

**SCHOOL DISTRICT OF UNIVERSITY CITY  
SCHOOL WIDE IMPROVEMENT PLAN  
TO INCLUDE THREE-YEAR PLAN**

SY 2011-2014



**Joylynn Pruitt, Superintendent**  
Dayle Burgdorf, Interim Principal

## **SCHOOL DISTRICT OF UNIVERSITY CITY MISSION:**

*The School District of University City is committed to academic excellence for all students. We will educate and graduate students who have mastered a comprehensive body of knowledge, developed critical thinking skills, value creativity, respect diversity and make responsible life choices.*

## **UNIVERSITY CITY HIGH SCHOOL MISSION:**

*Our mission is to foster a safe learning environment where students maximize their potential to become well rounded citizens.*

## **VISION STATEMENTS**

### **Climate and Culture**

University City High School will create a learning environment for a student that is academically challenging, respectful, and safe.

### **Academics**

University City High School will provide a rigorous, challenging, and relevant learning experience that connects learning to life. We are committed to providing assistance and resources to push all students to maximize their potential.

### **Technology**

University City High School will participate in the fast-changing landscape of 21<sup>st</sup> Century learning with pervasive and easily accessible technology for all students and staff members.

### **Community**

University City High School will provide a community-based educational experience that will celebrate diversity, foster school pride, encourage academic achievement, and produce life-long learners.

### **Students**

University City High School students will accept responsibility for their learning, decisions and actions and take advantage of the rich academic and extra curricular opportunities that they are afforded.

### **Staff**

University City High School staff members are committed to continuous improvement and will facilitate positive relationships between community members, parents, and students.

### **BUILDING GOALS**

- 1. Mathematics Objective:** Increase MPI from 718.4 to 740.5 Algebra 1 EOC's. This is achieved by decreasing the number of students scoring basic and below basic by 12% and increasing the number of students scoring proficient and advanced by 12%.
- 2. Communication Arts Objective:** Increase MPI from 745.8 to 756.0 on English II EOC's. This is achieved by decreasing the number of students scoring basic and below basic by 4% and increasing the number of students scoring proficient and advanced by 4%.
- 3. Reading Proficiency Objective:** The number of 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders scoring at or above grade level on the Scholastic Reading Inventory (SRI) test will increase by 10%.
- 4. ACT Objective:** The percent of graduates scoring at or above the national average on the ACT test will increase from 19.9 during the 2010-11 school year to 26.3 during the 2011-12 school year.

## **Critical needs areas:**

- 1: The number of behavior referrals for the 2011-2012 school year will be reduced by 5% from 2418 (based on 2010-2011 enrollment of 940 students) to no more than 2293 (based on an enrollment of 900) for the 2011-12 school year.
- 2: The overall attendance rate will increase from 90.3% to 93.0% as indicated on the SIS attendance component.
- 3: The overall graduation rate will increase from 84.0% to 85.1%.
- 4: Increase the percent of students taking a Career Ed course by 3%.

Academic improvement goals will be monitored using assessment results from the evaluation of our Essential Learning Objectives (ELO's). Instruction will be adjusted and interventions implemented based on these results. Building wide professional development around Assessment for Learning strategies will assist in equipping teachers with the tools to they need to collect meaningful data.

Critical needs areas will be monitored quarterly through our SISK12 system. Our attendance secretary will monitor and clean up attendance data every two weeks. The senior counselor will meet with senior students and identify immediate intervention needs as they arise. 9<sup>th</sup> through 11<sup>th</sup> grade counselors will utilize 6 year plans to improve student placement in appropriate courses and assure an on time graduation date.

## **UNIVERSITY CITY HIGH SCHOOL VALUE STATEMENTS:**

### **At University City High School, we will:**

Ensure that all students feel accepted and connected at school

- Hold the safety for the students, staff, and parents as our highest priority
- Appreciate and support all extracurricular activities
- Foster positive student, staff, family, and community relationships
- Appreciate, respect, and celebrate diversity

## BUILDING LEADERSHIP MEETING TIMES:

Thursday September 15, 2011	C Day	1 <sup>st</sup> period
Friday October 7, 2011	A Day	1 <sup>st</sup> period
Thursday October 27, 2011	C Day	1 <sup>st</sup> period
Thursday November 10, 2011	Early Release	12:30 with lunch
Thursday December 1, 2011	C Day	1 <sup>st</sup> period
Thursday December 15, 2011	A Day	1 <sup>st</sup> period
Wednesday January 11, 2012	A Day	1 <sup>st</sup> period
Thursday January 26, 2012	C Day	1 <sup>st</sup> period
Thursday February 9, 2012	A Day	1 <sup>st</sup> period
Thursday February 23, 2012	C Day	1 <sup>st</sup> period
Thursday March 8, 2012	A Day	1 <sup>st</sup> period`
Thursday March 29, 2012	Early Release	12:30 with lunch
Thursday April 12, 2012	A Day	1 <sup>st</sup> period
Tuesday April 24, 2012	C Day	1 <sup>st</sup> period
Friday May 11, 2012	A Day	1 <sup>st</sup> period
Week of June 4	One day will be a summer meeting day	

**BUILDING LEADERSHIP TEAM MEMBERS:**

<b>Name</b>	<b>Title/Position</b>
Dayle Burgdorf	Interim Principal
D'Angello Collier	Assistant Principal
Ernest Carter	Interim Assistant Principal
Dorthea Nevils	Interim Assistant Principal
Shenelle Dubose	Instructional Facilitator
Jackie Meyer	Social Studies ITL
Colleen Hagen	Mathematics ITL
Kym Green	Physical Education ITL
Mary Williams	Communication Arts ITL
Julie Ertmann	Science ITL
Lafayette Gatewood	Practical Arts ITL
Marnie Claunch	Fine Arts ITL
Eve Abaray	Foreign Language ITL
Carol Gibbons	Special Education ITL
Awrey Henderson	Special Education ITL
Mike Beezley	Guidance ITL
Stephanie Berry	Special School District Area Coordinator
Declan Fitzpatrick	C & I Liaison
Nikki Davenport	C & I Liaison

## MAP AYP DATA BY SUBGROUP

<b>Performance Goal (Indicator)</b>	<b>Subgroups</b>	<b>Proficient/Advanced</b>	<b>Previous Year's Goals</b>	<b>Goal Met/Not Met</b>
Math	African American	20.4%	23.7%	Not Met
	White	57.9%	86.5%	Not Met
	IEP	9.5%	16.3%	Not Met
	Free and Reduced Lunch	20.4%	24.5%	Not Met
	ESOL			
	Total School	24.7%	29.2%	Not Met

<b>Performance Goal (Indicator)</b>	<b>Subgroups</b>	<b>Proficient/Advanced</b>	<b>Previous Year's Goals</b>	<b>Goal Met/Not Met</b>
Communication Arts	African American	41.8%	<b>48.9%</b>	Not Met
	White	95.5%	<b>91.8%</b>	Met
	IEP	12.0%	<b>22.6%</b>	Not Met
	Free and Reduced Lunch	42.1%	<b>48.0%</b>	Not Met
	ESOL			
	Total School	46.4%	<b>52.3%</b>	Not Met

## PROGRAM OBJECTIVES, STRATEGIES AND ACTION STEPS

- 1. Mathematics Objective: Increase MPI from 718.4 to 740.5 Algebra 1 EOC's. This is achieved by decreasing the number of students scoring basic and below basic by 12% and increasing the number of students scoring proficient and advanced by 12%.**

School Year	Baseline	Progress	Target	Target Met
2009-2010	9.1%	12.5%	20%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	12.5%	13.2%	20%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	13.2%		25.27%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			39.27%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			49.27%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Teachers will use assessments that provide descriptive feedback for all students.</b>		
Action Steps	Check-In Date	Completion Date
1. Teachers will establish a norm that all assessments be returned with descriptive feedback within five school days as reported in SIS.	October 2011, December 2011 February 2012 April 2012	May 2012
2. Teachers will gather assessment data at a minimum every three class periods as reported in collaborative teams.	October 2011	May 2012
3. Students will use descriptive feedback to target areas for personal growth every three weeks.	October 2011, December 2011 February 2012 April 2012	May 2012

**Strategy 2: Teachers will present students with a variety of problems where they will be required to use real numbers in various models and drawings to solve problems.**

<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Every unit assessment teachers develop will include at least one problem that requires placing rational and irrational numbers in numerical order.	October 2011, December 2011 February 2012 April 2012	May 2012
2. Teachers will collaboratively develop lessons and formal assessments which model appropriate problem solving strategies for setting up and solving word problems.	December 2011	May 2012
3. Teachers will score a student problem solving reflection with a common scoring guide.	October 2011, December 2011 February 2012 April 2012	May 2012

**Strategy 3: Identify and implement specific researched based instructional strategies in Mathematics and Algebra I during grade level and content area collaborations.**

<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
Align Algebra I curriculum with EOC assessments and requirements for ACT.	October 2011, December 2011 February 2012 April 2012	May 2012
All Algebra I students will be pre-assessed using the same tool to identify areas of weakness.	October 2011	October 2011
Create a shared set of practices and shared set of practice that all teachers are addressing with Algebra I students.	November 2011 January 2012 March 2012	May 2012

**2. Communication Arts Objective: Increase MPI from 745.8 to 756.0 on English II EOC's. This is achieved by decreasing the number of students scoring basic and below basic by 4% and increasing the number of students scoring proficient and advanced by 4%.**

School Year	Baseline	Progress	Target	Target Met
2009-2010	46.7%	46.8%	60%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	46.8%	45.8%	60%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	45.8%		49.8%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			54.8%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			62%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Teachers will utilize analytic reading levels to provide students with targeted areas for growth in reading comprehension.</b>		
Action Steps	Check-In Date	Completion Date
1. Teachers will create analytical reading response (ARR) scoring guide aligned in student friendly language.	December 2011	May 2012
2. Teachers will score written responses using ARR scoring guide and provide descriptive feedback at least once every four weeks.	October 2011, December 2011 February 2012 April 2012	May 2012
3. Teachers will create lessons teaching students how utilize descriptive feedback, identify strategies, and reflect on their growth.	October 2011, December 2011 February 2012 April 2012	May 2012

<b>Strategy 2: Teachers will collaborate around lessons and assessments focusing editing for grammar usage and correctness in student writing.</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Using written scope and sequence for 9-12 grade teachers will generate a set of lessons and an assessment for three focal correctness issues each term.	January 2012	May 2012
2. Teachers will incorporate a focal correctness issue into students' writing assessment.	October 2011, December 2011 February 2012 April 2012	May 2012
3. Students will identify areas of mastery and areas of growth in their writing portfolio.	May 2012	May 2013

**3. Reading Proficiency Objective: The number of 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders scoring at or above grade level on the Scholastic Reading Inventory (SRI) test will increase by 10%.**

School Year	Baseline	Progress	Target	Target Met
2010-11	43% proficient (9 <sup>th</sup> grade)	48%	55% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
	39% proficient (10 <sup>th</sup> grade)	55%	60% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2011-2012	64% proficient (9 <sup>th</sup> grade)		75% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	48% proficient (10 <sup>th</sup> grade)		58% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	55% proficient (11 <sup>th</sup> grade)		65% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			87% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
			70% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
			77% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			97% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
			84% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
			91% proficient	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Create a consistent expectation for independent reading across the curriculum.</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Students will engage in 300 minutes per semester of independent sustained silent reading on grade level texts.	October 2011, December 2011 February 2012 April 2012	May 2012
2. Teachers will provide students with a variety of appropriate articles related to content topics.	November 2011	May 2012
3. Departments (Science, Social Studies and Communication Arts) will create a webpage containing links to articles related to content topics.	May 2012	May 2013

<b>Strategy 2: Create a building “Literacy Team” to examine, develop, and provide PD on literacy strategies across the curriculum.</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Create a focus team for literacy in which the members are trained to provide strategies for the staff on selecting grade level texts in their subject area.	May 2012	May 2013
2. Prioritize reading strategies and develop PD based on the ten strategies of successful readers.	May 2012	May 2013
3. Team will design common expectations for appropriate note taking and summarizing.	May 2012	May 2013

**3. ACT Objective: The percent of graduates scoring at or above the national average on the ACT test will increase from 19.9 during the 2010-11 school year to 26.3 during the 2011-12 school year.**

School Year	Baseline	Progress	Target	Target Met
2009-2010	21.1%	12.4%	22.1%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	12.4%	19.9%	19.5%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	19.9%		26.3%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			38.3%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			52%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Educate faculty on the content structure and format of the ACT exam.</b>		
Action Steps	Check-In Date	Completion Date
1. Create building team to examine available ACT standards and data reports in order to identify common objectives linked to subject area Essential Learning Objectives utilizing our current PLC structure.	Dec 2011	May 2012
2. Contact and secure ACT personnel to provide data to building ACT team.	Sept 2011	May 2012
3. Prepare and format ACT data to provide to subject area teachers to combine with IBD data as ELOs are selected for the 2011-12 school year.	November 2012	May 2012
4. Create library of ACT “openers” for all core subject areas to use once per quarter.	October 2011	December 2011

**Strategy 2: Target students who score between a 15 and 20 on the PLAN test for enrollment in the ACT prep class.**

<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Counselors create a targeted list of students to meet with and recruit for enrollment in the ACT prep course. They will log these meetings through student contact sheets.	September 2011	February 2012
2. Research acquiring appropriate resources for ACT Prep class.	November 2011	February 2012
3. Provide targeted literature and resources for parents and students about preparing for and taking ACT exam.	October 2011	Ongoing
4. Develop strategic plan to ensure 100% of student population takes the ACT exam.	September/February	June 2012

## CRITICAL ISSUES

**Critical Issue 1: The number of behavior referrals for the 2011-2012 school year will be reduced by 5% from 2418 (based on 2010-2011 enrollment of 940 students) to no more than 2293 (based on an enrollment of 900) for the 2011-12 school year.**

School Year	Baseline	Progress	Target	Target Met
2009-2010	4517	3692	3897	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	3692	2213	2418	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	2213		2293	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			2118	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			1943	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**Strategy 1: Create and implement targeted lesson plans teaching positive behavior to replace to negative student behavior.**

Action Steps	Check-In Date	Completion Date
1. Examine referral data to identify which three behaviors will be addressed through seminar lessons.	Summer 2011 October 2011 December 2011 February 2012	May 2012
2. Teachers will present identified lessons to students in seminar. 80% of students will demonstrate understanding by scoring “proficient” on post lesson assessment.	November 2011 December 2011 January 2012	May 2012
3. Provide quarterly PD to staff teaching classroom strategies that reduce office managed referrals. 100% of teachers will complete a survey indicating mastery of strategy presented.	October 2011 December 2011 February 2012	May 2012

<b>Strategy 2: Develop a Tier II intervention plan to address chronic student misbehavior.</b>		
<b>Action Steps</b>	<b>Check-In Date</b>	<b>Completion Date</b>
1. Train two staff members on the Tier II intervention process.	Summer 2011	August 2011
2. Establish a Tier II intervention team.	Summer 2011	September 2011
3. Tier II team develops interventions to address identified students' behavior.	October 2011	May 2012

**Critical Issue 2: The overall attendance rate will increase from 90.3% to 93.0% as indicated on the SIS attendance component.**

School Year	Baseline	Progress	Target	Target Met
2009-2010	89.8%	89.8%	90.0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
2010-2011	89.8%	89.6%	90.0%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	89.6%		93%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			94%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			95%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Identify students with three or more absences every other Friday of the 2011-2012 school year.</b>		
Action Steps	Check-In Date	Completion Date
1. Run bi-weekly attendance report to identify students with three or more absences	November 2011	May 2012
2. Contact parents, counselor, and administrator of identified students to determine cause of absence	November 2011	May 2012
3. Audit parent contact logs in SIS to guarantee 90% compliance.	November 2011	May 2012
4. Review current attendance/absence policies and formalize procedures.	December 2011	May 2012

<b>Strategy 2: Ensure appropriate attendance is entered, reviewed, and adjusted into SIS attendance program.</b>		
Action Steps	Check-In Date	Completion Date
1. Monitor attendance codes as they are entered into system	September 2011	May 2012
2. Conduct monthly “clean up” sessions to ensure appropriate and accurate codes have been entered	October 2011	May 2012
3. Review semester attendance by student and adjust as necessary	December 2010	May 2012

**Critical Issue 3: The overall graduation rate will increase from 84.0% to 85%.**

School Year	Baseline	Progress	Target	Target Met
2009-2010	82.0%	82.5%	83.0%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2010-2011	82.5%	84.0%	83.5%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2011-2012	84%		85%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			87%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			90%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Ensure students are currently working to meet graduation requirements this year.</b>		
Action Steps	Check-In Date	Completion Date
1. Identify seniors in jeopardy of not graduating	September 2011	May 2012
2. Utilize E2020 and Academic Lab times for students to recover credits as needed	September 2011	May 2012
3. Streamline our record keeping to ensure no dropout is missed	October 2011	April 2012

<b>Strategy 2: Ensure students are taking appropriate courses so that they will graduate on time and with the skills necessary for them to be life-long learners.</b>		
Action Steps	Check-In Date	Completion Date
1. Revise the manner in which students choose courses	October 2011	April 2012
2. Utilize the 6 year plan to appropriately place students in courses	September 2011	May 2012
3.		

**Critical Issue 4: Increase the number of students taking a Career Ed course by 3%.**

School Year	Baseline	Progress	Target	Target Met
2010-2011	15.3	17.2%	17.3%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	17.2		20.2%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013			23.2%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014			26.2%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<b>Strategy 1: Add additional courses to the DESE approved list of courses</b>		
Action Steps	Check-In Date	Completion Date
1. Increase enrollment for Multimedia second semester	September 2011	January 2012
2. Complete articulation agreement with the community college for culinary arts	October 2011	May 2012
3. Complete the articulation agreement with the community college for drafting and design	October 2011	April 2012

<b>Strategy 1: Evaluate currently offered courses in the career department.</b>		
Action Steps	Check-In Date	Completion Date
1. Increase levels of culinary arts courses offered	September 2011	January 2012
2. Review student interest surveys from Missouri Connections to determine if course offerings are meeting their needs	October 2011	May 2012
	October 2011	April 2012

<b>Academic School Improvement Goals:</b>	<b>Instructional Core Focus: What area of the Instructional Core will support our work towards our goals?</b>	<b>Evidence: How will we measure the impact of the professional development on the classroom (i.e. Pre and Post Data such as: Walk-through Data, Edison Data, Assessment Data, Collaboration Data)?</b>
<p><b>Goal 1- Mathematics:</b> Increase MPI from 718.4 to 740.5 Algebra 1 EOC's. This is achieved by decreasing the number of students scoring basic and below basic by 12% and increasing the number of students scoring proficient and advanced by 12%.</p>	<p><b>Comm Arts: Assessment for learning strategies</b></p> <p><b>Science: Develop individual portfolios with identified math objectives. Students will take formative assessments and proficiency will be recorded for each objective.</b></p>	<p>PLC collaborative data, walk through data and assessments</p> <p>Assessment data, collaborative data</p>
<p><b>Goal 2 - Communication Arts:</b> Increase MPI from 745.8 to 756.0 on English II EOC's. This is achieved by decreasing the number of students scoring basic and below basic by 4% and increasing the number of students scoring proficient and advanced by 4%.</p>	<p><b>Social Studies: Assessment for Learning strategies, content area reading scores and use of ACT vocab and cold reading skills</b></p>	<p>Assessment data, collaborative data</p>
<p><b>Goal 3 – Reading:</b> The number of 9th, 10th and 11th graders scoring at or above grade level on the Scholastic Reading Inventory (SRI) test will increase by 10%.</p>	<p><b>Mathematics: Assessment for Learning strategies</b></p> <p><b>Foreign Languages: Use of Assessment for Learning strategies in all cycles</b></p>	<p>Assessment data, collaborative data</p> <p>Collaborative data</p>
<p><b>Goal 4 – ACT:</b> The percent of graduates scoring at or above the national average on the ACT test will increase from 19.9 during the 2010-11 school year to 26.3 during the 2011-12 school year.</p>	<p><b>Practical Arts: Use of Assessment for Learning strategies</b></p> <p><b>Guidance: Create and utilize pre and posttests to evaluate the effectiveness of classroom presentations.</b></p>	<p>Collaborative data</p> <p>Collaborative data</p> <p>Collaborative data</p>

**Instructional Core PD Focus Area: Assessment for Learning**

Date	Time	PD Type	Activity
8/23/2011	AM PD	Building PD	School Improvement Plan data review and Literacy strategies focus work
	PM PD	Building PD	Collaborative Schedule and ELO's
9/27/2011	ERD	Building PD	Teachers will complete ELO's for the year and begin to look at the alignment of their ELO's with ACT strands.
10/28/2011	AM PD (PM Records)	Instructional Core PD	Teachers will work on vertical teaming their ELO's across the department
12/22/2011	ERD	Building PD	Teachers will review data from first two cycles of the instructional core and make adjustments to second semesters ELO's based on the data.
1/13/2012	AM PD	Instructional Core PD	Math and English will work on Assessment for Learning strategies with Nikki and Declan. Foreign Language will work through differentiated instructional strategies. Science will work on student portfolios.
	PM PD	Instructional Core PD	Math and English will work on Assessment for Learning strategies with Nikki and Declan. Foreign Language will work through differentiated instructional strategies. Science will work on student portfolios.
2/17/2012	AM PD	Instructional Core PD	Math and English will work on Assessment for Learning strategies with Nikki and Declan. Foreign Language will work through differentiated instructional strategies. Science will work on student portfolios.
	PM PD	Instructional Core PD	Math and English will work on Assessment for Learning strategies with Nikki and Declan. Foreign Language will work through differentiated instructional strategies. Science will work on student portfolios.
3/16/2012	AM PD (PM Records?)	Building PD	SIP data review (This is a check in date for goals revisited on 12/22/11)
4/27/2012	ERD	Instructional Core PD	PLC teams will review data for the year and begin planning for next year.

## Monday Meeting Schedule

August 8/29—Faculty Meeting	January 1/2—No School 1/9— Focus 1/16—No School—MLK Day 1/23— Department/PLC 1/30— Faculty Meeting	May 5/7— Department/PLC 5/14—Focus Teams report out 5/21— Faculty Meeting 5/28—No School—Memorial Day 5.
September 9/5—No School—Labor Day 9/12—Faculty-Focus 9/19—Department/PLC 9/26-- Department/PLC	February 2/6— Focus 2/13— Department/PLC 2/20—No School—Presidents Day 2/27— Faculty Meeting	June 6/4—Make-up day
October 10/3— Faculty Meeting 10/10— Department/PLC 10/17— Faculty Meeting 10/24— Department/PLC 10/31—Focus	March 3/5— Focus 3/12— Department/PLC 3/19—No School—Spring Break 3/26—No Meeting Parent-Teacher Conferences	
November 11/7— No Meeting Parent-Teacher Conferences 11/14— Department/PLC 11/21— Faculty Meeting 11/28— Department/PLC	April 4/2— Focus 4/9— Department/PLC 4/16— Faculty Meeting 4/23— Department/PLC 4/30— Focus	
December 12/5— Focus Team semester report due 12/12— Department/PLC 12/19— Faculty Meeting 12/26—No School—Winter Break		

## PARENT INVOLVEMENT

School Year	Baseline	Progress	Target	Target Met
2010-2011	44%			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2011-2012	44%	20%	64%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2012-2013	64%	10%	74%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2013-2014	74%	6%	80%	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

### Strategy 1: Increase communication to parents through post cards, mailings and SIS calls by 50%.

Action Steps	Check-In Date	Completion Date
1. Send thank you cards home for parents that attended open house.	September 2011	September 2011
2. Increase PR around curriculum night to improve attendance.	October 2011	October 2011
3. Do a publicity blitz around parent teacher conferences to increase attendance.	November 2011	November 2011
4. Increase SIS calls around important events.	September 2011	May 2012

### Strategy 2: Create and implement additional opportunities for parents.

Action Steps	Check-In Date	Completion Date
1. Secure speakers and create lessons for parents to attend on relevant topics.	October 2011	May 2012
2. Donuts for Dads	October 2011	May 2012
3. Freshman and Sophomore parent nights	January 2011	May 2012

## **PERSISTENCE TO GRADUATION/GRADE LEVEL TRANSITION**

University City High School staff has charged itself with raising the graduation rate for the 2011-2012 year to over 93%. We also have immersed ourselves in the data that is our building. Everything we have talked about in the first portion of this plan leads us to our graduation rate. Every single goal, action step and strategy will contribute to our students not only being graduates but ultimately being successful citizens.

Below are just some of the initiatives and steps we are taking to accomplish this goal.

- Increase building wide attendance to 93%
- Increase the number of students scoring at or above the national average on the ACT to over 75
- Use the instructional core to drive our curriculum
- Increase the number of students remaining on grade level after they arrive at UCHS
- Overhaul and streamline the process students use to choose their classes for the following school year
- Continue to implement PBIS strategies and Tier 2 interventions
- Utilize E2020 to its full potential
- Assist teachers to be able to make data driven decisions in all of their curricular choices
- Evaluate and utilize seminar to its full potential
- Create and implement a new summer school initiative for incoming struggling freshmen
- Remove all “excess” instructional support periods, make these all academic in nature
- Build and implement a successful intake process for our incoming students, not just freshmen
- Increase the use of technology building wide
- Increase parental involvement