



**Southfield Public
Schools
University High School
Academy
School Improvement
Plan for 2009-2013**



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Part I: Mission, Vision, Beliefs

Mission Statement:

District Mission: Southfield Public Schools

The mission of the Southfield Public Schools, in partnership with families and community, is to be the best center of learning in America, dedicated to continuous improvement so that its diverse student population will be caring, responsible, lifelong learners contributing effectively in a complex, interdependent world.

School Mission: University High School Academy

Nurturing tomorrow's leaders, today.

Shared Vision:

District Vision: Southfield Public Schools

We believe our students can and will be successful. We respect all of our students. We set high expectations for student achievement and conduct. We welcome and challenge all students, regardless of socio-economic level, racial, religious, ethnic or cultural background.

We believe every child should feel welcomed, accepted and challenged. We will identify, remedy and provide any required early intervention for students in need of additional support or direction. We endorse common district-wide standards and practices for Southfield Public Schools that promote equity and uniform processes in all our schools.

We recognize our parents as valued partners and customers. By working in partnership with parents, we can promote students growth and achievement. We will tell the story of Southfield Public Schools and will communicate our plans and vision for the district to all stakeholders. We believe this practice will promote a positive perception of our district.

We expect prudent and equitable use of available resources. Procedures and practices will be established to ensure fiscal accountability and responsibility. We acknowledge the professionalism of our staff and entrust them to espouse and implement our vision.

We, the Board of Education of Southfield Public Schools, in order to advance the vision of equity, excellence and high expectation will promote these tenets through our policies and practices.

School Vision: University High School Academy

The University High School Academy in partnership with students, families, and staff is a **genuine community of citizens** with **personal integrity**, **social humility** and **academic curiosity**.

As a **genuine community of citizens**, students, families, and staff, we are actively creating (fostering and nurturing) culture. We recognize the connections to each other within the school as well as to others outside the school setting.

As citizens with **personal integrity** we recognize and understand the value of honoring establish social rules.

As citizens with **social humility**, we participate actively in community events and service activities.

As citizens with **academic curiosity**, we challenge ourselves to grow intellectually, not only for academic purposes, but also for personal enrichment.

UHSA Belief Statement

The UHSA learning community believes in an educational environment that is heuristic in its approach where students have the opportunity to judge and to make connections to complex issues in the varying competencies. Thus, they engage in literate behavior that fosters critical thinking. Classroom activities elicit depth of thought and creativity, which rely on best practices to maintain academic rigor. The staff is committed to encouraging an atmosphere where students are a community of both independent and interdependent learners that will prepare them for our global economy and society using varying measures to assess learning and incorporating 21st century literacies.

School and Community Description

University High School Academy (UHSA) was established by the Southfield Public School District in fall 2008. We opened our doors to ninth grade students on September 2. Each school year, UHSA will accept a new freshman class. By fall 2011, the University High School Academy will be a four-year comprehensive high school with an enrollment of approximately 400 students.

The school maintains an open interactive atmosphere among students, parents, staff and community. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and make decisions conducive to personal growth. To implement this philosophy, the curriculum and educational programs are continuously evaluated by the UHSA Community Council. The council includes parents, members of the community, business partners and school.

The instructional schedule is an innovative 4x4 block, with time built into the school day for students to cultivate leadership traits, to pursue supplementary academic enrichment and to develop meaningful relationships with school staff.

Demographics

University High School Academy is located on the Southwest side of Southfield. We share a campus with Southfield High School. Currently, the enrollment of 165 includes ninth and tenth grade students. Next year, we will welcome a new freshman class of approximately 114 students. Our student body is comprised of 61% females and 39% males. Ninety-four percent of our students are African American. UHSA's Caucasian populace is 4.2%; the Hispanic and Multi Ethnic populations are .06% respectively. The City of Southfield is a culturally and economically diverse area. It has a thriving international business community and is home to 80 Fortune 500 companies.

Academics/Programs

The instructional schedule is an innovative 4x4 block, with time built into the school day for students to cultivate leadership traits, to pursue supplementary academic enrichment and to develop meaningful relationships with school staff. For instance, the students have the opportunity to engage and to become immersed: School Freshman Transition Program, Mandarin Chinese, Advanced Placement Courses (AP), Technological Studies, Dual Enrollment

Opportunities and Cultural/Academic studies abroad, and the STEM (Science, Technology, Engineering and Math) Curriculum.

The STEM's curriculum, specifically, is an integrated program that students take for a minimum of two years. It is project and portfolio based. Students must demonstrate understanding in both verbal and writing skills. Exposing students to green, mechanical and civil engineering, the instructors incorporate social studies, science, math and English literacies to affect more positively their overall growth and development. Thus, the employment of realia in the STEM program strengthens the students' ability to connect the content to the real world and to make cross-curricular connections to their personal lives.

In addition, in order to prepare our students for the academic rigor that they will face at the college level, the college readiness series was enacted. Each year, the students are involved in developmental workshops beginning with: College application exploration & preparation, Mock On-site College Admissions Interviews, College Exploration and/or Visitation, Application and Scholarship Submission. In addition to the above, each grade level will receive instruction and guidance in: Plan /ACT/PSAT- (registration, test validity), EDP (Career guidance) and study skills and test taking strategies.

Finally, concerning financial literacy, our students acquire a basic understanding of money management fundamentals through our liaison with Michigan First Credit Union provides instruction using The National Endowment for Financial Education curriculum. The various activities encourage students to discover the benefits of financial responsibility and proper fiscal planning. Thus, they learn now to incorporate personal finance concepts into their everyday lives, which will impact their future financial decision-making.

Athletics/Extracurricular Activities/Volunteerism

In an effort to foster a culture of balance, we encourage students to develop interests aside from academic ones. Our goal is to develop well-rounded human beings. We believe that students' participation in academics is as equally important as their involvement in after school activities. As a result, our students have the opportunity to participate in a wide variety of extracurricular activities. Many students are also a part of community teams (sports, cheer, and dance), that travel and compete.

In terms of athletics, UHSA students may join sports teams at either Southfield High School or Southfield-Lathrup High School. Currently, between the two high schools, UHSA students participate in freshman, junior varsity and varsity levels of baseball, softball, basketball, cheer, football, volleyball, golf, soccer, swimming, tennis, cross country, track, wrestling, and marching band.

Participating in after school activities, students may engage in a range of interests including, but not limited to, various positions in student government, mentoring, World Languages Club, Jazz Band, Book Club, Ski Club, Crochet Club as well as Robotics and Engineering Clubs. Community service is another aspect of nonacademic endeavors that is encouraged. UHSA holds a monthly service learning opportunity to teach the practice of philanthropy. Students have volunteered their time, energy and talents with the Gleaner's food bank, Hadassah House (making dolls for adolescent surgical patients), Southfield Clean-up Day and Oak Grove AME Church's Home for Christmas Campaign. Students are also collecting school supplies for children at two schools that UHSA adopted: one is connected to the Kenyan Orphan World Development Program in Africa. The other is Tarcoles Elementary School, located in Northern Puntarenas Province in Costa Rica. Our students also volunteer to assist with many school events and with peer mentoring and tutoring.

Part II: Curriculum Development

PA 339 Section 1277 {1}, Ed YES! NCLB

A. Describe the school and district processes in place to review and revise curriculum, ensure that the curriculum is being taught. What is your evidence that curriculum alignment has improved student achievement? What is your evidence that the curriculum is being taught?

The Southfield Public Schools Division of Instruction launched a district-wide curriculum writing initiative to review and revise the K-12 mathematics, English language arts, science, social studies and career and technical education programs. The first stage of the District K-12 curriculum writing process, completed during the 2005-2006 school year, developed unit plans aligned to the new grade level expectations, high school content expectations and "Understanding by Design" a curriculum-writing model.

Teachers representing each level of instruction received professional development on "Understanding by Design" prior to the commencement of the curriculum writing work. The second stage of the curriculum writing initiative occurred during the 2006-2007 school year with the development of lesson plans aligned to the curriculum framework.

The third stage involved the roll-out of the district-wide curriculum framework during the district's opening professional development session at the beginning of the 2007-2008 school year. The district-wide common assessments referenced in Part Two, Section B below, describe how we collect evidence that the curriculum is being taught throughout the district.

The implementation of the Southfield Public Schools curriculum is continually supported by district and building level professional development along with monitoring by building principals and central office supervisors to ensure appropriate instruction and equitable access to the curriculum for all students.

The University High School Academy implemented several practices to review curriculum and to ensure that the Southfield Public School curriculum is taught. Teaching staff submit unit plans to the dean. In addition, instructors collaborate when planning units and meet to discuss interdisciplinary lessons. In addition to administering school generated assessments, the math, science, English and social studies departments administer the districts common assessments. Finally, the dean visits classrooms to monitor curriculum and instructional delivery by reviewing unit plans and visiting classrooms.

Evidence that curriculum alignment has improved students achievement is demonstrated by comparing student performance on the ACT Explorer (given during the eighth grade year) and ACT PLAN. The Class of 2012's average ACT Explorer score is 17.1 out of a possible 25 (data includes 57 students). The average ACT PLAN score is 19.5 out of a possible 32 (data includes 70 students). These scores reflect a 2.4 percent gain. Explorer and PLAN data were not available for 8 and 3 students respectively.

UHSA staff analyzed ninth and tenth grade PLAN results to determine the specific skills and knowledge students need to increase ACT/MME scores (UHSA students will test in Spring 2011). The following areas of improvement were identified:

Math

- Write all over the test
- Math vocabulary
- Include more critical thinking questions on assessments and on in-class assignments

Science

- Read tables and determine if they have enough information to answer the question(s)
- Utilize multiple data sources to respond to a test item/question
- Include more problems that require inferential reasoning
- Reading strategies: skimming, comparing sections of data
- Synthesize multiple pieces of information
- Relate information to real life, not always science
- Closely review how data is labeled and organized
- Model the steps to problem solve
- On in-class assessments, ask students to review the point value of a test item

English

- Punctuation: comma, colon, semicolon
- Plural forms vs. possessive form
- Black English Vernacular
- Parallelism (use of -ing)
- Transitions, understanding the nuances of transitions
- FANBOYS (For, and, nor, but, or, yet, so) conjunctions vs. conjunctive adverbs
- Wordiness
- Continuous reinforcement of writing skills in "Writer's Workshop)
- Writing across the curriculum
- Rhetorical strategies (all revision)

Reading

- Reading sentences with number (read a few lines before and after)
- Summarize
- Decoding
- Identify the main idea, topic sentence, tone
- Increase vocabulary
- Timed reading passages with questions

Test Taking Strategies

- Write all over the test
- Narrowing possible responses down to two best options and paying attention to detail to get the correct answer
- Remind students that more difficult questions are not always at the end of the test...start with what one knows and then go back and complete the rest of the test
- Test language (ex. PLAN uses NOT and LEAST)
- Teach students to look for key clues
- Time Management/time on task
- Complete the entire test when there is no penalty for incorrect responses vs. answering only what you know

B. Describe the school and district processes to develop alternative measures of assessment that capture changes in student performance/achievement as it occurs. Describe how assessment results are used in the classroom, in the school and across the district to inform instruction. What is your evidence?

During the 2006-2007 school year, the Office of Mathematics implemented district wide quarterly common assessments in Algebra. The data from this assessment in addition to other assessment data (MEAP/Check Ups) was used to plan professional development. K-12 teachers received professional development training in "Instructional Strategies", "Assessment Strategies", "MEAP", "MME Strategies" and "Everyday Mathematics".

During the 2007-08 school year, common assessments were administered K-12 district-wide in each core content area. The purpose of these assessments, are to measure the instructional and implementation effectiveness of the district's curriculum framework. In addition, the results from the common assessments allow us to target students who need additional remediation or enrichment. District-wide the common assessments are a part of our continuous improvement model to identify needed areas of professional development, curriculum alignment and student growth.

University High School Academy is fully engaged in the district's initiative to expand Differentiated Instruction (DI). DI is a dynamic way of looking at teaching. DI lets the teacher assess not just on the correctness of the student product, but also on student growth. DI forces teacher to pre-assess and continually assess as lessons and units are taught. Teachers are using various types of assessments to acquire data on student performance. Teachers use anchor activities, tiered lessons, rafts, journals, portfolios and exit slips to constantly asses their students.

The district invited two cohorts of teachers to become teacher leaders of DI. Those leaders are participating in continuous professional development on DI. At the meeting, teachers learn about DI and share their DI lessons. The professional development also afforded teachers the opportunity to record their lessons to use as exemplars for other teachers. The success of the lessons shows other teacher the power of DI. An integral part of DI is student assessment and what it means. At UHSA, teacher leaders facilitate professional development for the rest of the teaching staff.

C. Describe the strategies at the building and district levels for effective use and integration of technology as a way of improving learning. What is your evidence of use, integration, and improved student achievement?

In the realm of technology, advances were made in the training options, data systems, infrastructure updates, and productivity tools.

Over the past two years a primary focus of this department was curriculum writing and data collection. Teachers were instructed in the use of Benchmark and Inform. They learned to view and analyze scores in Benchmark and Inform. Teachers spent time writing units and lessons following the Understanding by Design (UbD) format that are aligned to state standards and incorporate technology in lessons and units of study.

This office purchased Soundzabound; this subscription allows teachers and students to legally use copyrighted music for podcasts, websites, and/or presentations. The use of any portion of music without first obtaining permission is a violation of copy right laws of the United States (U.S. Copyright Office, FI-102 revised 2006). This is a perpetual license and will not need to be renewed.

Workshops were also provided to help teachers make use of SmartBoard Technology. Through workshops teachers learn to develop interactive lessons using this technology. Teachers also learned to include video through the use of Discovery Streaming, which allows teachers to present information in a highly interactive and engaging way.

In elementary classrooms, teachers learned to use handheld technology to improve mathematics, spelling and writing. This technology allows teachers to construct highly engaging lessons whereby students write stories and beam their writing to other students, who proofread their writing. In math, students used handheld technology to solve problems and beam problems for other students to check.

Through teacher-made websites using the SchoolCenter server and subscription, teachers are able to keep parents up to date with assignments and upcoming projects. Teachers also learn to create classroom blogs and podcasts to communicate with students and parents.

We are currently developing a district-wide assessment and evaluation tool to determine the effectiveness of technology and technology integration.

At the **University High School Academy**, evidence of use and integration of technology is evidenced by use of the following:

- 10 smart boards in 14 classrooms, 2 sets of computers on wheels, 2 elmos, 2 computer labs
- Sketch-up/Blender programs (engineering programs used in industry)
- Web Quests
- Digital Stories/Digital Comics
- Web Pages designed by students
- Development of Design Center
- Google Documents
- Read/Write Think
- Piloting videotaping of lessons
- Student/Parent Connect

D. Describe strategies at the district, building, and classroom level to incorporate/combine career awareness/job learning in classroom instruction. Describe the process used to determine effective, evidenced-based strategies. What is your evidence of use, integration, and improved student achievement?

At the elementary level:

- Each media center has books that were purchased that have titles that relate to different careers.
- The partners through Partnership Council that come into the buildings also help with career awareness. They help teachers deliver instruction and offer examples of potential careers, emphasizing why students need to learn what they are being taught – relevance.

At the middle school level:

- The 8th grade students work on the development of the EDP. They participate in career exploration activities using Career Cruising.
- Partnership activities also bring in career awareness with whatever the partners share with students about their job, education and skills needed to do what they do.
- 8th grade students are administered ACT EXPLORE that has a 90 question interest inventory on careers. The information is then graphed within the World of Work map which provides an opportunity to help students understand their area of interest and how it relates to academic strengths and weakness.

At the High school level:

- Southfield Public Schools is proud to offer Career Academies at the high school level. Currently we have the Global Business and Information Technology, Engineering and Manufacturing Sciences and Human Services Academies located at Southfield High School. The Arts and Communications and Medical and Natural Sciences Academies are both located at Southfield-Lathrup High School. These Academies are designed to be a unique academic option for students upon entering 9th grade. Each Academy is diverse, offering students opportunities to complete specific task benchmarks, accumulate service learning hours, participate in academy activities and upon entering

the 11th grade apply for an internship (real-world career awareness setting). During their senior year, students are expected to complete a Senior Project. Students must maintain a 2.0 GPA while enrolled in the Academies.

- This year each academy as part of their Task Benchmarks has required their students to update EDPs. The Coordinators were trained on Career Cruising and True Colors to help with this effort.
- 9th grade students are scheduled into the Business Management Technology course (the 2 comprehensive h s only). This course has embedded career exploration and awareness activities. Students use Career Forward and Career Cruising to update their EDP.
- The Career Resource staff also helps students with exploration and EDP updates. They do a great job of providing opportunities for students with trips and colleges that support student interest.
- 10th grade students take the ACT-PLAN that includes an interest inventory. They also have the World of Work graph that would help them make some key decisions as to the courses they should take.
- CTE courses are required to provide all of its students with a real world work experience. This can be accomplished by field trips, co-op placements and or job shadowing experiences.

Some qualitative data and surveys are administered to students and parents to determine the effectiveness of these programs. Much development needs to continue in this area. In addition, we are currently developing a comprehensive evaluation and assessment tool to determine the effectiveness of our high school academies—our largest career awareness program for students in the district at the high school level.

UHSA uses Career Cruising to facilitate career awareness. Students take a series of career interest inventories, research careers, assess their skills as they relate to career readiness and tie these activities together to create an Educational Development Plan (EDP) and resume.

Part III: Plan Development-Stakeholders

PA 289 & PA 339 Section 1277 {1} Ed YES!

Required stakeholders are invited and encouraged to voluntarily participate in the development, review, and evaluation of the building improvement plan.

Building/Program Administrators	Teachers	Other School Employees	Pupils	Parents of Pupils (If Title I must have parents involved)	Other Community members
Dean: Marcia Williams	Co-chairs: Lateefah Brown Davena Jackson Committee Members: Daniel Deegan Emily Feng Carolina Fershtman Patricia Giebel Tiffany Hackworth Brook Kirouac Lorri Lewis David Miller Harry Patton Martin Sanford Melisa Shellenbarger Mark Trexler	Secretaries: LaConya Elliott Katherine Michalsen	Members of the Dean's Directorate and Student Congress	Dr. Judy Davis PTSA Executive Board: Bill Bounds Penny Franklin Ann Larsen Lynette McDougal-Calhoun	LEAR: Derrick Mitchell Michigan First Credit Union: Mark Guimond

Part IV: Plan Development-Services/Resources

PA 289 & PA 339 Section 1277 {1} Ed YES!

- Family Involvement:** Describe building and district strategies to help families support 1) their children's education, 2) evaluate family involvement activities, and 3) develop a parent compact (attach a copy of your school's parent compact).

From the inception of University High School Academy (UHSA), the parents have been an integral part of establishing the school. Parents participated in surveys concerning the dress code and school mascot. Having the parents' voice their opinions better allowed for more effective school planning and parent participation. With this ideal in mind, The PTSA organizes the back to school picnic, which is an annual event for incoming eighth graders and existing students to help ensure connectivity between the students, parents and staff. We have always been committed to build a family-school community where our students may excel.

Each year, parents help host the eighth grade open house for incoming parents. All parents are invited to participate. UHSA parents provide refreshments, answer questions and share information about the school culture and climate. This opportunity is so unique because potential incoming parents hear about the schools' educational and extra-curricular opportunities from knowledgeable and excited parents who look forward to the opportunity to speak positively about the school.

Another factor that deepens parents' involvement is the maintenance of two-way communication between school and home. Parents are provided with program updates, student performance reports, discipline information, and achievement contracts. They are also provided the weekly message from the Dean, monthly newsletters from the counselor, which includes scholarship, college and academic information and student updates from instructors via notes, email,

voicemail and telephone. Parents also provide feedback through various surveys concerning school culture, climate, curriculum and areas of improvement. Finally, all parents and student have access to information about grades, attendance through Parent and Student Connect.

"Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16). When parents are afforded the opportunity to become involved, the school culture fosters children who achieve greater success. That's why parents chaperon school dances and spring splash parties, and participate in Career Day which showcases our parents' vast expertise and diversity in career pathways.

Another way parents participate is through parent/student fund raising. For instance, parents host 6-7 times a year the Wendy's fundraiser, which allowed them to donate money for school planners etc. and organize the yearly bowling outing. Finally, they have introduced the "No Stress Fundraiser" to provide parents an option to donate to the PTSA while eliminating the need to participate in regularly scheduled fundraiser events.

When the parents understand how the child develops, they are better able to provide a more positive and exciting home environment. The parents may even want to learn more and possibly attend the parent classes provided by the school. This type of situation can produce a positive spiral of success for the parent, school, and student (Gelfer). Consequently, UHSA offers a "Parent Leadership Academy" that encompasses college readiness for parents and strategies for them to enable their students' to navigate successfully through the varying subjects.

- **Coordination of Resources:** Describe ways that the building and district have developed, coordinate and utilize community resources and recruit/train volunteers. Cite specific examples. Describe the process used to determine program(s) effectiveness and impact on student performance.

The following programs are implemented at University High School Academy:

A. NHS Tutoring: The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school and middle level students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character (and Citizenship for NJHS). Weekly, members of NHS offer peer tutoring after school in all academic content areas. As members, students receive leadership training at both the district and state level through conferences and leadership conferences in an effort to improve their leadership skills.

B. 10th Grade Teacher/Student Mentoring: This program is designed for sophomore students who have earned below a 3.0 grade point average. Teachers connect with their assigned groups of protégés every one to two weeks to remind them to ask their teachers about areas of difficulty with content, to check their scores on Zangle, to schedule tutoring sessions with their teachers and to discuss time management issues with planner use and extracurricular activities.

C. 9th Grade Mentoring: Dean Williams/Counselor Patton: This program is designed for freshman students who have earned below a 3.0 grade point average. Our Dean and school counselor meet with groups of students to discuss study skills, skills for managing homework and projects, each student's overall performance on assessments, strategies for communicating/working with teachers with whom they have difficulty connecting. Each freshman has a 10th grade mentors. They meet every 1-2 weeks, often times at lunch, to discuss concerns associated with school. The 10th grade mentors regularly attend the 9th grade mentoring meetings to offer support to their protégés.

D. Peer Mediation: The Peer Mediation Group was established to provide students with the resources and communication tools necessary to resolve conflict with minimal adult intervention. Each member of this team of six students attended twenty hours of training in conflict resolution conducted by the Peers Making Peace Program. Training sessions were facilitated by the Oakland Mediation Center. The group's sponsors (UHSA's Dean and counselor) engaged in forty hours of training in support of the students and this program. Each year new students may apply to join.

E. Career Cruising: UHSA uses Career Cruising to facilitate career awareness. Students take a series of career interest inventories, research careers, assess their skills as they relate to career readiness and tie these activities together to create an Educational Development Plan (EDP) and resume.

F. College Readiness Program: This 4-year program exposes students to information and practices regarding the college application process, the writing of the personal statement, on-site college admissions process, disaggregation of standardized test preparation data, and completing summer program/scholarship applications.

G. Michigan First Credit Union: Students acquire a basic understanding of money management fundamentals through our liaison with Michigan First Credit Union through the National Endowment for Financial Education. The various activities encourage students to discover the benefits of financial responsibility and proper fiscal planning. Thus, they learn to incorporate personal finance concepts into their daily lives, which will prepare them for a lifetime of financial awareness and success. As an evaluative measure, students take the National Financial Capability Challenge test. The results of this test are evaluated to track the improvement of each student's yearly financial literacy growth over time.

H. Wayne State: Confucius Institute: The Confucius Institute provides support and resources for the UHSA Chinese Language Program. Members from the institute work directly with students to engage them in authentic day-to-day activities that allows them to practice/utilize the skills learned in Mandarin Chinese. In addition, students are invited to participate in a Chinese Language Camp on the campus of Wayne State University.

I. University of Michigan: library, media services: The librarian at the Mardigian Library of the University of Michigan-Dearborn works with students to expose them to research opportunities on the college campus. Additionally, students learn about proper citation of sources, using primary and secondary sources, and plagiarism.

J. LEAR: LEAR Human Resources Department provides students with an interactive presentation about soft business skills and interviewing techniques.

K. ADL-No Place for Hate Program: Students participate in seminars discussing equity issues relevant to school and the business world. This program encourages students to work collaboratively to create/maintain a school environment that fosters understanding and tolerance and encourages fair, respectful treatment of all.

L. M-REACH: Business program with the University of Michigan: This four-year program requires students to use software to develop business plans with a team of students. If the plan is successfully completed, students are given funds to start their business. Other components of this program include seminars at the Ross School of Business, time on campus in the summer and college school of business mentors.

M. Student Congress / Class Board: **Student Congress** is a group that serves as the umbrella organization for all branches of student government. In addition to promoting school pride and unity, Student Congress, or commonly known as StuCo, is active on the local, county and state levels through student leadership organizations such as the Oakland Activities Association (OAA) and the Michigan Association of Secondary School Principals (MASSP) Michigan Association of Student Councils (MASC). Members of StuCo meet weekly to plan, propose and implement social, community and fundraising activities. Students are recruited in the fall of every school year.

The University High School Academy **Class Board** is a collection of groups organized by class, which are dedicated to celebrating the spirit of its members. Each class is represented by a separate class board, which works to design activities and events to promote class spirit and school unity, to establish a closer cooperative, problem-solving relationship between students and staff, and to organize fundraisers for each graduating class.

For both groups, the level of student body participation in events and activities and the development of leadership skills for group members are measures of program effectiveness. In addition, groups may apply for the Award of Excellence, which indicates a group's readiness and ability to effectively evaluate their school year, goals, projects and problem solving skills.

N. Precious Gems: Students from the University of Michigan-Ann Arbor support this female mentoring program. The mentors educate students about etiquette, modest use of makeup, college level work, etc.

O. Parent Teacher Student Association (PTSA): University High School Academy's PTSA offers support in the areas of fundraising and social connections among students, staff and families. The PTSA has established an annual Welcome Back to School picnic held each August and a spring bowling party. The group also donates or purchases several items for the school.

P. Multiple Intelligence Survey: Each fall all UHSA students complete a learning styles survey. The information from this survey is used by staff to plan lessons that are effective for a variety of learners with a variety of readiness levels. A binder with survey results is kept in the faculty lounge. Finally, the counselor uses information from the survey to educate students about study/organizational strategies that fit their respective learning styles.

- **Role of adult and community education, libraries, and community colleges in the learning community:** Describe resources available that relate to the goal(s) and design strategies for planned resources. Describe the process used to utilize and coordinate community resources at the building and district levels.

University High School Academy collaborates with the University of Michigan-Dearborn's Mardigian Library to provide students with an environment in which they can research for projects and essays on a college campus, gain exposure to library resources, and learn more about primary and secondary source documentation and plagiarism.

Juniors and seniors are eligible for Dual Enrollment courses at the University of Michigan-Dearborn, Wayne State University and Oakland Community College during the fall and winter semesters. Dual Enrollment courses are offered on the college campus and taught by university/college faculty.

- **Supplemental Instructional Services:**

TITLE I Schools—Describe services funded through Section 31a, Title I, Parts A & C, etc. to support students identified (or if Schoolwide-all students) as not achieving the core curriculum benchmarks. Also include other instructional option delineated in Education YES! Extended Learning Opportunities and Advanced Coursework Indicators.

Title I, Part A programming is designed to help children who are failing or most at risk of failing meet the district's core academic curriculum standards. This goal is achieved by providing supplemental instructional services to targeted students at identified Title I buildings throughout the district. Instructional services are delivered to students in each academic area of core curriculum in accordance with Title I building targeted assistance plans. Title I Building Plans include multiple strategies in all academic areas to improve student achievement based on best practice research on teaching and learning. These effective strategies include:

- *Disaggregation of student assessment data to identify students at each grade level for Title I selection purposes*
- *During the school day supplemental "push in" and "pull out" support provided by highly qualified teachers*
- *After school extended learning opportunities that reinforce in-class instruction provided by highly qualified teachers*
- *Sustained professional development for all Title I staff that reflects research on teaching and learning*
- *Ongoing parent involvement activities that provide greater instructional knowledge to families to support children's education at home*

UHSA is not a Title I school.

NON-TITLE I Schools—Describe support to students identified as not achieving the core curriculum benchmarks. What Extended Learning or Advance Coursework opportunities does your school provide?

A myriad of supports are in place for students who require additional support, extended learning and advanced coursework.

- Teaching staff integrates differentiated instructional strategies in instruction.
- Faculty has before and after school office hours for tutoring and remediation.
- Advanced Placement courses are offered to all students grades 10-12. These courses include AP United States History, AP World History, AP Government, AP Biology, AP Chemistry, AP Environmental Science, AP Language and Composition and AP Literature and Composition.
- Teacher leaders, the counselor and dean review student performance every six weeks to identify students in need of additional academic support and monitoring.
- At the end of each semester, students performing below a 3.0 are placed on an Academic Contract. The parent, student and dean sign the contract. Ninth grade students on contract meet weekly with the counselor (male students) and dean (female students) to review time management strategies, study habits, etc. In addition, ninth grade contract students have a tenth grade mentor who provides support and encouragement. Tenth grade students on contract have a staff mentor who meets with them every one to two weeks to review academic progress, provide encouragement and tutor (if necessary).
- Mandatory Leadership: Students who underperform in school are required to attend mandatory tutoring sessions with specific subject-area teachers as needed.

- **Site Based Decision-Making Process:** Describe the process used to involve various stakeholders in the planning, development, implementation, evaluation, and revision of the school improvement plan.

All staff members implement several practices to review curriculum and to ensure that the Southfield Public School curriculum is taught. Teaching staff submit unit plans to the dean. In addition, instructors collaborate when planning units and meet to discuss interdisciplinary lessons. In addition to administering school generated assessments, the math, science, English and social studies departments administer the districts common assessments. Finally, after reviewing unit plans, the dean visits classrooms to monitor curriculum and instructional delivery.



School Name: University High School Academy
 Year(s) 2009 - 2013

School Improvement Action Plan

Goal Statement: By the end of the 2012-2013 school year, the number of ninth grade through twelfth grade students at UHSA will improve their expository writing skills by 10% at each grade level as measured by the ACT/MME. Essence (two or three specific skills): 1. Rhetorical Strategies 2. Writing Process 3. Strengthen Persuasive Writing Skills to improve writing							
Support Data (used to select the goal): 1. Staff Survey 2. Student Survey 3. Parent Survey		Standardized Assessment(s) 1. PLAN, ACT/MME 2. Surveys	Local Assessment(s): 1. Common Assessments for the District 2. Content Area Writing Prompts				
Strategies/Intervention: 1. To Promote increased achievement in writing, teachers will implement the following strategy: Lab Reports, DBQ's (Data-Based-Questions), Essays, Reflections, Process Summaries, Portfolios		Research supporting this strategy/intervention: 1. Writing Next, Effective Strategies to Improve Writing of Adolescents in Middle and High Schools 2. College Board 3. ACT Organization 4. <i>Teaching Writing in the Content Areas</i> , Vicki Urquhart and Monette McIver 5. <i>Writing on Demand-Best Practices and Strategies for Success</i> , Anne Ruggles Gere, Leila Christenbury and Kelly Sassi 6. <i>An Administrator's Guide to Writing Instruction</i> , NCTE Policy Brief					
Activities to implement the intervention (including professional development) such as: 1. Teachers will train students on how to write using a rubric (often the ACT writing rubric), which will be given along with writing prompts throughout the year. 2. Writing will be All Subject Areas, which will include persuasive writing, Argumentative writing, and various modes of writing. 3. There will be classroom computer access for writing instruction that encourages multiple digital forms. 4. Formative writing assessment will be imbedded throughout the curriculum that includes teacher-student dialogue centered on strengths/deficits concerning students' writing. 5. Writing workshops module is implemented into the Language Arts classroom. 6. 6+1 Traits of Writing used as a writing assessment tool.		Person(s) Accountable	<u>Timeline</u> Begin End		Resources	Measured by	Evidence of goal attainment
		Administration Teaching Staff	2009	On-going	ACT Rubrics 6+1 Traits of Writing College Board NCTE Technical Writing Rubrics Read/Write/Think Organization	PLAN ACT District Assessments Student Journals On-going Assessments Pre/Post Tests Essays Student Work Lab reports DBQ's Reflections	Increased students' scores from Explorer and ACT Student Work Writing Portfolios Increase in content area writing goals

Part V: Plan Development Goal/Strategies

PA 289 & PA 339 Section 1277 (1) Ed YES!

School Name: University High School Academy (UHSA)

Year: 2009-2013

Goal (describes what is expected of students): **By the end of the 2012-2013 school year, the number of ninth grade through twelfth grade students at UHSA will improve their expository writing skills by 10% at each grade level as measured by the ACT/MME.**
(Two-year AYP plans must include the expected gains in student achievement)

Essence of Goal (Clearly defines the skills to improve): Strengthen students' rhetorical strategies, improve writing process skills, and enhance students' ability to take a stand on an issue by making a claim and defending it through imploring argumentative strategies.

Support Data (Comprehensive Needs Assessment/NCA Profile/Annual Review) Used to Identify the Goal and Strategies:

Standardized Tests: **PLAN, ACT/MME**

Local Assessments: **Surveys, Common Assessments, Content Area Writing Prompts**

Environmental Scan: **(NCA Schools Only)**

Strategies/Interventions (Evidenced-based, new/enhanced instructional practices):

To promote increased achievement in writing, teachers will implement the following strategies: Lab Reports, DBQs (Data Based Questions), Essays, Reflections, Process Summaries, Portfolios.

Professional Development (professional development needed to implement strategies/interventions):

- A. "Instructional scaffolding for thinking and discussing in order to increase student achievement in writing" – Based upon the research findings of Dr. Judith Langer, teachers will be given reading materials that show the strategies they can use in their classrooms. From the literary research teachers will scaffold questions from each Discussion strategy (Tapping Understanding, Seeking Clarification, Inviting Participation, or Orchestrating discussion) and Thinking Strategies (Focusing Ideas, Shaping Arguments, Linking Concerns, Upping the Ante) to employ by the end of the semester and bring student work (timed school-wide common assessment) to the next faculty meeting/Collaborative Monday that demonstrate the strategies. **(Opening School PD)**
- B. Common Terminology across Content Areas – Thesis/Hypothesis, Bibliography/Works Cited, Concrete Details/Evidence, Commentary/Analysis/Opinion/Support/Refute, limiting Internet resources, using authentic sources

Evidence of Improved Student Achievement/Assessments:

Standardized Tests: **ACT/MME**

Local Assessments: **Timed school-wide assessment**



School Name: University High School Academy
 Year(s) 2009 - 2013

School Improvement Action Plan

<p>Goal Statement: By the end of the 2012-2013 school year, the number of ninth grade through twelfth grade students at UHSA will increase their literacy by 10% at each grade level.</p> <p>Essence (two or three specific skills):</p> <p>1. Reading 2. Writing</p>							
<p>Support Data (used to select the goal):</p> <p>1. Explorer 4. Teacher Observations</p> <p>2. Student Survey</p> <p>3. ACT/MME</p>		<p>Standardized Assessment(s)</p> <p>1. PLAN</p> <p>2. HSPT</p>	<p>Local Assessment(s):</p> <p>1. Common Assessments for the District</p> <p>2. Content Area Writing Prompts</p> <p>3. Reading/Writing Inventories</p>				
<p>Strategy/Intervention:</p> <p>1. Employing teacher approaches that foster critical thinking, questioning, student-decision making, independent learning such as: hands-on activities, scaffolding, mini-lessons, discussions, group work, student choice, ample feedback and forms multiple forms of expressions</p> <p>2. Addressing the diverse reading and writing aptitudes of adolescents whose literacy abilities vary</p>			<p>Research supporting this strategy/intervention:</p> <p>1. Adolescent Literacy: A Policy Research Brief (NCTE)</p> <p>2. Research Based Strategies to Ignite Student Learning -Judith Willis, M.D.</p> <p>3. The Right To Literacy in Secondary School: Creating a Culture of Thinking, Suzanne Plaut, et al.</p> <p>4. Guidelines for Teaching Middle and High School Students to Read and Write Well, Center on English Learning and Achievement</p> <p>5. Improving Literacy Understanding: Through Classroom Conversation, Center on English Learning and Achievement</p> <p>6. Do I Really Have to Teach Reading: Content Comprehension Grades 6-12, Cris Tovani</p>				
<p>Activities to implement the intervention (including professional development) such as:</p> <p>1. Reader Response</p> <p>2. Socratic Seminar</p> <p>3. Oratorical Contest</p> <p>4. Poetry Outloud</p> <p>5. Portfolios (STEM)</p> <p>6. Writing Portfolios (ELA)</p> <p>7. Oral Defense (STEM, Chemistry)</p> <p>8. Lab Reports</p> <p>9. DBQ's</p> <p>10. Technical Writing</p> <p>11. Blender Natural Motion to Design Animations (STEM)</p> <p>12. Digital Comics (Technology Application)</p> <p>13. MANGA (An Alternative Reading Resource)</p> <p>14. Digital Stories (Technology Application)</p> <p>15. Strategic Tutoring (National Honor Society)</p> <p>16. Extended time for Literacy (School-Wide Book Club)</p> <p>17. Interdisciplinary Teaching Teams</p>		<p>Person(s) Accountable</p> <p>Administration Teaching Staff</p>	<p>Timeline</p> <p>Begin End</p> <p>2009 On-going</p>		<p>Resources</p> <p>College Board NCTE Read/Write/Think Organization Center on English Learning and Achievement</p>	<p>Measured by</p> <p>PLAN ACT District Assessments Student Journals On-going Assessments Pre/Post Tests Essays Student Work Lab reports DBQ's Reflections</p>	<p>Evidence of goal attainment</p> <p>Increased students' scores from Explorer and ACT Student Work Writing Portfolios Increase in content area writing goals and reading goals</p>

Part V: Plan Development Goal/Strategies

PA 289 & PA 339 Section 1277 {1} Ed YES!

School Name: University High School Academy (UHSA)

Year: 2009-2013

Goal (describes what is expected of students): **By the end of 2012-2013 school year the number of ninth grade through twelfth grade students at UHSA will increase their literacy by 10% at each grade level.**
(Two-year AYP plans must include the expected gains in student achievement)

Essence of Goal (Clearly defines the skills to improve): Strengthen students' cognitive reading skills and writing skills.

Support Data (Comprehensive Needs Assessment/NCA Profile/Annual Review) Used to Identify the Goal and Strategies:

Standardized Tests: **HSPT, PLAN, ACT/MME**

Local Assessments: **Surveys, Common Assessments, Content Area Writing Prompts, Reading/Writing Inventories**

Environmental Scan: **(NCA Schools Only)**

Strategies/Interventions (Evidenced-based, new/enhanced instructional practices):

- A. Employing teacher approaches that foster critical thinking questioning, student-decision making, independent learning such as: hands-on activities, scaffolding, mini-lessons, discussions, group work, student choice, ample feedback and multiple forms of expression.
- B. Addressing the diverse reading and writing aptitudes of adolescents whose literacy abilities vary.

Professional Development (professional development needed to implement strategies/interventions):

"Instructional scaffolding for thinking and discussing in order to increase student achievement in writing" – Based upon the research findings of Dr. Judith Langer, teachers will be given reading materials that show the strategies they can use in their classrooms. From the literary research teachers will scaffold questions from each Discussion strategy (Tapping Understanding, Seeking Clarification, Inviting Participation, or orchestrating discussion) and Thinking Strategies (Focusing Ideas, Shaping Arguments, Linking Concerns, Upping the Ante). Teachers will give a pre-assessment at the beginning of the 1st semester in their respective content areas, and then employ scaffolding strategies (above) and test at the end of the semester for data analysis at department meeting/Collaborative Monday.**(Opening School PD)**

Evidence of Improved Student Achievement/Assessments:

Standardized Tests: **ACT/MME**

Local Assessments: **School wide timed writing assessment from goal #1; school wide reading pre and post assessments**



School Name: SPS University High School Academy
 Year: 2009-2013

School Improvement Action Plan

<p>Goal Statement: By the end of the 2010-2011 school year, the students will strengthen their critical thinking skills increasing PLAN and ACT/MME scores by 5%.</p> <p>Essence (two or three specific skills):</p> <p>1. _____ 2. _____ 3. _____</p>						
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> 1. Informal Assessment 2. Explorer Data 3. PLAN and ACT/MME Results 	<p>Standardized Assessment(s)</p> <ol style="list-style-type: none"> 1. PLAN 2. ACT/MME 	<p>Local Assessment(s):</p> <ol style="list-style-type: none"> 1. Project Based Learning 2. Portfolios 3. District Common Assessments 				
<p>Strategy/Intervention: To promote increased critical thinking skills teachers will use an array of the following strategies: oral defenses, portfolio presentations, group based learning, project based learning, Differentiated Instruction and reflections.</p>			<p>Research supporting this strategy/intervention:</p> <p>All works by Tomlinson and Marzano</p>			
<p>Activities to implement the intervention (including professional development) such as:</p>						
<ol style="list-style-type: none"> 1. Teachers will use project-based learning to foster problem solving. 2. Teachers will use work presentations for assessments. 3. Teachers will give time for students to metacognate. 4. Teachers will teach lessons understanding the varied readiness, interest and learning styles. 5. Teachers will post signs containing critical thinking questions cues. 						
<p>Person(s) Accountable</p>		<p>Timeline Begin End</p>		<p>Resources</p>	<p>Measured by</p>	<p>Evidence of goal attainment</p>
<p>All Teachers</p>		<p>2009</p>	<p>Ongoing</p>	<p>PLAN, MME/ACT DI Leaders</p>	<p>Writing Project Outcomes, PLAN, MME/ACT</p>	<p>Increased scores, Increased staff awareness, and increased</p>

School Name: University High School Academy (UHSA)

Year: 2009-2013

Goal: Critical Thinking

The University High School Academy students will have increased their respective Explorer and Plan scores by 5% due to the increased use of their critical thinking skills in the classroom.

Essence of Goal:

In order to obtain this goal, the students will be involved in project-based learning, group-based learning and orally presenting and defending their work. These tasks will lead students to apply the following skills: metacognition, problem solving, inductive reasoning, categorizing, comparison, reasoning and classification.

Support Data (Comprehensive Needs Assessment/NCA Profile/Annual Review) Used to Identify the Goal and Strategies:

Standardized Tests: **Explorer, Plan, ACT-MME**

Local Assessments: **Projects, Common Assessments, Unit Tests**

Environmental Scan: **(NCA Schools Only)**

Strategies/Interventions (Evidenced-based, new/enhanced instructional practices):

To promote increased critical thinking skills teachers will use an array of the following strategies: oral defenses, portfolio presentations, group based learning, project based learning, Differentiated Instruction and reflections.

Professional Development (professional development needed to implement strategies/interventions):

The staff will benefit from learning more about Differentiated Instruction. DI will help teachers understand the importance of the strategies implemented. ASAP

Evidence of Improved Student Achievement/Assessments:

Standardized Tests: **Explorer, Plan, ACT-MME**



School Name SPS University High School
 Academy _____

School Improvement Action Plan

Goal Statement: Essence (two or three specific skills): 1. Improved test-taking skills evidenced by ACT/PLAN test scores school average improved by 1 point (5%) over previous test.							
Support Data (used to select the goal): 1. Current Explorer and PLAN scores 2. Survey data		Standardized Assessment(s) 1. Explorer 2. PLAN 3. ACT	Local Assessment(s): 1. District Common Assessments 2. Unit/Chapter tests in class.				
Strategy/Intervention: Practice specific test-taking strategies in class settings on in-class assessments or practice activities.			Research supporting this strategy/intervention: www.ericdigests.org/pre9210/skills attached www.edconsultmidwest.com attached www.actstudent.org/onlineprep/tour too much to attach www.testakingtips.com/test/genpre.htm attached.				
Activities to implement the intervention (including professional development) such as: 1. ACT Prep Class (2010-2011 year) Focused on identified 11th graders with identified 10th graders to fill remaining spaces. 2. Timed tests given throughout the year. Encourage pacing. Encourage not leaving blanks. 3. Pick and Choose tests. (Too many questions to do in allotted time. Students forced to look through test to choose for best score.) 4. Q/R/Q. Questions/Reading/Questions. See questions first. Reading selection the given and returned. Then questions given without reading in front of them to encourage reading first. 5. Personal Preparation. Good rest, dress comfortably, take care of bathroom needs, seating position in room, etc.		Person(s) Accountable UHSA faculty	Timeline Begin End 9/10 6/10		Resources In class assessments Practice ACT	Measured by Scores improved on PLAN and/or ACT from previous.	Evidence of goal attainment Scores improved on PLAN and/or ACT from previous.

Part V: Plan Development Goal/Strategies

PA 289 & PA 339 Section 1277 {1} Ed YES!

School Name: University High School Academy

Year: 2009-2010

Goal (describes what is expected of students):

(Two-year AYP plans must include the expected gains in student achievement)

Improved test taking skills evidenced by ACT/PLAN test scores improved by 1 point (5%) over previous appropriate test.

Essence of Goal (Clearly defines the skills to improve):

- 1) Test taking strategies: types of questions to be answered first, reading directions, skimming, narrowing answer choices, not leaving answers blank.
- 2) Time management during test: answering easy questions first, skimming long literary passages, last 5 minutes bubble in all blank answers, move past difficult/time consuming questions
- 3) Preparation before exam: on time, comfy clothes, extra pencils, calculators, batteries, seating positioning adjustments throughout testing, understanding length of each test for better completion strategy.

Support Data (Comprehensive Needs Assessment/NCA Profile/Annual Review) Used to Identify the Goal and Strategies:

Standardized Tests:

1. **Explorer**
2. **PLAN**
3. **ACT**

Local Assessments:

1. **District Common Assessments**
2. **Unit/Chapter tests in class.**

Environmental Scan: (NCA Schools Only)

Strategies/Interventions (Evidenced-based, new/enhanced instructional practices):

1. ACT Prep Class (2010-2011 year) Focused on identified 11th graders with identified 10th graders to fill remaining spaces.
2. Timed tests given throughout the year. Encourage pacing. Encourage not leaving blanks.
3. Pick and Choose tests. (Too many questions to do in allotted time. Students forced to look through test to choose for best score.)
4. Q/R/Q. Questions/Reading/Questions. See questions first. Reading selection the given and returned. Then questions given without reading in front of them to encourage reading first.
5. Personal Preparation. Good rest, dress comfortably, take care of bathroom needs, seating position in room, etc.

Professional Development (professional development needed to implement strategies/interventions):

3/10/2010: PLAN Item Analysis for grades 9 & 10. Departmental Team Collaboration (revise lesson/unit plans/assessments to include ACT/PLAN like questions for student test preparation and remediation)(PLAN analysis will ID key concepts in content areas that must be incorporated in ACT prep course)

MAY 17, 2010 Collab Monday:

Create ACT test prep “cheat sheet” it will include:

EVIDENCE OF GOAL...

- Test directions script
- Test taking skills check list to be used by teachers throughout the year to check off each skill each time they are used... (don't leave MC blank, read all instructions first, do easy q's first, written portion/then MC last, depending on tests)
- Time-line for each test preparation (note card as assignment, book notes/summary as assignment, review sheet assignment on a time-line, using planners to record/set aside/remind students of study time not just assignments)

Evidence of Improved Student Achievement/Assessments:

Standardized Tests:

Test scores: ACT/PLAN

Local Assessments:

Common assessments, subject classroom assessments

Part V: Plan Development Goal/Strategies

PA 289 & PA 339 Section 1277 {1} Ed YES!

School Name: University High School Academy (UHSA)

Year: 2009-2013

Goal (describes what is expected of students):

(Two-year AYP plans must include the expected gains in student achievement)

UHSA will increase students' participation in extra-curricular activities, by the end of 2012-2013 school year.

Essence of Goal (Clearly defines the skills to improve):

Increase the variety of organizations and activities available for participation.

Create a student culture that engages student participation and leadership in generating and supporting new initiatives.

Increase student morale and overall school spirit

Support Data (Comprehensive Needs Assessment/NCA Profile/Annual Review) Used to Identify the Goal and Strategies:

Standardized Tests: PLAN

Local Assessments:

SURVEYS (Student, Parents)

STAFF OBSERVATIONS

STUDENT ROUND TABLE

Environmental Scan: (NCA Schools Only)

Strategies/Interventions (Evidenced-based, new/enhanced instructional practices):

Freshmen transition (Student-to-Student Presentation)

Grade Level Meetings

College Readiness Series

Student-to-Student town hall meeting

Professional Development (professional development needed to implement strategies/interventions)

Joint collaboration with student leadership and staff

Freshmen Connection

Parent Orientation

Student Activities Fair

Student Survey

Parent Survey

Evidence of Improved Student Achievement/Assessments:

Standardized Tests:

Local Assessments: SURVEYS (Spring)

Part VI. Yearly Professional Development Plan and Calendar

<i>Month</i>	<i>Prof. Development Activity</i>	<i>Related strategy/Skill</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Costs</i>	<i>Source of Funds</i>
August 2010	Test Taking Strategies	Goals 3 and 4	Harry Patton/ Brook Kirouac	End of August-June	0	
September	1.) Differentiated Instructions/Embracing Multiple Intelligences 2.) Student Involvement/Student Achievement: Making Connections	Goals 1-4 Goal 5	Lateefah Brown/David Miller Marcia Williams	September-June	0	
October	Cross-curricular literacies	Goals 1-4	Davena Jackson/Lorri Lewis	October-June	0	
November	Connecting the Dots	Goal 5	Student Congress/ Marcia Williams/Lorri Lewis	November-June	0	
December	PLAN Data Analysis	Goals 1-4	Marcia Williams	December-June	0	
January 2010	Project-Based Instruction/Differentiated Instruction	Goals 1-4	David Miller/Lateefah Brown/Tiffany Hackworth/Jennifer Banks	January-June	0	
February	ACT/MME Testing Procedures	Goals 1-4	Marcia Williams	February	0	
March	Reading/Writing in the Content Areas	Goals 1-4	Davena Jackson/Lorri Lewis	March-June	0	
April	Using Technology to Enhance Learning	Goals 1-4	David Miller/Lorri Lewis/Brook Kirouac	April-June	0	
May	Data Analysis: Student Performance for 10-11 School Year and the Implication for the 11-12 School Year	Goals 1-5	Marcia/Department Chairs	May	0	
June	NONE					
July	NONE					

Part VIII: Michigan Merit Exam NCLB AYP Improvement Plan Requirements

- 1. Please describe the analysis of your school's student achievement data. Include areas you have identified for improvement, professional development and goal setting based on your most recent MME results.**

In preparation for the MME and to acquire more specific information about student readiness, UHSA staff analyzed the PLAN results for the 95% of the Class of 2012 and 81% of the Class of 2013. The average score for 2012 is 19.2 and 17.0.

To improve the aforementioned areas of student achievement, the UHSA staff will participate in professional development about test taking strategies and skills. Also, specific areas of improvement for each content area are included in this plan.

- 2. What specific strategies and interventions will you employ to ensure a 10% increase in the number of students who meet or exceed state standards on the 2008-2009 administration of MME?**

The first group of students to take the MME at UHSA will test in Spring 2011.

- 3. What strategies/interventions have you included in this plan to promote effective parental involvement?**

Parental involvement is important to student achievement. In an effort a weekly message from the dean to parents includes tips for test taking, studying, and teenage brain development. In the fall 2010 the counselor will facilitate a parenting academy for all parents interested in receiving strategies to support student learning.

- 4. As appropriate, what activities before school, after school, during the summer and during any extension of the school year have you included in the plan?**

To date, UHSA has not provided before school, after school, during the summer and during any extension of the school year activities in the plan. In January 2011, students will have the option to participate in an after school test preparation course with Princeton Review.

- 5. Describe how your school will incorporate a teacher improvement and mentoring plan.**

The mission of the UHSA Mentoring Program, whether new to the profession, new to the school, new to an academic area or a teacher who desires additional professional support is to provide a solid, reliable support system to ease the transition to a new school community and to enrich the teaching experience of new or seasoned staff.

Program Overview: The UHSA Mentoring/Support Program is a cooperative arrangement among peers in which one or more skilled and experienced teachers provide teachers new to UHSA ongoing assistance and support. The relationship is expected to be mutually beneficial for all parties involved and to result in strengthened instructional competence and professional performance. New teachers will be provided with a formal mentorship experience, in addition to professional development seminars. Beginning teacher and seasoned teachers can meet these challenges with the assistance of experienced teachers and administrators who recognize the need for teacher support during the first year or two of this program or on the job.

Program Goals: The beginning years of teaching can be enormously challenging and stressful. Many teachers experience an abrupt and unassisted entry into teaching. Some teachers experience “reality shock” or “burn-out” during the course of their careers.

- Familiarize new teachers with the duties of teaching and the school culture
- Increase retention of quality teachers, thereby producing a stable and loyal teaching staff
- Increase the competency of new teachers by improving their professional skills in instructions, classroom managements, and communication
- Support seasoned teachers who are teaching new courses or who need to expand their instructional toolbox
- Promote teacher collaboration and camaraderie
- Establish a teacher-mentor relationship that provides support and guidance

Mentor Expectations:

- Meet with mentee at least twice monthly
- Attend mentor training
- Attend mentor professional development seminars throughout the school year
- Observe the new teacher’s classroom teaching at least once per semester and discuss observations
- Work with mentee to determine areas of needed support
- Attend peer support groups for mentors and mentees

Mentee Expectations:

- Meet with mentor at least twice monthly
- Attend bi-monthly professional development seminars throughout the school year
- Work with the mentor to determine areas of support needed
- Attend peer support groups for mentors and mentees
- Maintain activity log of mentoring contacts
- Observe the classroom of an experienced teacher at least once per semester and discuss observations

6. As the instructional leader, describe how you will support teachers in reaching the goals of this improvement plan?

As the instructional leader, I have two substantial initiatives planned for the 2010-2011 school year. First, I plan to continue to conduct classroom walkthrough’s. However, I intend to document my visits and to use a rubric to record classroom practices (Marzano’s Nine / Bloom’s Taxonomy). Second, members of the UHSA staff are developing a peer observation/reflection model. Staff will be videotaped during instruction. Upon completion of the lesson, a small group of staff will meet to debrief about the lesson. The intention is to foster a community of teachers who think deeply about instruction and who share best practices with colleagues.

All building professional development will provide teachers with requisite skills and knowledge needed to support the goals identified in the School Improvement Plan.

7. What additional support do you need?

N/A

Part IX: Title I Schoolwide Plan Requirements

(Complete only if developing and submitting a Schoolwide Improvement Plan)

UHSA is not a Title 1 School.

A. Describe the **comprehensive needs assessment** of the entire school, including, but not limited to, student achievement on state assessment measures. Include information on all students and applicable subgroups. Describe the process for annual review of the effectiveness of the schoolwide plan on improving student achievement (can reference information on page 3).

B. Describe the **process** used to identify the reform strategies in the schoolwide plan that provides opportunities for all children to meet high standards. Evidenced-based strategies should strengthen the core academic program, increase the amount and quality of learning time, and meet the needs of underserved populations. Describe how the new/enhanced instructional strategies address the needs of all students; especially those at-risk of not meeting state standards (can reference information on page 3).

C. Describe how the school will determine that the needs of all students have been met? Describe the process and cite evidence.

D. Describe how the schoolwide plan is aligned with the district's improvement (strategic) plan.

E. Describe the strategies used to attract and retain highly qualified teachers. Describe the process used to ensure that instruction is provided by highly qualified teachers.

No Child Left Behind (NCLB) requires teachers of [core academic subjects](#) to have a bachelor's degree, to be [fully certified](#) by their state, and to [demonstrate they know the subjects](#) they are teaching. The intent of these requirements is to ensure that teachers are not assigned to teach subjects for which they do not have the requisite knowledge and skills.

In 2006, a joint labor/management committee for Southfield Public Schools audited the files of all teachers to verify that they were highly qualified for the positions they were schedule to teach for the 06-07 school year. Each year thereafter, building administrators have been required to submit their master schedule as a cross check to verify that teachers are scheduled only for those positions in which they are HQ. All new hires are required to be HQ in the subject matter that they will be teaching prior to employment. These placements are re-checked during the bi-annual State of Michigan REP process.

As a requirement of the collective bargaining agreement, all positions must first be posted internally for selection by current employees. Thereafter, positions are posted externally on our website, in industry publications and local news publications. The Human Resources team also participates in career fairs hosted by various Colleges of Education to promote the Southfield Public Schools. Additionally, we regularly receive unsolicited resumes that are stored and reviewed as positions become available.

F. Describe the process used to identify and to provide high quality professional development. Describe how staff development is job-embedded and ongoing for all stakeholders. What is your evidence that the ongoing staff development has made a difference for staff and students?

G. Describe the strategies to increase parental involvement? What is your evidence of increased parental involvement? (Attach a copy of your parent compact)

H. Describe transition plans to assist pre-school students from early childhood programs to elementary school programs.

I. Describe how teachers are involved in the schoolwide planning process, and included in decisions on how to use academic assessments to improve student (individual) achievement and overall instructional program(s).

J. Describe how students having difficulty achieving the core curriculum will be provided timely additional assistance. What is your evidence that this is happening?

L. Describe how Federal, State, and local services/programs will be coordinated and integrated with one another (can reference information on page 6)

Southfield Public Schools coordinates and integrates Federal, State and local funds such as Title I- Part A, Title II- Part A, Title II-Part D, Title III, Title IV- Safe and Drug-free Schools, Title V- Innovative Programs, Head Start, Michigan School Readiness Program, IDEA as well as district general funds to facilitate the improvement of student achievement in school buildings throughout the district. Many of the funding sources listed above are used to support student, staff and parent programming at (name of individual school building) as depicted below:

School-wide Component	Funding Sources	Building Programs
1. Comprehensive Needs Assessment		
2. School-wide Reform Strategies		
3. Instruction by Highly Qualified Professional Staff		
4. Strategies to Attract High-Quality Teachers to High Needs Schools		
5. High Quality and Ongoing Professional Development		
6. Strategies to Increase Parental Involvement		
7. Preschool Transition Strategies		
8. Teacher Participation in Making Assessment Decisions		
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards		
10. Coordination and Integration of Federal, State, and local Programs and Resources		

Evaluation of the SIP

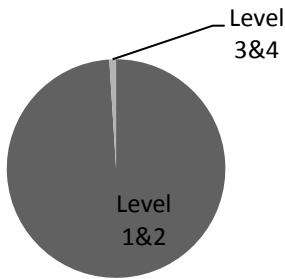
The UHSA staff will closely monitor the effectiveness of the SIP throughout the school year by continuing to record, review and analyze appropriate student performance/behavior data. This individual data includes, but is not limited to the following: 8th grade ACT EXPLORER scores, 9th/10th grade PLAN scores, 11th grade ACT/MME data, semester grade point averages, STEM (science, technology, engineering, math) scores, discipline data, attendance data, professional development surveys, and student, parent and staff surveys. Data reports will be reviewed with staff a minimum of three times a year and with students and parents, twice per year. Data analysis will guide implementation of SPS curriculum and lesson design. Students who do not meet performance standards will be enrolled in an ACT Preparation course. The SIP will be reevaluated annually.

Addendum

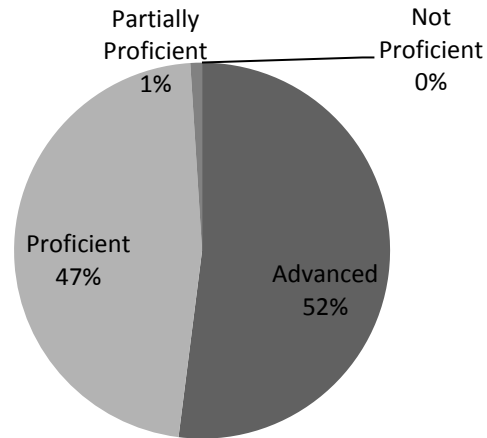
UHSA 2008/2009 MEAP Reports	35
UHSA Common Assessment Data.....	36
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University High School Academy MEAP, SPS Common Assessments, and PLAN Test Data

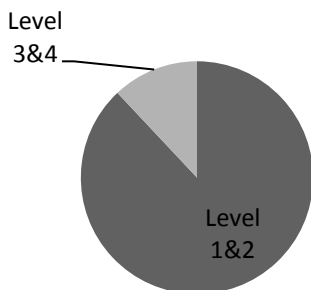
**2008 (2012) MEAP
Level 1& 2**



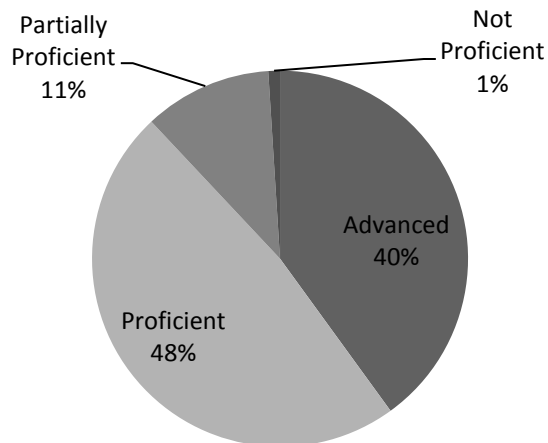
**2008 (2012) Fall Social
Studies MEAP Data**



**2009 (2013) MEAP
Level 1& 2**



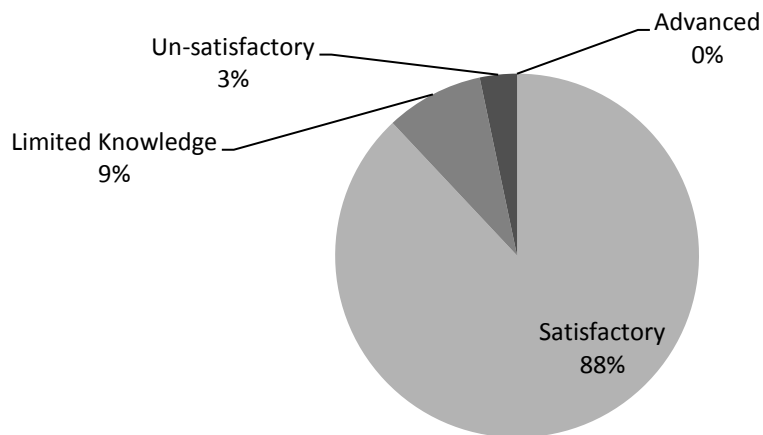
**2009 (2013) Fall Social
Studies MEAP Data**



When analyzing Social Studies MEAP, the 2008 scores show 99% of the students were proficient and advanced and 2009 scores show 88% students were proficient and advanced. The state average is 72% (2008) and 71% (2009).

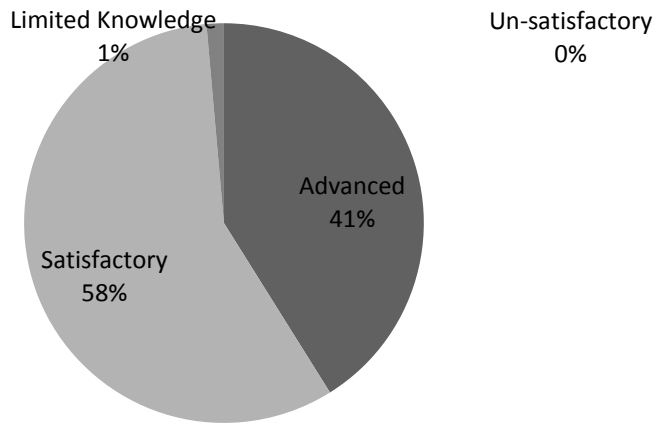
UHSA SPS's English Common Assessment Results

Fr English Comp 2010 Common Post test



Southfield Public Schools Freshman Comp. and Lit. common post test data indicates 88% of ninth grade students performed satisfactory. This supports the focus on reading, writing and critical thinking skills.

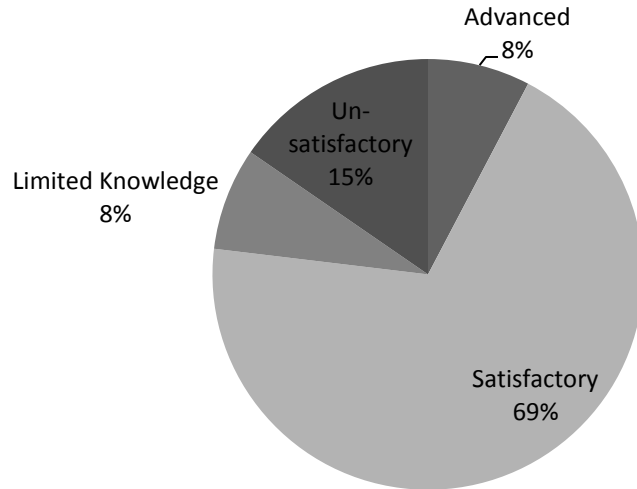
Soph English Comp 2010 Common Post Test



Southfield Public Schools Freshman Comp. and Lit. common post test data indicates 99% of UHSA students performed satisfactory.

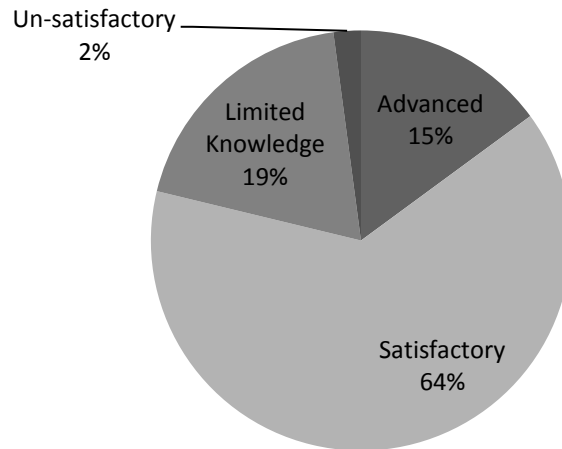
UHSA SPS's Mathematics Common Assessment Results

Algebra 1 2010 Common Post test



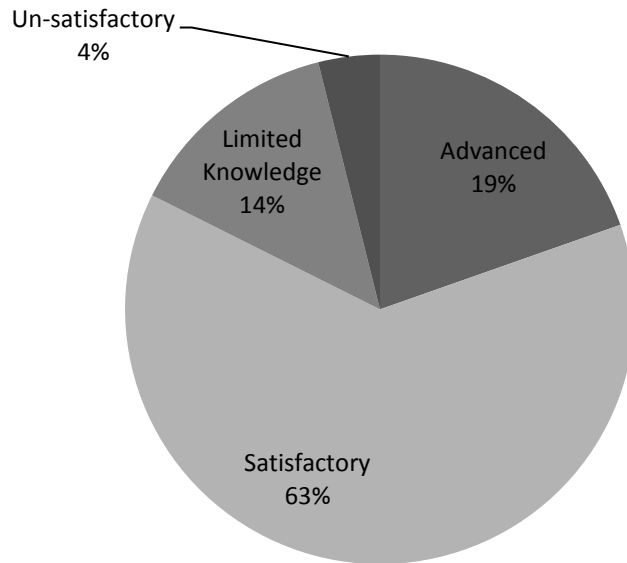
77% of all Algebra I students performed at satisfactory and advanced levels

Geometry 2010 Common Post test



79% of Geometry performed at satisfactory and advanced levels

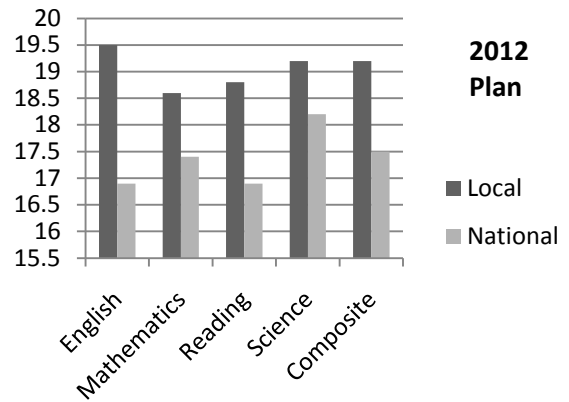
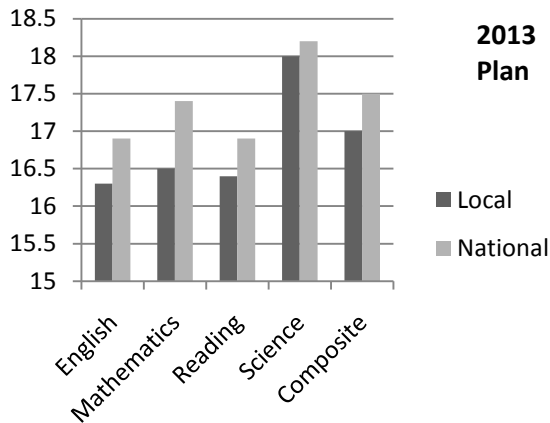
Adv Algebra 2 w/Trig 2010 Common Post test



82% of Adv. Algebra II w/ Trig performed at satisfactory and advanced levels

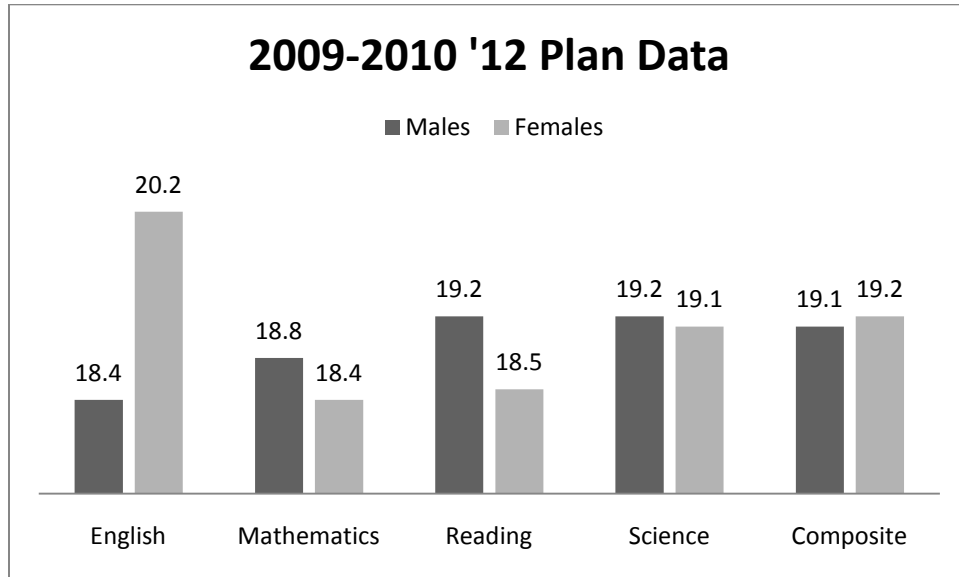
Student data shows many students are performing at satisfactory levels. However, approximately 20% of UHSA students are performing at limited knowledge which supports the need for the critical thinking goal.

UHSA PLAN Data

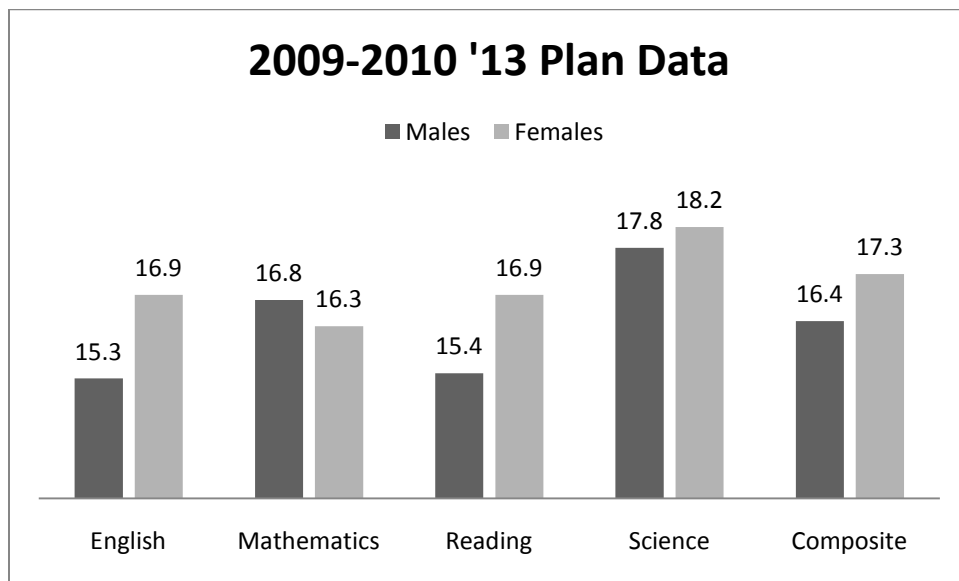


- The average class of 2012 Plan score is 19.5. The national average is 16.9.
- The average class of 2013 Plan score (tenth grade normed test taken during the ninth grade) is 16.3. The tenth grade national average is 16.9.
- This data supports Goals 1-4, reading, writing and critical thinking skills.

Gap Analysis



The composite score for (2012) males is 19.1; the composite score for females (2012) is 19.2. There is not a gap in the PLAN composite scores. The math, reading, and science scores fluctuated less than 1.0 between male and females. English had a difference of 1.8. Males earned 18.4, while females earned a 20.2. However, the males earned 19.2 in reading, while the females earned 18.5.



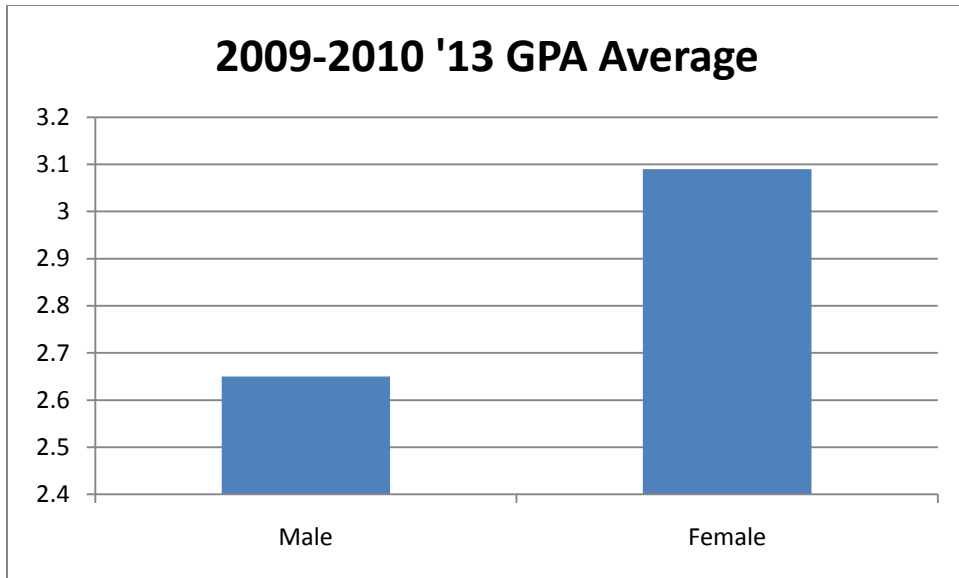
The freshman class took the PLAN which is normed for grade 10. The composite score for males (2013) is 16.4; the composite score for females (2013) is 17.3. The gap of the composite score is .9 with females out performing males. Females out performed males on every section of the PLAN with the exception of math. Gaps were reported in the following areas: English 1.6, reading 1.4, science .4, and math .5.



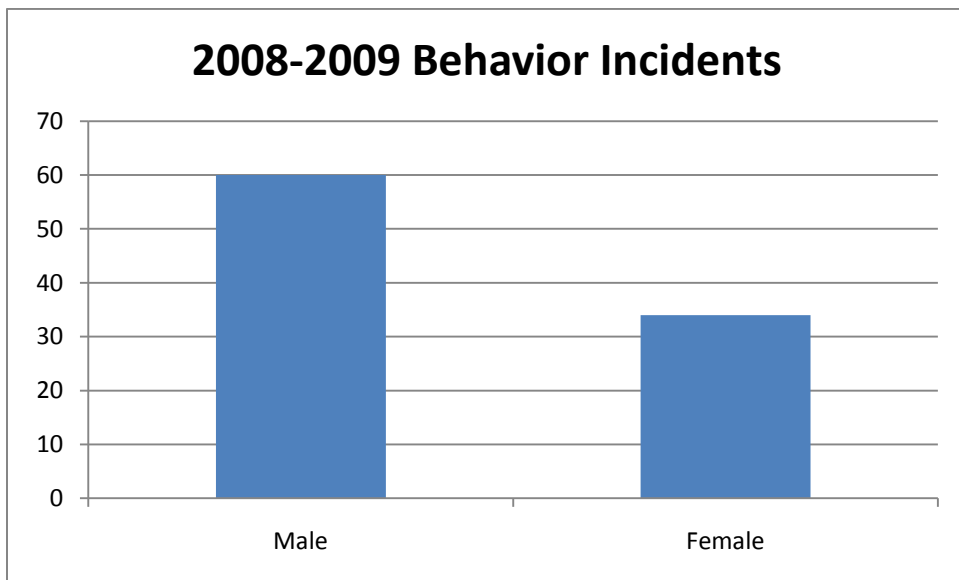
During the freshman year (08-09) the female (2012) average GPA was 3.09; the male (2012) GPA was 2.65. There was a .44 gap in the cumulative GPA's.



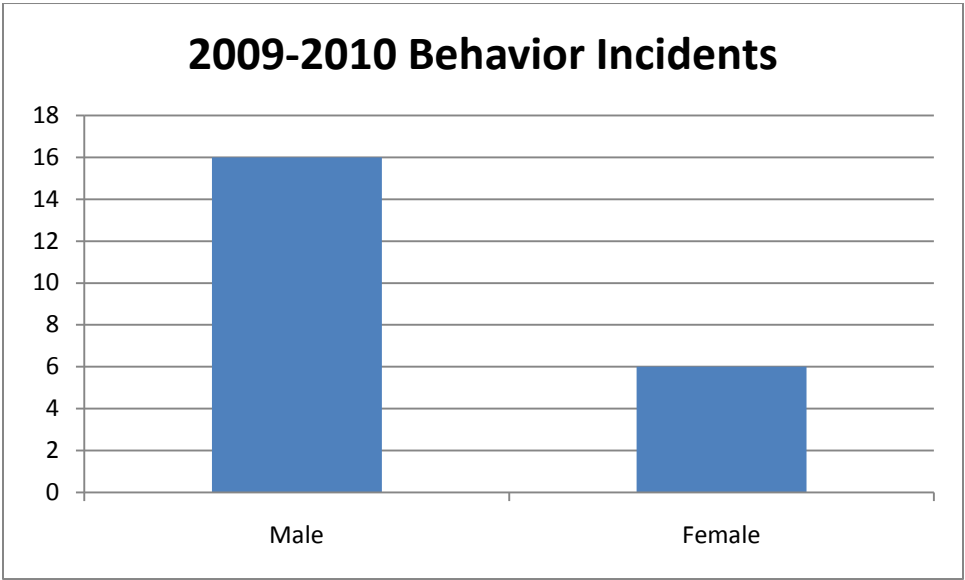
The second year (10-11) GPA's for the Class of 2012 increased from a 3.09 to a 3.2 for female students and from a 2.65 to a 2.9 for male students. A .19 gap still exists, however each group has demonstrated marked improvement.



The average female (2013) grade point average (GPA) is 3.09. This average includes 69 students. The average male (2013) GPA is 2.64. This average includes 32 students. There is a .45 gap in the male/female grade point average. These averages are the same as the Class of 2012's average GPA's during their freshman year. We anticipate the gap will close (as did 2012's during the second year) for the 10-11 school year, as we have high expectations and support systems in place for all students.



During the 08-09 school year there were 60 behavior incidents reported for males and 34 behavior incidents for females (94 total). There were 79 students enrolled.

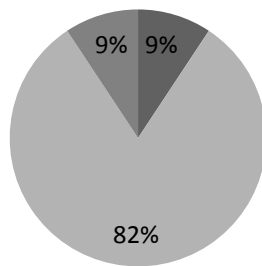


During the 09-10 school year, there were 16 discipline incidents for males and 6 discipline incidents for females (22 total), 72 fewer incidents than 2008-2009. There were 163 students enrolled. The decline in incidents of student misbehavior is due to students making conscious effort to adhere to school policy.

UHSA Free/Reduced Price Lunch & Parent Connect Data

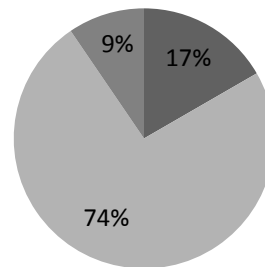
2008 Free & Reduced Lunch

■ Free ■ Full Pay ■ Reduced



2009 Free & Reduced Lunch

■ Free ■ Full Pay ■ Reduced



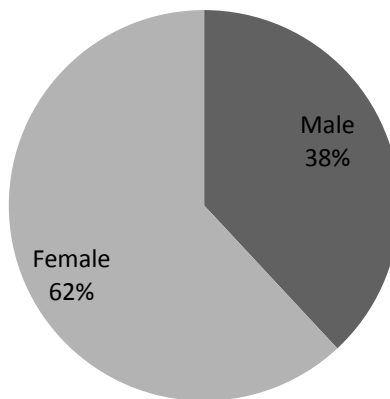
Parent Connect Data

Total Number of Students	Number of hits Sept09-April 10	Number of Hits per Student
168	4914	25.5

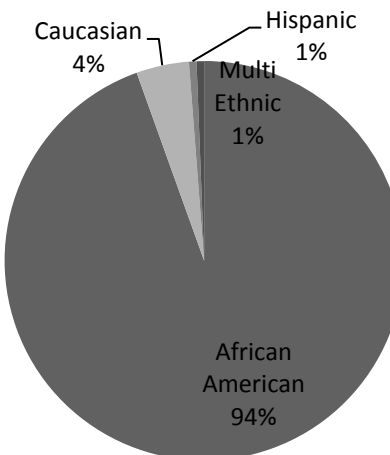
This data shows parents used Zangle Parent Connect an average of 25.5 times from September through April 2010

Gender / Ethnicity Demographics

Gender Demographics



Ethnicity Demographics



Multiple Intelligence Inventory Survey

I. Place a one (1) next to each item below that describes you well.

<p>Section 1</p> <p><input type="checkbox"/> I enjoy categorizing things by common traits</p> <p><input type="checkbox"/> Ecological issues are important to me</p> <p><input type="checkbox"/> Hiking and camping are enjoyable to me</p> <p><input type="checkbox"/> I enjoy working in a garden</p> <p><input type="checkbox"/> I believe preserving our National Parks is important</p> <p><input type="checkbox"/> Putting things in hierarchies makes sense to me</p> <p><input type="checkbox"/> Animals are important in my life</p> <p><input type="checkbox"/> My home has a recycling system in place</p> <p><input type="checkbox"/> I enjoy studying biology, botany, or zoology</p> <p><input type="checkbox"/> I spend a great deal of time outdoors</p> <p><input type="checkbox"/> TOTAL for Section 1</p>	<p>Section 2</p> <p><input type="checkbox"/> I easily pick up on patterns</p> <p><input type="checkbox"/> I focus in on noise and sounds</p> <p><input type="checkbox"/> Moving to a beat is easy for me</p> <p><input type="checkbox"/> I've always been interested in playing an instrument</p> <p><input type="checkbox"/> The cadence of poetry intrigues me</p> <p><input type="checkbox"/> I remember things by putting them in a rhyme</p> <p><input type="checkbox"/> Concentration is difficult while listening to a radio or television</p> <p><input type="checkbox"/> I enjoy many kinds of music</p> <p><input type="checkbox"/> Musicals are more interesting than dramatic plays</p> <p><input type="checkbox"/> Remembering song lyrics is easy for me</p> <p><input type="checkbox"/> TOTAL for Section 2</p>
<p>Section 3</p> <p><input type="checkbox"/> I keep my things neat and orderly</p> <p><input type="checkbox"/> Step-by-step directions are a big help</p> <p><input type="checkbox"/> Solving problems comes easily to me</p> <p><input type="checkbox"/> I get easily frustrated with disorganized people</p> <p><input type="checkbox"/> I can complete calculations quickly in my head</p> <p><input type="checkbox"/> Puzzles requiring reasoning are fun</p> <p><input type="checkbox"/> I can't begin an assignment until all my questions are answered</p> <p><input type="checkbox"/> Structure helps me be successful</p> <p><input type="checkbox"/> I find working on a computer spreadsheet or database rewarding</p> <p><input type="checkbox"/> Things have to make sense to me or I am dissatisfied</p> <p><input type="checkbox"/> TOTAL for Section 3</p>	<p>Section 4</p> <p><input type="checkbox"/> It is important to see my role in the "big picture" of things</p> <p><input type="checkbox"/> I enjoy discussing questions about life</p> <p><input type="checkbox"/> Religion is important to me</p> <p><input type="checkbox"/> I enjoy viewing art masterpieces</p> <p><input type="checkbox"/> Relaxation and meditation exercises are rewarding</p> <p><input type="checkbox"/> I like visiting breathtaking sites in nature</p> <p><input type="checkbox"/> I enjoy reading ancient and modern philosophers</p> <p><input type="checkbox"/> Learning new things is easier when I understand their value</p> <p><input type="checkbox"/> I wonder if there are other forms of intelligent life in the universe</p> <p><input type="checkbox"/> Studying history and ancient culture helps give me perspective</p> <p><input type="checkbox"/> TOTAL for Section 4</p>

Section 7

- _____ I enjoy reading all kinds of materials
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I keep a journal
- _____ Word puzzles like crosswords and jumbles are fun
- _____ I write for pleasure
- _____ I enjoy playing with words like puns, anagrams and spoonerisms
- _____ Foreign languages interest me
- _____ Debates and public speaking are activities I like to participate in
- _____ **TOTAL for Section 7**

Section 8

- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ My attitude affects how I learn
- _____ Social justice issues concern me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I will give 100% effort to it
- _____ I like to be involved in causes that help others
- _____ I am willing to protest or sign a petition to right a wrong
- _____ **TOTAL for Section 8**

Section 9

- _____ I can imagine ideas in my mind
- _____ Rearranging a room is fun for me
- _____ I enjoy creating art using varied media
- _____ I remember well using graphic organizers
- _____ Performance art can be very gratifying
- _____ Spreadsheets are great for making charts, graphs and tables
- _____ Three dimensional puzzles bring me much enjoyment
- _____ Music videos are very stimulating
- _____ I can recall things in mental pictures
- _____ I am good at reading maps and blueprints
- _____ **TOTAL for Section 9**

Multiple Intelligence Inventory Tally

II. Total up your score for each section of the survey.

Section	Section Total	Multiply	Score
1		X 10	
2		X 10	
3		X 10	
4		X 10	
5		X 10	
6		X 10	
7		X 10	
8		X 10	
9		X 10	

III. Plot your scores on the graph below.

<i>Your score in each category</i>	100									
	90									
	80									
	70									
	60									
	50									
	40									
	30									
	20									
	10									
		1	2	3	4	5	6	7	8	9
<i>Categories representing your individual strengths and areas of interest(see below)</i>										

Section 1 – This reflects your **Naturalist** strength
 Section 2 – This suggests your **Musical** strength
 Section 3 – This indicates your **Logical** strength
 Section 4 – This illustrates your **Existential** strength
 Section 5 – This shows your **Interpersonal** strength

Section 6 – This tells your **Kinesthetic** strength
 Section 7 – This indicates your **Verbal** strength
 Section 8 – This tells your **Intrapersonal** strength
 Section 9 – This suggests your **Visual** strength

My top three greatest strengths are:

1. _____
2. _____
3. _____

Multiple Intelligence Inventory Tally

IV. Key to Howard Gardner's Multiple Intelligences


Circle your top three strengths.

<p>Section 1 - This reflects your Naturalist strength</p> <ul style="list-style-type: none"> • Likes to observe, care for and interact with the natural world; plants and animals • Is good at making and justifying differences, and comfortable using a symbolic system. • Learns best by: sorting, classifying, or distinguishing among the differences between things. 	<p>Section 2 - This suggests your Musical strength</p> <ul style="list-style-type: none"> • Likes to: sing, hum tunes, listen to music, play an instrument and respond to music. • Is good at: picking up sounds, remembering melodies, noticing pitches / rhythms and keeping time. • Learns best by: rhythm, melody, and music
<p>Section 3 - This indicates your Logical strength</p> <ul style="list-style-type: none"> • Likes to: do experiments, figure things out, work with numbers, ask questions and explore patterns and relationships. • Is good at: math, reasoning, logic, and problem solving. • Learns best by: categorizing, classifying and working with abstract patterns/relationships. 	<p>Section 4 - This illustrates your Existential strength</p> <ul style="list-style-type: none"> • Likes to: consider the infinite and the infinitesimal; able to see the “big picture.” • Is good at: considering or contemplating “ultimate” issues, but no stipulation on finding the ultimate truth. • Learns best by: asking and considering BIG questions. Often can come up with broad insights to a given problem.
<p>Section 5 - This shows your Interpersonal strength</p> <ul style="list-style-type: none"> • Likes to: have lots of friends, talk to people and join groups. • Is good at: understanding people, leading others, organizing, communicating, manipulating and mediating conflicts. • Learns best by: sharing comparing, relating, cooperating and interviewing. 	<p>Section 6 - This tells your Kinesthetic strength</p> <ul style="list-style-type: none"> • Likes to: move around, touch and talk and use body language. • Is good at: physical activities (sports/dance/acting) and crafts. • Learns best by: touching, moving, interacting with spaces and processing knowledge through bodily sensation.
<p>Section 7 - This indicates your Verbal strength</p> <ul style="list-style-type: none"> • Likes to: read, write, and tell stories • Is good at: memorizing names, places, dates and trivia. • Learns best by: saying, hearing and seeing words 	<p>Section 8 - This tells your Intrapersonal strength</p> <ul style="list-style-type: none"> • Likes to: work alone and pursue own interests. • Is good at: understanding self, focusing inward on feelings/dreams, following instincts, pursuing interests/goals and being original. • Learns best by: working alone, individual projects, self-paced instruction and having own space.
<p>Section 9 - This suggests your Visual strength</p> <ul style="list-style-type: none"> • Likes to: draw, build design and create things, daydream, look at pictures/slides, watch movies and play with machines. • Is good at: imagining things, sensing changes, mazes/puzzles and reading maps and charts. • Learns best by: visualizing, dreaming, using the mind's eye and working with color/pictures. 	

UHSA Parent Spring Survey 2010

[Edit & Review Results](#)
 [Invite & Deploy >> Individual Responses](#)
 [Analyze Results >> Raw Data Export](#)
 [Share Results >> Manage Presentation](#)

Results Overview
 Filter: No filter applied


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Report

- Results Overview
- New Cross Tab Report
- Comparison
- New Comparison Report


UHSA Parent Spring Survey 2010




Survey Status: Closed Launched: 5/17/2010 10:18 AM Closed: 5/26/2010 9:49 AM





Email Invites: 0	Visits: 85	Partials: 0	Screen Outs: 0	Over Quota: 0	Completes: 69 <i>(Does not include blank responses)</i>
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Filter





- New Filter
 - Statistics
 - Show Statistics
 - Responses
 - Completes
 - Partials
 - Screen Outs
 - Over Quota
-




Survey Coach
 » Learn how to use filters
 » View a demo of reporting


1. The student being thought about when answering this survey is: Actions ▾			
Male.		26	38%
Female.		39	57%
I have two students at the U.		4	6%

2. My student feels safe inside UHSA. Actions ▾			
Strongly Agree.		32	46%
Agree.		35	51%
Disagree		0	0%
Strongly Disagree.		0	0%
No Opinion		1	1%
Other, please specify View Responses		1	1%

3. My student feels safe outside UHSA upon dismissal. Actions ▾			
Strongly Agree.		22	32%
Agree.		41	59%
Disagree		3	4%
Strongly Disagree.		1	1%
No Opinion.		1	1%
Other, please specify View Responses		2	3%

4. I feel comfortable participating in and volunteering at school events. Actions ▾			
Strongly Agree		23	33%
Agree		34	49%
Disagree		1	1%
Strongly Disagree		0	0%
No Opinion		11	16%

5. My student feels safe at UHSA. Actions ▾			
Yes.		69	100%
No.		1	1%






6. The student being thought about when answering this survey is: Actions ▾			
Male		27	39%

Female		43	62%
--------	---	----	-----







7. The administration (Dean) adequately communicates with me. Actions ▾

Strongly Agree		44	64%
Agree		23	33%
Disagree		0	0%
Strongly Disagree		0	0%
No Opinion		2	3%
Other, please specify View Responses		2	3%






8. The teaching staff adequately communicates with me. Actions ▾

Strongly Agree.		19	28%
Agree		42	62%
Disagree.		5	7%
Strongly Disagree.		0	0%
No Opinion		1	1%
Other, please specify View Responses		5	7%





9. The counselor adequately communicates with me. Actions ▾

Strongly Agree.		19	28%
Agree.		38	55%
Disagree.		2	3%
Strongly Disagree.		1	1%
No Opinion		7	10%
Other, please specify View Responses		4	6%





10. Teachers, administration and staff treat students with respect. Actions ▾

Strongly Agree.		24	35%
Agree.		37	54%
Disagree.		4	6%
Strongly Disagree.		0	0%
No Opinion.		3	4%
Other, please specify View Responses		2	3%

11. Teachers, administration and staff treat me with respect. Actions ▾

Strongly Agree.		30	43%
Agree.		37	54%
Disagree.		0	0%
Strongly Disagree.		0	0%
No Opinion		1	1%
Other, please specify View Responses		1	1%

12. I am satisfied with the overall responsiveness to my needs. Actions ▾

Strongly Agree.		27	40%
Agree.		33	49%
Disagree.		3	4%
Strongly Disagree.		0	0%
No Opinion.		4	6%

13. I am satisfied with the education my student receives at UHSA. Actions ▾

Strongly Agree.		37	54%
Agree.		28	41%
Disagree.		2	3%
Strongly Disagree.		0	0%
No Opinion.		1	1%

14. I feel the current block schedule is sufficient for my student. Actions ▾

Strongly Agree.		25	36%
Agree.		36	52%
Disagree.		5	7%
Strongly Disagree.		0	0%
No Opinion.		2	3%
Comment View Responses		5	7%

15. I feel the school curriculum is challenging and relevant. Actions ▾

Strongly Agree.		32	46%
Agree.		34	49%
Disagree.		2	3%
Strongly Disagree.		0	0%
No Opinion.		1	1%

16. Teachers have high expectations for academic achievement of all students. Actions ▾

Strongly Agree.		32	47%
Agree.		33	49%
Disagree.		2	3%
Strongly disagree.		0	0%
No Opinion.		1	1%

17. The classrooms are adequately equipped and conducive to learning, provide opportunities for students to interact with technology and prepare students for the technological demands of society. Actions ▾

Strongly Agree.		19	28%
Agree.		42	62%
Disagree.		3	4%
Strongly Disagree.		0	0%
No Opinion.		3	4%
Other, please specify View Responses		3	4%

18. Class size is reasonable. Actions ▾

Strongly Agree.		26	38%
Agree.		39	57%
Disagree.		2	3%
Strongly Disagree.		0	0%
No Opinion.		2	3%

19. UHSA offers a sufficient variety of extra curricular clubs and activities. Actions ▾

Strongly Agree.		17	25%
Agree.		26	38%
Disagree.		10	14%
Strongly Disagree.		6	9%
		10	14%

No Opinion.			
Other, please specify View Responses		1	1%

20. We receive enough information from UHSA. Actions ▾

Strongly Agree.		30	43%
Agree.		37	54%
Disagree.		1	1%
Strongly Disagree.		0	0%
No Opinion.		1	1%
Other, please specify View Responses		1	1%

21. Approximately how many hours does your student(s) spend doing homework, without distractions, per school day? Actions ▾

0- 1		2	3%
1-2		12	17%
2-3		24	35%
3 or more		31	45%
Other, please specify View Responses		5	7%

22. Advanced Ed is the accreditation commission for school improvement. A school must identify goals and take steps to raise student achievement. UHSA will be adopting three goals to achieve and maintain. Please select three goals that you feel are important to all stakeholders at UHSA. Actions ▾

Active student participation in school and community life.		32	46%
Writing and critical thinking skills.		47	68%
Problem solving.		33	48%
Standardized/test taking skills		30	43%
Time management.		31	45%
Organizational skills.		31	45%

23. Please share any feedback that will assist us as we continue to expand our program to meet the needs of our students and families. Actions ▾

View 18 Responses

UHSA SPRING 2010 STUDENT SURVEY

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 [Invite & Deploy](#)
 [Analyze Results](#)
 [Share Results](#)
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 » [Manage Presentation](#)

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Comparison

[New Comparison Report](#)

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Statistics

Show Statistics

Responses

Completes

Partial

Screen Outs

Over Quota



Survey Coach

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UHSA SPRING 2010 STUDENT SURVEY

Survey Status: Closed Launched: 5/11/2010 10:02 AM Closed: 5/21/2010 11:15 AM

Email Invites: 0	Visits: 199	Partial: 0	Screen Outs: 0	Over Quota: 0	Completes: 141 <i>(Does not include blank responses)</i>
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1. I am: Actions ▾			
Female.		83	59%
Male.		57	41%
2. What is your overall grade point average? Actions ▾			
3.5 or greater		50	35%
3.0-3.49		47	33%
2.50-2.99		38	27%
2.0-2.49		8	6%
1.0-1.99		0	0%
		0	0%
3. How many student organizations including high school athletic teams are you involved in? Actions ▾			
One to two.		59	42%
Three to five.		46	33%
Six or more.		6	4%
None.		32	23%
4. What types of student organizations/extracurricular activities would you like to see established at UHSA? Actions ▾			
View 116 Responses			
5. I am satisfied with the level of school spirit at University High School. Actions ▾			
Very Satisfied.		13	9%
Satisfied.		69	49%
Dissatisfied.		35	25%
Very Dissatisfied.		17	12%
Other, please specify View Responses		11	8%
6. Rules and regulations related to student conduct are fair. Actions ▾			
Very Satisfied.		16	11%
Satisfied.		88	62%
Dissatisfied.		31	22%
Very Dissatisfied.		10	7%

7. Opportunities to participate in extracurricular (out-of-class) activities are sufficient. Actions ▾			
Very Satisfied.		31	22%
Satisfied.		79	56%
Dissatisfied.		26	18%
Very Dissatisfied.		7	5%
8. Cafeteria and food services are sufficient. Actions ▾			
Very Satisfied.		9	6%
Satisfied.		38	27%
Dissatisfied.		49	35%
Very Dissatisfied.		28	20%
Other, please specify View Responses		27	19%
9. Personal safety/security inside during the school day. Actions ▾			
Very Satisfied.		56	40%
Satisfied.		65	47%
Dissatisfied.		17	12%
Very Dissatisfied.		5	4%
10. Personal safety/security outside of school after dismissal. Actions ▾			
Very Satisfied.		29	21%
Satisfied.		85	61%
Dissatisfied.		20	14%
Very Dissatisfied.		7	5%
Other, please specify View Responses		3	2%
11. Disciplinary policies and procedures are fair and equally enforced. Actions ▾			
Very Satisfied.		27	19%
Satisfied.		86	62%
Dissatisfied.		25	18%
Very Dissatisfied.		5	4%
12. How many hours per week do you study without interruptions? Actions ▾			
1 to 5		78	56%
6 to 10		37	26%
11 to 15		13	9%
16 to 20		8	6%
Over 20		7	5%
13. Quality of classroom instruction. Actions ▾			
Very Satisfied.		36	26%
Satisfied.		91	65%
Dissatisfied.		13	9%
Very Dissatisfied.		4	3%
14. Grading policies and procedures. Actions ▾			
Very Satisfied.		21	15%
Satisfied.		95	67%
Dissatisfied.		24	17%
Very Dissatisfied.		5	4%

15. Textbooks and instructional materials used in your classes. Actions ▾

Very Satisfied.		34	24%
Satisfied.		97	69%
Dissatisfied.		11	8%
Very Dissatisfied.		1	1%

16. Number and type of assessments given. Actions ▾

Very Satisfied.		11	8%
Satisfied.		78	55%
Dissatisfied.		38	27%
Very Dissatisfied.		18	13%

17. The school provides enough Individual help for students experiencing difficulty in courses. Actions ▾

Very Satisfied.		40	28%
Satisfied.		80	57%
Dissatisfied.		22	16%
Very Dissatisfied.		2	1%

18. Teachers treat me respectfully. Actions ▾

Very Satisfied.		40	29%
Satisfied.		74	54%
Dissatisfied.		19	14%
Very Dissatisfied.		9	7%

19. Teachers are available to students. Actions ▾

Very Satisfied.		44	32%
Satisfied.		85	62%
Dissatisfied.		8	6%
Very Dissatisfied.		3	2%

20. Teachers at this school try to provide a good education. Actions ▾

Very Satisfied.		60	43%
Satisfied.		71	50%
Dissatisfied.		8	6%
Very Dissatisfied.		2	1%

21. Teachers really care about students and their needs. Actions ▾

Very Satisfied.		40	29%
Satisfied.		79	57%
Dissatisfied.		16	12%
Very Dissatisfied.		6	4%

22. The Dean is available and listens to the views and concerns of students. Actions ▾

Very Satisfied.		81	58%
Satisfied.		49	35%
Dissatisfied.		7	5%
Very Dissatisfied.		3	2%

The Dean treats me respectfully.

23. Actions ▾

Very Satisfied.		94	67%
Satisfied.		38	27%
Dissatisfied.		6	4%
Very Dissatisfied.		3	2%

24. The Counselor is readily available to students. Actions ▾

Very Satisfied.		57	41%
Satisfied.		68	49%
Dissatisfied.		13	9%
Very Dissatisfied.		3	2%

25. The Counselor provides valuable information to me. Actions ▾

Very Satisfied.		65	46%
Satisfied.		56	40%
Dissatisfied.		16	11%
Very Dissatisfied.		5	4%

26. The Counselor treats me respectfully. Actions ▾

Very Satisfied.		83	59%
Satisfied.		55	39%
Dissatisfied.		2	1%
Very Dissatisfied.		1	1%

27. The UHSA environment is conducive to learning. Actions ▾

Yes		128	91%
No		12	9%

28. I arrive to school on time and ready to learn. Actions ▾

Yes		118	85%
No		23	17%

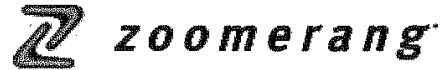
29. I have been challenged to do my best work. Actions ▾

Yes		130	94%
No		9	6%

30. Advanced Ed is the accreditation commission for school improvement. A school must identify goals and take steps to raise student achievement. UHSA will be adopting three goals to achieve and maintain. Please select three goals that you feel are important to all stakeholders at UHSA. Actions ▾

1. Active student participation in school and community life.		77	55%
2. Writing and critical thinking skills.		50	36%
3. Problem solving.		57	41%
4. Standardized/test taking skills.		56	40%
5. Time management.		86	61%
6. Organizational skills.		78	56%

UHSA Staff Winter 2010 Survey Results Overview



Date: 1/27/2010 9:28 AM PST
Responses: Completes
Filter: No filter applied

1. I feel UHSA offers a safe learning environment for me to teach.

Strongly Agree		12	86%
Agree		2	14%
Disagree		0	0%
Strongly Disagree		0	0%

2. I feel UHSA offers a safe learning environment for students.

Strongly Agree		11	79%
Agree		3	21%
Disagree		0	0%
Strongly Disagree		0	0%

3. The dean adequately communicates with me.

Strongly Agree		10	71%
Agree		4	29%
Disagree		0	0%
Strongly Disagree		0	0%


4. The counselor adequately communicates with me.

Strongly Agree		7	50%
Agree		7	50%
Disagree		0	0%
Strongly Disagree		0	0%



5. Parents are supportive.

Strongly Agree		5	36%
Agree		9	64%
Disagree		0	0%
Strongly Disagree		0	0%



6. The dean adequately communicates with parents.

Strongly Agree		14	100%
Agree		0	0%
Disagree		0	0%
Strongly Disagree		0	0%




7. The counselor adequately communicates with parents.

Strongly Agree		12	86%
Agree		2	14%
Disagree		0	0%
Strongly Disagree		0	0%


8. I adequately communicate with parents.

Strongly Agree		5	36%
Agree		9	64%
Disagree		0	0%
Strongly Disagree		0	0%



9. My main form of communicating with parents is:

Email		11	79%
Telephone Contact		5	36%
Personal Visit		1	7%
Other, please specify		0	0%




10. Students are respectful of the school environment.

Strongly Agree		6	43%
Agree		7	50%
Disagree		1	7%
Strongly Disagree		0	0%


11. I have high expectations for academic achievement for all students.

Strongly Agree		13	93%
Agree		1	7%
Disagree		0	0%
Strongly Disagree		0	0%
Other, please specify		0	0%



12. Class size is reasonable.

Strongly Agree		7	50%
Agree		6	43%
Disagree		1	7%
Strongly Disagree		0	0%




13. I feel the school curriculum is challenging and relevant.

Strongly Agree		12	86%
Agree		2	14%
Disagree		0	0%
Strongly Disagree		0	0%







14. Teachers have high expectations for academic achievement of all students.

Strongly Agree		10	71%
Agree		4	29%
Disagree		0	0%
Strongly Disagree		0	0%

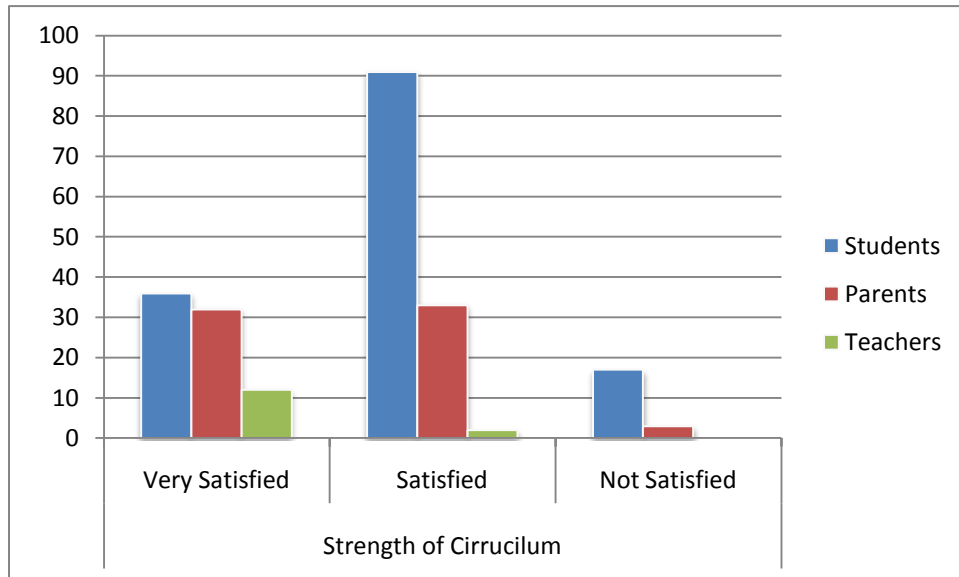
15. The classrooms are adequately equipped and conducive to learning, provide opportunities for students to interact with technology and prepare students for the technological demands of society.

Strongly Agree		5	36%
Agree		8	57%
Disagree		1	7%
Strongly Disagree		0	0%

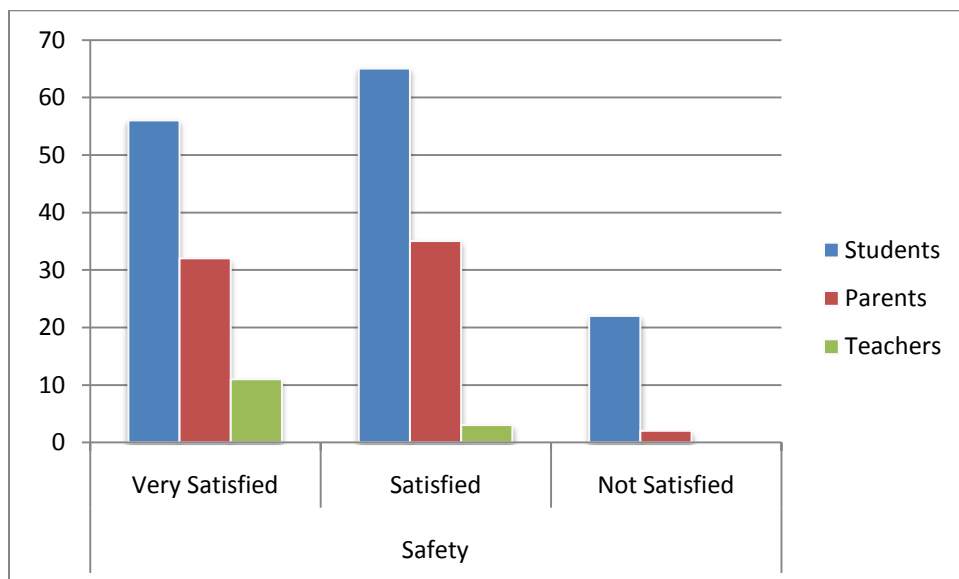
16. Advanced Ed is the accreditation commission for school improvement. A school must identify goals and take steps to raise student achievement. UHSA will be adopting three goals to achieve and maintain. Please select three goals that you feel are important to all stakeholders at UHSA.

Active student participation in school and community life.		5	38%
Writing and critical thinking skills.		7	54%
Problem solving.		8	62%
Test taking skills.		8	62%
Time management.		7	54%
Organizational skills.		4	31%

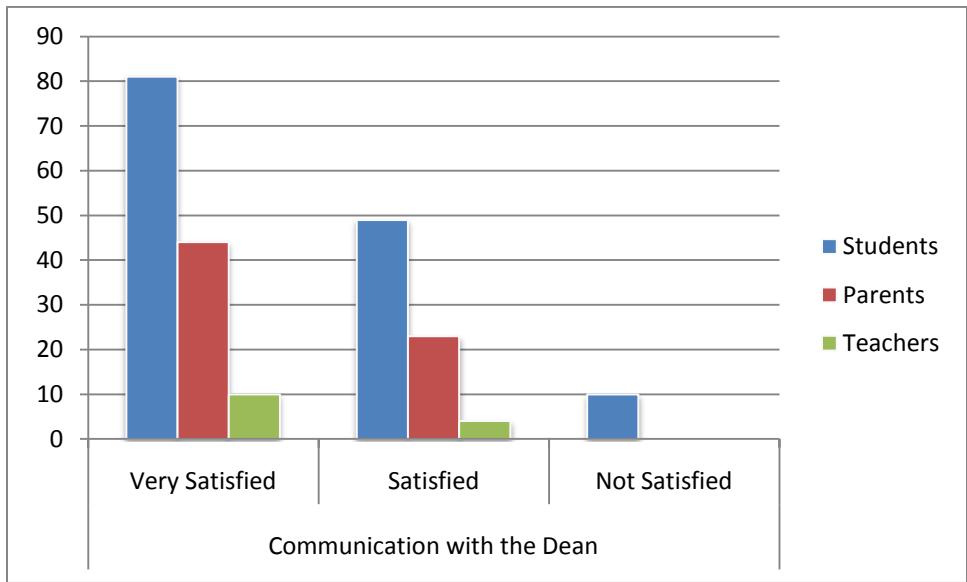
Student/Parent/Teacher Survey Results



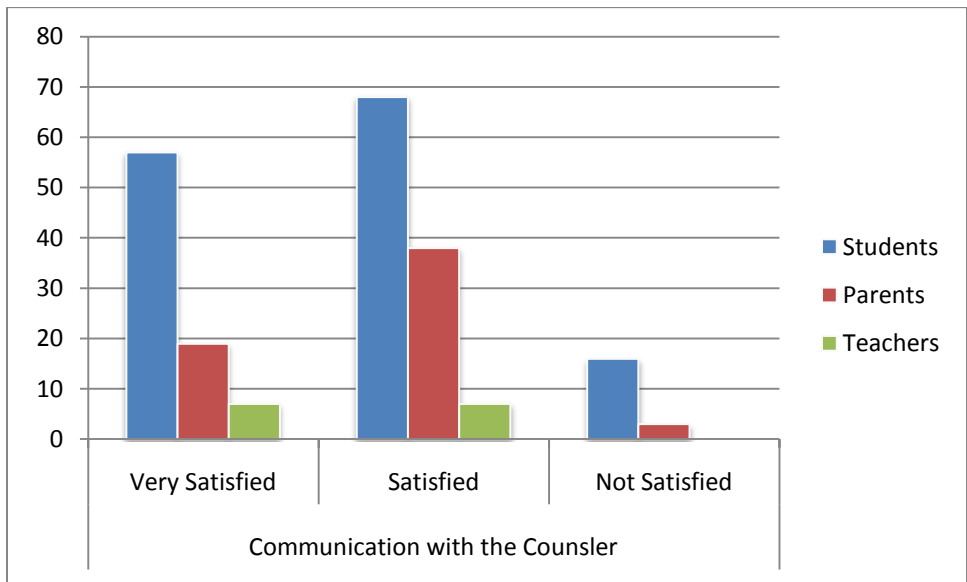
- 91% of UHSA students, parents and teachers that are very satisfied with the quality and strength of our curriculum and instruction



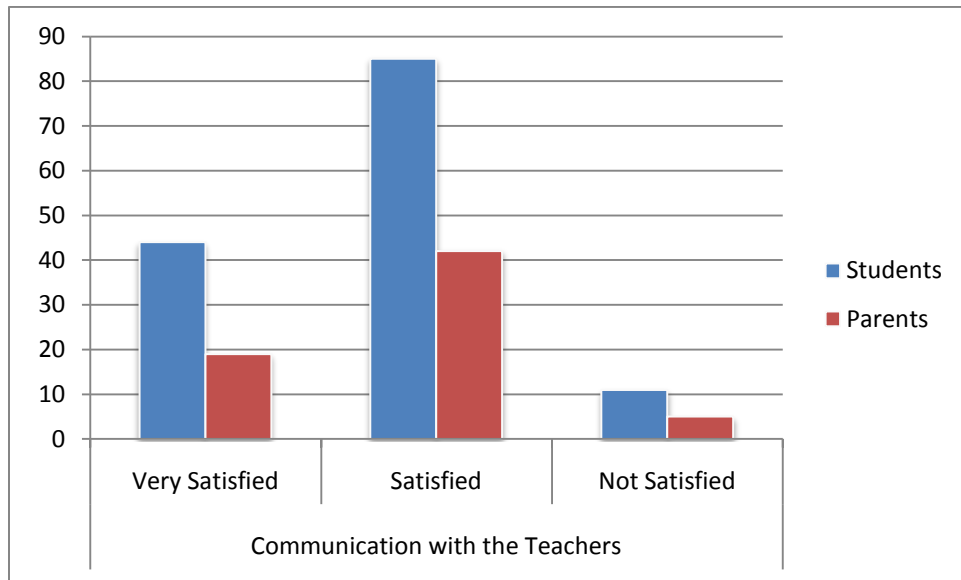
- 89% of UHSA students, parents and teachers that consider UHSA a safe place



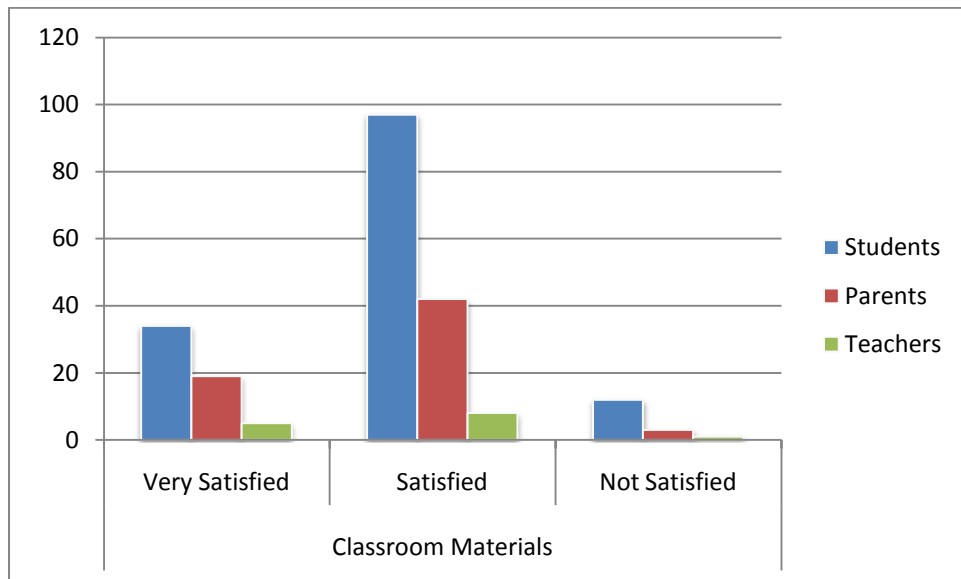
- 95% of UHSA students, parents and teachers that believe the Dean communicates effectively with stakeholders



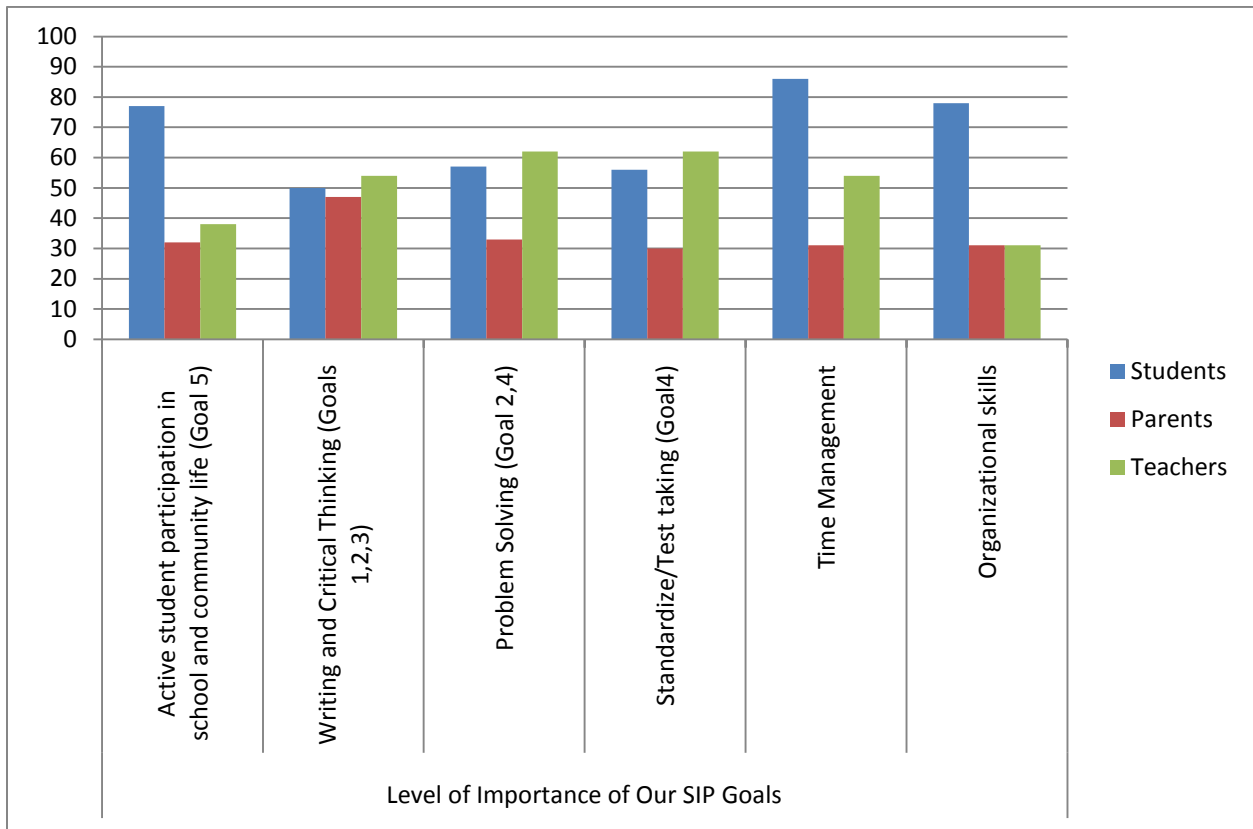
- 91% of students, parents and teachers believe communication from and with the counsiler is satisfactory or very satisfactory



- 92% of students and parents are satisfied or very satisfied with teacher communication



- 93% of all stakeholders are very satisfied or satisfied with classroom resources and materials



- Survey data supports school improvement goals 1-5. However, data also supports a need for time management and organizational skills. These school sets will continue to be developed and reinforced through the College Readiness Series.

University High School Academy

Parent - School Commitment

I understand and agree to the following:

- The University High School Academy is a high school academy in partnership with the University of Michigan-Dearborn, Michigan First Credit Union, and the LEAR Corporation.
- Students must take the High School Placement Examination.
- Completing the application does not guarantee acceptance.
- **Once accepted students must maintain a 3.0 Grade Point Average (GPA) and adhere to the Southfield Public Schools' Student Code of Conduct. Student's inability to adhere to the SPS Student Code of Conduct and to maintain a 3.0 GPA will result in permanent dismissal from UHSA.**
- Students must adhere to the UHSA dress code.
- Students will be taking college classes and regularly making college campus visits.
- Education is a shared responsibility of the student, school, and parents. I understand and agree that if my child is accepted into University High School Academy, cooperation on my part is vital. I will assist my child by encouraging them to work to the best of their ability, complete all work on time, and maintain good attendance and citizenship.
- Education is a shared responsibility; therefore, I will volunteer for school events and attend at least four PTA meetings.
- The University High School Academy does not have a sibling policy. Enrollment at the University High School Academy does not guarantee sibling enrollment.
- **UHSA is a school of choice, for Southfield and Lathrup Village residents.** Southfield Public Schools does not provide bus transportation for UHSA students.

Parent/Guardian Signature

Date

University High School Academy
2010-2011
Student Intent to Enroll

My child _____ has been accepted into University High School Academy for Southfield Public Schools. I hereby make a commitment to enroll him/her for the 2010-2011 school year.

Date

Child's Name

Parent's Name

Parent's Signature

After completing this form please do one of the following:

- U.S. mail or bring to: Southfield Education Center
16299 Mt Vernon
Southfield, MI 48075
- Fax: 248 372-2549

Any questions or concerns I can be reached at 248 372-2526.