined in the University Prep Middle School Parent Compact (Appendix II of this document).

Appendix II

University Prep Middle School School-Parent-Student Compact

School Responsibilities	Parent Responsibilities	Student Responsibilities
<p>We, as the staff of University Prep Middle School, will:</p> <p>Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State’s academic achievement standards as follows:</p> <ul style="list-style-type: none"> ▪ <i>Providing individualized instruction to each student</i> ▪ <i>Maintaining small class sizes</i> ▪ <i>Providing free tutoring to student displaying academic need</i> ▪ <i>Frequent assessments of academic achievement</i> <p>Hold Learning Team Meetings during which this compact will be discussed as it relates to the individual child’s achievement</p> <ul style="list-style-type: none"> ▪ <i>At the outset of the school year</i> ▪ <i>Once each trimester</i> ▪ <i>As requested by the Advisor</i> ▪ <i>As requested by the Parent</i> <p>Provide parents with frequent reports on their child’s</p>	<p>We, as parents, will support our children’s learning in the following ways:</p> <ul style="list-style-type: none"> ▪ <i>Participating in decisions related to my child’s education by attending all Learning Team Meetings</i> ▪ <i>Monitoring attendance</i> ▪ <i>Making sure that homework is completed</i> ▪ <i>Monitoring the amount of television children watch</i> ▪ <i>Promoting positive use of extracurricular time</i> ▪ <i>Staying informed about my child’s education</i> ▪ <i>Communicating with the school by promptly reading and responding to all notices from the school or the school district</i> ▪ <i>Serving, to the extent possible, on advisory groups, such as the Title I Advisory Group or the Parent Involvement Committee</i> ▪ <i>Participating in at least 3 school activities during each school year</i> ▪ <i>Volunteering for a minimum of 5 hours in the classroom or for a school</i> 	<p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> ▪ <i>Do homework every day</i> ▪ <i>Ask for help when needed</i> ▪ <i>Read at least 30 minutes every day outside of school time</i> ▪ <i>Give my parents(or the adult who is responsible for my welfare) all notices and information received by me from my school every day</i> ▪ <i>Obey all school safety rules and follow all school policies</i> ▪ <i>Treat everyone at school with respect</i> ▪ <i>Treat all school property with respect</i> ▪ <i>Responsibly use school technology and resources</i> ▪ <i>Attend all supplemental instruction classes as assigned</i> ▪ <i>Participate fully in after school classes</i>

Appendix III

University Preparatory Academy Middle School

TUTORING SELECTION CRITERIA

STUDENT SELECTION OVERVIEW AND EXAMPLES

In a Title I assistance program, eligibility of students for Title I services must be determined using a multi-criteria approach. Each student is evaluated using the same criteria to determine which children have the greatest need for services. A minimum of two criteria must be used to determine student eligibility.

Criteria for selection of students in grades six through eight should include MAP scores, other standardized test scores, locally developed assessments, teacher checklists, and Narrative Assessment. Point Values and Weights have been assigned to each criteria.

Student proficiency level for MAP

Advanced = 0 points

Proficient = 0 points

Basic = 15 points

Below basic = 20 points

Grades:

Approaching or below = 10 points

Meeting or above = 0 points

Teacher checklist

14-32 points on checklist = 0 points

33-51 points on checklist = 5 points

52-70 points on checklist = 10 points

Using these point values, the student with the greatest need have a total of 40 points.

EXAMPLE: The following examples indicate each student's performance on the selected criteria and the corresponding points assigned.

John MAP level, basic = 15 points

Grade- Meeting = 0 points

Teacher checklist, 55 points = 10 points

John would have an overall score of 25 points. He would receive 15 points for his MAP proficiency level, 0 points for his "C" grade, and 10 points from the teacher checklist.

Emily MAP level, below basic = 20 points

Grades Approaching = 10 points

Teacher checklist, 55 points = 10 points

Emily would have a score of 40 points. She would receive 20 points for her MAP proficiency level, 10 points for her "D" grade, and 10 points for the teacher checklist. Emily would be listed before John on the master eligibility list because her need is greater.

