Single Building District Improvement Plan

Universal Academy

Universal Academy

Mrs. Nawal Hamadeh
4833 Ogden
DETROIT, MI 48210

TABLE OF CONTENTS

Single Building District Additional Requirements Diagnostic

Title I Schoolwide Diagnostic

Schoolwide Plan 2015-2016

Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Universal Academy is a Pre K-12 grade school, home to 678 students from over two dozen countries, where students are encouraged to tear down walls and build bridges, and share and celebrate their diverse cultural backgrounds. Thus, students learn not to fear their differences, but to draw from each others' strengths and maximize each one's potential. In this safe and nurturing environment, Universal Academy's dedicated and highly qualified educators lay the foundation for a lifetime of learning, offering an innovative, world-class education to inspire students to achieve academic excellence and prepare for their future roles as responsible citizens and the leaders of tomorrow. The Academy utilizes a unique, safe, and orderly environment that is conducive to learning to meet the challenges of this ever-changing world. Universal Academy welcomes Greater Metro Detroit area students from all backgrounds and cultures. The Academy's enrollment is open to all Michigan residents, as well as foreign exchange students who are not U.S. citizens. Enrollment applications are available online at the school's website at www.universalpsa.org and in the main office on campus. Enrollment is limited to students who fall within the appropriate age and grade range. The Universal Academy Board has established a policy of priority enrollment for siblings of current students. Children of Board members or Academy employees are eligible for priority enrollment, as well. Any student who was enrolled in the Academy in the immediately preceding academic year is eligible to re-enroll in the appropriate age range/grade level, unless that grade is not offered. In the event that Universal Academy receives more applications for enrollment than the number of spaces available, students will be selected randomly through a public lottery drawing. Universal Academy has strong ties to its surrounding communities and organizations which provide assistance to the student the academy serves. Universal Academy provides a safe and secure environment to its students and staff.

Universal Academy takes great pride in ensuring that every staff member is recognized as an educator with the ability to impact students. All educators are hired by Hamadeh Educational Services, with highly qualified status and qualifications as identified by the Michigan Department of Education. All teachers and administrators are certified, highly qualified, and hold degrees from nationally and internationally recognized colleges and universities. All paraprofessionals and instructional technicians are highly qualified, some hold Bachelor's and/or Master's degrees. All other staff members are highly qualified for their respected positions, as well. With significant dedication, the staff collaborates closely with students, parents, and other stakeholders sharing information about programs, data driven instruction, school improvement activities and services, and providing the personal attention necessary to support the success of each child. At Universal Academy, all staff work as a cohesive team with one common purpose to provide a superior education for all students, the decision-makers and leaders of tomorrow.

Universal Academy offers an outstanding college preparatory education based on Michigan's Core Curriculum, Common Core State Standards, International Standards, the American Council on the Teaching of Foreign Language (ACTFL) Standards, and the study of international cultures. Students are provided with a diverse experience to study a language, culture, and history different from one's own. The staff at Universal Academy encourages students to express and share their wealth of ethnic traditions, values, and experiences, thus enriching, nurturing, and empowering one another. Decisions pertaining to the Academy's curriculum are initiated through a collaboration of instructional leaders, assessment and evaluation specialists, curriculum and program specialists with survey feedback from students, staff, parents and community members. The Academy's model of instruction is carefully aligned with recognized and accepted standards for elementary through high school. In addition to providing all students with a solid foundation in each of the core academic areas through integrated technologies, students are also exposed to a variety of specialty areas including Arabic language instruction, health awareness, internet safety, computer sciences and international cultures.

Data-driven curriculum decisions are made as a part of the continuous improvement process to update curriculum materials, instruction, programs and services to ensure alignment. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with inservice time, in which substitutes are assigned to cover teachers in the classroom to allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment. Analysis of standardized assessments, interim, and formative and summative assessments are disaggregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best practices are reviewed and actions are put in place to support continuous school improvement with planning, instruction, and practices in the classrooms to address specific sub-group needs at each grade level.

The Academy promotes 21stCentury approaches to teaching and learning, with data driven decision making and research based programs and practices as outlined in the School Improvement Plan. Universal Academy provides Smartboards, document cameras, assistive hearing devices, and student handheld response devices. Additionally, electronic translators, classroom sets of graphing calculators, classroom sets of wireless laptops, classroom sets of e-book readers, and classroom sets of touch slates are available for students and staff. 100% of seniors graduate and are admitted to colleges and/or universities with $1,892,500 in scholarships and grant funds earned by seniors. Universal Academy has a rigorous and comprehensive College Readiness Program, Dual Enrollment Program, and Arabic Blended Learning Program with Rosetta Stone. Additionally, the Academy provides a full spectrum of Special Education services, in-class tutorial services,after school Achievement Campers Program, credit recovery, and academic based intervention programs. Universal Academy strives to provide quality after school programs for students in order to combat the outside forces that have the potential to create distractions or problems for students after school hours. Different after school club activities are provided to students such as: Math Club, Arabic Club, Service Club, Guitar Club, Playworks Junior Coach Club, National History Day Club, Science Club, Literacy Club, and Green School Club. These clubs are offered to promote global awareness and civic responsibility in order to become lifelong learners.

In this safe and respectful environment, stakeholders at Universal Academy take pride in the school building and security that exists to promote, and support a conducive learning environment amongst all students. The campus consists of 25 classrooms, two fully equipped computer labs, a library and a large gym that is used for physical education activities and lunch services. All entrance and exit doors are secured with a top of the line security system. In addition, hallway monitoring is in place via school personnel and camera systems. Visitors are welcomed into the school building after calling into the main office, and staff are able to see who the visitors are, and screen the reasons for the visits.

Junior Varsity and Varsity sports for students' grades 6-12 are offered for both males and females. A before, during and after school tutorial program is available to re-mediate learning objectives. Family engagement activities are available bi-weekly with a breakfast included, which give families a chance to come together as a community and be provided with professional development sessions on how to help their students at home. The Academy also provides families with school funded field trips to promote family involvement during school hours.

Leadership and academic excellence is important at Universal Academy. The Academy has a chartered membership with National Honor Society that gives exemplary students the opportunity to enhance their leadership, scholarship, service and character traits through school and community involvements. These involvements include: Gleaners canned food drive, Make a Wish Foundation fundraising, peer tutoring and community partnerships through volunteer opportunities. Universal Academy promotes leadership skills amongst our 6th-12th grade students with the Universal Academy Student Government involvement in team building practices and leadership training through the University of Michigan and Wayne State University.

As a school, Universal Academy provides additional support services to its students based on social, emotional and academic needs. Universal Academy provides its' students with a full time nurse, a mobile dentist, a school counselor for elementary and secondary students,

a school social worker, a full time security guard, ESL teachers, highly-qualified paraprofessionals, a library technician, a reading specialist, a special education teacher and Family Engagement Liaison for elementary and secondary students.   These resources are used to aid in behavior management, character development, homeless assistance, transition to American culture, college/career readiness and overall safety of the building occupants. The academy offers social websites and an online parent portal to facilitate school to parent communication on grades and core subject content expectations.

Oakland University provides scholarship opportunities such as Public School Academy scholarship and Education Department Scholarship for seniors who are interested in studying at Oakland University. The academy has strong ties with Henry Ford Community college, which offers Universal Academy students a chance to dual enroll in college courses. More than 39 % of Universal Academy's Grade 11 and Grade 12 students are enrolled at Henry Ford Community College. The academy promotes and maintains the expectation that all students will graduate and go on to perform well in college. This expectation is communicated in each grade in the Academy. Young learners are aware of the importance of a college education and that importance is instilled at an early age through the promotion of graduation dates for high school diplomas and college/university degrees.

Universal Academy focuses on the four pillars of Hamadeh Educational Services: Scholarship, Character, Culture and Community to enhance character traits and uses different programs to instill values in its students to be principled, open-minded, caring, balanced and reflective. Teachers are versed and knowledgeable of character traits such as integrity, respect, effective communication and they teach the importance of cultural diversity. These programs are seen throughout the hallways, classrooms, meetings and overall communication between students and staff at Universal Academy.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of Universal Academy is to provide its students with quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own.

The vision of Universal Academy is that the Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful. The Academy will prepare its students to be independent, lifelong learners and a productive working members of a global society through acquired diverse knowledge, experiences and skills.

The Academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique, safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

In support of this vision, Universal Academy embraces as its mission to provide a well-rounded education based on the Michigan Core Curriculum and the study of international cultures, with a special focus on the Arabic language. Additionally, the Academy inspires and educates students and instills them with the values of equity, respect, and understanding as well as celebrate diversity, welcoming students from all backgrounds and cultures, and encouraging cross-cultural learning. Furthermore, the Academy has professional, certified staff who are experienced, qualified, and committed to their students in state-of-the-art learning facilities that foster a safe, innovative, world-class educational experience.

Universal Academy strives to provide all students with high quality education aligned to the Michigan Core Curriculum in preparation for graduation from high school, and in obtaining the skills needed for life after graduation. The Academy focuses on shaping life-long learners through rigorous and relevant instructional practices that encompass the skills of the 21st century. To ensure that instruction is individualized for students' ability levels, as well as learning styles and interests, students are assessed on a weekly basis. Multiple assessment data sources such as formative and summative classroom assessments, student portfolios, Scantron Ed-Performance Series assessments, EXPLORE/PLAN assessments, American College Test/Michigan Student Test of Educational Progress (ACT/MSTEP), WIDA, Developmental Reading Assessment (DRA), Qualitative Reading Inventory (QRI), and other research-based assessment tools are used to determine student achievement.

Universal Academy's assessment policies and practices, in addition to data-informed decision making, support the identification and placement of students in appropriate tiers to receive services that best meet their needs. The Academy utilizes Response to Intervention (RtI) to better identify areas of improvement for each child, and what steps to take in order to make progress in those areas. The RtI teams meet to analyze student data and set learning goals for each child on a regular basis throughout the school year. Differentiated lessons by the classroom teacher, ESL teachers, as well as double dosing of instruction by the paraprofessional and/or reading interventionist, are then put into place according to each child's identified tier in the RtI process. Universal Academy's tutorial program provides extra layer of instruction for at-risk students during school. An after school program is also available to service qualified students in the core subject areas.

To further assist students in achieving their academic goals, Universal Academy facilitates multiple channels of communication with the home. Parents and guardians receive letters, emails, text messages and phone calls, translated in Arabic, informing them of events and programs going on in the school regularly. The academy offers additional opportunities for family engagement through Parent Teacher Council meetings, Parent Teacher Conferences and English Language Acquisition programs for parents as well as other opportunities such as assemblies, cooking classes and Professional Development sessions on reading strategies and homework support at home.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Universal Academy is proud that its students outperform students in local area Detroit schools on Michigan Educational Assessment Program (MEAP) tests in Math and Language Arts, and 100% of Universal Academy graduates are accepted into colleges or universities every year.

Universal Academy is honored by outstanding performances and commitment to excellence, including Detroit Skillman Foundation's "Good School" Award and Title I Distinguished School of 2010. The Academy is also honored annually by the Authorizer, Oakland University, with the Compliance Award since award inception in 2007. In January 2014, Bridge Magazine and Public Sector Consultants recognized Universal Academy as one of the top ten high schools in Michigan. This report used test scores and socioeconomic status to determine the ranking during the 2013-2014 school year. According to Detroit News School Report Card, Universal Academy ranked among best 5 high schools in Detroit during the year 2012.

The founder, Superintendent, and CEO of Universal Academy, Mrs. Nawal Hamadeh, started the Academy with a vision and continues to ensure that Universal Academy provides an environment focused on preparing students for their future successes as responsible, driven, upstanding citizens and leaders in society. Mrs. Nawal Hamadeh was inducted into the National Heritage Hall of Fame, was honored with the Lebanese American Heritage Club Outstanding Leadership and Science in Education Award, and was recognized as the Arab American Professional of the Year in the field of Education. All teachers at Universal Academy are Highly Qualified, successful leaders of the classroom. Our certified, experienced teachers hold degrees from nationally and internationally renowned colleges and universities. With uncommon dedication, our staff works closely with students and parents, sharing information and providing the personal attention necessary to help each child excel. Universal Academy's professional, paraprofessional staff and support personnel work as a cohesive team with one common purpose; a superior education for our students, the decision-makers and leaders of tomorrow.

During the 2014-15 school year, Universal Academy's senior class earned over $1,800,000 in potential scholarships,100% of our seniors graduated and 98% were accepted into colleges and universities. At the Academy, formal and informal Student Award Assemblies were held, where parents were invited to celebrate student accomplishment awards. Middle school students also put their writing skills to work in the "Do the Write Thing Challenge" program and two of our students were awarded as School Finalists. Nine students from Grade 4 and 5 participated in Oakland University's Book Writing Contest and the winner received recognition and a tablet. The Academy's middle and high school students participated in the Science and Engineering Fair and earned distinguished positions. Upper elementary students at the Academy also participated in the Earth Day Poster Contest, sponsored by the Michigan Department of Environment Quality, and were awarded for their participation.

During the 2013-14 school year, Universal Academy was awarded the Building Healthy Communities Grant in an effort to surround children and families with educational opportunities for healthy eating and physical activity. The Building Healthy Communities Grant allowed the Academy to purchase program materials, curriculum, equipment, Professional Development, mentoring and technical support for full implementation. Coinciding with the Building Healthy Communities grant, the Academy also earned a grant for the Fuel Up to Play 60 program to establish student leaders throughout grades to design monthly physical and nutritional activities to keep students healthy and fit. The student leaders presented these activities to fellow classmates. Both programs provided a great means in promoting healthy living in alignment with the Healthy-Eating Initiative established by First Lady, Michelle Obama.

Universal Academy strives to create an environment that involves and takes all stakeholders views, ideas and efforts into high consideration when implementing practices into the school community. At Universal Academy, the schools' stakeholders are included and involved in all School Improvement Teams. The school administration believes that overall satisfaction of all stakeholders is most important for providing a well rounded, quality and rigorous education for all students.

The Academy recognizes communication barriers within its student and family population. In order to provide assistance with this, the Academy provides students with extra layers of services of ESL inclusion in classrooms. All Universal Academy students are expected to learn the Arabic Language. Students and teachers are provided with tutorial staff who are bi-lingual in Arabic and English, helping to lessen the gap in communication. All communication that goes home via notices is translated into Arabic in order to cater to our Arabic speaking families. The Academy showcases Arabic celebrations with events such as Arabic Language Day, Arabic Spelling Bee, Arabic Poetry Reading and Arabic Mothers Day celebration.

As a school community, Universal Academy recognizes the areas that show a deficit. Parent involvement at Universal Academy is a challenge that the Academy is making strides to overcome. Universal Academy has implemented programs after school that involves parents in the education of their child while educating the parent on the English language. There are obstacles that the Academy must combat to get families involved. Some of the barriers are based on the basic needs of families not being met. Some families do not have access to vehicles; economic factors are a struggle at times for Universal Academy families; there are cultural barriers that prevent families from being actively involved in school activities. By following the Epstein Model, Universal Academy has provided families with classrooms/programs for women only, food and beverage at all functions and incentives for students and families to attend school activities such as parent teacher conferences, family engagement meetings, Professional Development sessions and field trips.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Universal Academy aims to provide its students with a quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from one's own. The Academy provides an education that will enable the various ethnic traditions, values and experiences of students to enrich and nurture one another. Universal Academy was founded to address the unique needs of families living in the Detroit-metropolitan area who have found the traditional public school systems unable to meet their children's needs, largely due to language and cultural barriers. Universal Academy is proud to announce that 100% of twelfth grade students graduated in the 2013-14 school year. The senior class, with the leadership and support of counselors, and various other educators, were able to secure over $2,000,000 million dollars in scholarships to various universities, community colleges, and individual scholarships.

Universal Academy is dedicated to the training and professional development of staff throughout the school year. At the beginning of the school year, the Academy provides a teacher orientation in which various administrators and outside agencies offer mentoring and training to further meet the needs of the students. Additionally, the Director of Staff mentoring and coaching for Universal Academy provides supplementary mentoring and training to teachers regarding the McRel Teacher Evaluation System that is used to evaluate teachers. Ongoing training and mentoring is provided to the Instructional Administrative Team to assist in the evaluation of teachers through the use of walkthroughs and formal observations. During the 2014-15 school year, the administrative team conducted ongoing walkthroughs and at least two formal observations for each teacher. Walkthroughs and observations provide teachers with valuable feedback regarding the instructional strategies that were visible in the classroom. The electronic walkthrough feedback form highlights research-based strategies and best practices, as well as recommendations for teachers to further improve instruction. A similar process is followed for all tutorial staff as well.

Universal Academy aims to improve the achievement of all of its students by making informed decisions through data analysis. The Director of Research and Evaluation works closely with instructional administrators and teachers to provide training and mentoring on how to analyze data, and further provide instructions based on the analysis. Through the use of Tableau, an online data management system, various workbooks are created via charts, graphs, and data dashboards that assist staff to access students' overall performance to plan, evaluate and assess mastery of skills learned. Such resources and data also enable the staff to provide necessary interventions as outlined in the school's Response to Intervention Plan.

Universal Academy strives to meet the needs of all students. The Academy offers a full spectrum of services with the help of a highly-qualified and certified teacher who provides services to students with Individualized Education Plans (IEPs). Additionally, Universal Academy has a social worker, a speech and language Pathologist, and contracts with occupational therapists and hearing consultants who provide a wealth of services and accommodations for students with special needs in accordance with the Individualized Education Plans. The Academy has a school psychologist who facilitates all of the testing needed to identify students with special needs. The Special Education Program is overseen by a Coordinator of Special Programs who provides guidance and mentoring for all Special Education staff, as well as establishing relationships with parents of students with special needs. The certified special education staff members provide ongoing support and teaching, to ensure that students reach mastery of established goals in compliance with State and Federal regulations.

Universal Academy provides a comprehensive Arabic language curriculum. Students attend five hourly sessions per week with highly

qualified teachers of the Arabic language. Through the blended learning program, students receive instruction in the mainstream classroom accounting for reading, writing, listening, and speaking the Arabic language. Students alternate weekly between the mainstream classroom and the use of the technology lab that provides Arabic instruction through Rosetta Stone. In collaboration with the mainstream teachers, interdisciplinary connections are established between the Arabic curriculum and the general education curriculum. Additionally, Arabic teachers implement best practices of reading and writing across the curriculum. The Academy promotes the collaboration and planning of various events, which highlight the Arabic language such as Arabic Language Day, including the school-wide assembly where the Arabic culture is represented with various cultural displays, food, and artifacts. Students participate in Arabic Poetry Contest, Arabic Spelling Bee and Arabic Spirit Festival.

Universal Academy's Tutorial Program provides added support for students identified in need of Tier II services and/or At-Risk through Response to Intervention (RtI) process. The services are provided using small group interventions and occur during the school day, ranging from a double dose of instruction, remediation skills, to an additional layer of support for English learners. Classroom teachers provide weekly plans for tutorial staff members to facilitate during scheduled times in the classrooms. The tutorial program is overseen by a Coordinator of Tutorial Services, who schedules services for students placed in Tier II. Universal Academy provides a combined program through the RtI process, which offers support to students using Sheltered Instruction Observation Protocol (SIOP) as part of Tier I intervention. An additional layer of service is provided by certified teachers who are trained in English as Second Language (ESL) strategies.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

In an effort to engage a variety of stakeholders in the development of the institution's improvement plan, Universal Academy's administrators communicate and announce orientation schedules for all stakeholders including school board members, building administrators, teachers, support staff, students, parents and community members and invite them to participate in professional development sessions where School Improvement teams' tasks and plans are shared. Stakeholders are given a list of School Improvement Teams' titles and tasks that are required throughout the school year. Once teams are formed, the School Action Research Teams' responsibilities are shared with the other team members that include, teachers, paraprofessionals, parents, students, and at least one administrator.

Each team is responsible for leading school teams in the Design, Implement & Evaluate components of the Universal Academy school improvement process/cycle in leading school teams: The Design component is the process for identifying needs based on data, developing goals/expected outcomes and scientifically research-based initiatives/programs to be implemented. The Implement component provides the training/guidance (ongoing support), provide the services and resources, observe and provide artifacts to support implementation, & required documentation. The Evaluate component ensures implementation was effective (i.e. ample training/guidance, materials/resources used, programs took place as scheduled, appropriate student services, etc.), review valid data sources and determine whether to continue, modify or remove programs/services.

All SIT meetings are scheduled through monthly newsletters, email correspondence, Outlook calendar, phone calls, flyers, posters, online surveys, and announcements before and after school, and on an as-needed basis to accommodate stakeholders involved. Meetings are held during Friday professional development sessions as well as before and after school on a regularly. In addition, the Title I Coordinator communicates regularly with all School Improvement Team members through Outlook calendar invites, emails, phone calls and in-person meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Universal Academy has eight school level action research teams that are sub-committees of our school improvement team. School improvement teams include Supplemental Professional Development, Schoolwide Reform Strategies, Family Activities and Assistance, Preschool Transition Strategies, Safe and Secure Learning, School Recognition Activities, Response to Interventions and Program Fidelity Team. All SIT members include teachers, paraprofessionals, parents, students, and at least one administrator. The School Improvement Team (SIT), take on the role of participating in the development of planning, implementing and evaluating the School Improvement Plan.

The Supplemental Professional Development team evaluates, plans and updates supplemental professional development activities for upcoming school year, highly qualified Assurance strategies and Performance Evaluation Policy. Schoolwide Reform Strategies team uses School Data Profile and Comprehensive Needs Assessment to update and evaluate Schoolwide Reform model implementation based on Needs/Gaps and all other teams' recommendations. Family Activities & Assistance team works with Liaisons to plan implement and evaluate family engagement activities, provide mentoring and gather feedback from parents on Parental Involvement Policy to update No Child Left

Behind compact. Preschool Transition Strategies team monitors, evaluates and plan implementation of strategies/activities for newly enrolled KG students, update transition strategies and plan activities for upcoming school year. Safe & Secure Learning Team reviews data and program implementation about Building, Discipline and Attendance and provides recommendations for policy/procedure updates. School Recognition Activities Team evaluates, gathers feedback and provides recommendations on activities to promote positivity and retention of all stakeholders. School Recognition Activities Team also plans activities for upcoming school year and monitors public websites for positive marketing of school. Response to Intervention team evaluates, plan and uses RtI program to monitor students' progress for Supplemental Program Interventions. Program Fidelity Team monitors implementation of Grant-funded supplemental activities/programs, collects data and stakeholders' feedback to evaluate programs and update measures with SIT-ART Leads.

All teams are expected to complete the School Data Profile as part of the Comprehensive Needs Assessment to identify school, staff, student, parents and community needs. Using multiple sources of data, school improvement teams identify gaps in student achievement and the reasoning behind those gaps. Based on Michigan Department of Education guidance, teams update the school improvement plans' measurable objectives to address the needs/gaps. As part of the evaluation phase of the school improvement cycle, teams review all stakeholder feedback to ensure that implementation was effective and measurable growth was achieved. The teams make a final determination to continue, modify, or remove programs and services.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Once approved by the school board, the final school improvement plan is communicated to all stakeholders in various forms which include: email correspondence, staff orientation, uploaded to the Academy's' website and reviewed throughout the year. Staff members use the school improvement plan to develop professional targets and goals related to student achievement. Goals are reviewed in mentoring sessions and curriculum planning meetings on a bi-weekly basis. Stakeholders receive information on the progress of the school improvement plan through the sharing of meeting minutes from the School Improvement Teams/Action Research Team. The whole School Improvement Plan is available to all stakeholders at all times, through the school website: www.universalpsa.org

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data
1. In looking at the three year trend in student enrollment data, what challenges have been identified?

In looking at the trend data for last three years English Language learners enrollment at Universal Academy is more than 50%, also 99% of the student population is economically disadvantaged. As English Language learner enrollment increases, Universal Academy has the need for recruiting teachers, tutorial, administration, special programs and support staff who can support these students. Additional support services for students are also needed such as, but not limited to, social work, counseling, and supplemental tutoring.

Student Demographic Data
2. In looking at the three year trend in student attendance data, what challenges have been identified?

In looking at the three year trend in student attendance data, Universal Academy has maintained 94% or above attendance rate for all students. The number of chronically absent students is a challenge, though the percentage of chronically absent students was improved from 23% to 15%. It continues to be a challenge at 15%.

Student Demographic Data
3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Universal Academy does not have any major challenges regarding discipline referrals, suspensions or expulsions.

Student Demographic Data
4. What action(s) could be taken to address any identified challenges with student demographic data?

Universal Academy staff members have documented the challenges based on student attendance data. It includes tardiness, absences, and long term overseas traveling. Due to the diverse nature of the student and parent population, the Academy has observed increased long term absence requests due to family emergencies that may occur overseas, causing the family to pull students away from school for a prolonged period of time. The Academy has also noticed a pattern of tardiness with certain students and families, which is due to socioeconomic factors, transportation issues, and working students and parents.

The main office staff will continue to be mentored and trained to consistently review submitted enrollment applications, making sure that students' demographic information is completed and entered accurately into Power School and Michigan Student Data Systems (MSDS). The main office staff will also be proactively assisting parents in completing enrollment applications as they come in to apply. Student demographic information will be further confirmed through the use of birth certificates and surveying parents for optimal accuracy. Main office staff and the deans of student affairs will be working closely with the students and families making sure to follow up with phone calls and

meetings regarding absences and tardy reports.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Although a fair number of our administrators are new to their positions we are utilizing the knowledge and skills of our experienced administrators along with high-quality research-based professional development and experienced consultants that is geared toward the most effective ways to reach English Language learners and economically disadvantaged students.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

New teachers can be a challenge for increasing student achievement as newer teachers do not have the knowledge and skills of experienced teachers. These teachers are provided with required mentoring hours and research-based professional development opportunities with the help of veteran teachers, Instructional coaches and Instructional consultants.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Universal Academy staff does not have extensive absences due to illness or professional development. When school leaders are absent responsibilities are shared among staff members.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Universal Academy teachers do not have extensive absences due to illness or professional development. When teachers are absent Universal Academy utilizes in house substitutes or plans for outside substitutes. Teachers provide detailed lesson plans, schedules, and school guidelines in order to ensure that the day runs smoothly.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

To address the challenge of training newer teachers, Universal Academy will continue to diligently provide mentoring and professional development opportunities to its staff members. In addition to these measures Universal Academy teachers also have core subject specialists who provide them with in house professional support and outside instructional coaches who provide intensive one-on-one

professional assistance. Universal Academy teachers also have the support of paraprofessional and ESL teachers in all classes.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

- According to the School Systems Review one of Universal Academy's strengths is instructional leadership where school leaders collaboratively create and communicate a shared vision for learning aligned to the district vision and mission and school improvement goals are aligned with the vision for learning. Universal Academy has high expectations of learning for students and staff and the administrators identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices. Multiple sources of data are used to drive decisions and measure progress toward school improvement goals for the implementation of curriculum, assessment, and instructional practices.
- Another strength is school, family and community relations. School leaders monitor, evaluate and provide information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes to School, Family and Community. There is a building-wide decision-making process with protocols that is shared and understood by stakeholders who collaboratively develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
- Communication and engagement are also strong indicators that stand out as Universal Academy's strengths. School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources. All programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework). There is also a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success. Families and community members are involved in the development of the district and school-level parent involvement plans and the school also partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

In reviewing the results of the School Systems Review it is evident that there is an ongoing need to prioritize effective planning to inform instruction, with monitoring of students' progress and mastery of Limited English Proficient Standards. Universal Academy will continue to have its experienced teachers and instructional administrators model instruction and best practices for the new staff to meet the needs of all students, with special recognition paid to the school's EL and economically disadvantages populations.

12. How might these challenges impact student achievement?

Professional Development of both teacher/staff and family is an integral part of student achievement and closing those gaps, it is important that Universal Academy also uses federal funds to provide additional research-based and intentional parental Professional Development sessions and provide teachers, staff and administration with specific Professional Development geared towards the most effective ways to reach English language learners and economically disadvantaged students.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The actions and strategies incorporated in the school improvement plan are specific strategies that are scientifically research-based to focus on helping all students reach the proficiency levels of State and in-house standardized tests. The strategies provide supplemental programs, services, and interventions to students that are identified to be in need of additional support by the District's Response to Intervention (RtI) process.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

All students, including students with disabilities, have equal access to all programs and interventions. Response to Intervention (RTI) plan is utilized to make decisions for all students related to implementation of tiered interventions. Michian Department of Education selection criteria for Section 31a identification and additional criteria are utilized to prioritize High Priority Title I students. The RTI plan is used to make decisions for all students related to implementation of tiered interventions. Students are identified utilizing attendance data, standardized test data, social economic status data, external risk factors, as well as LEP status.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

-ESL assistance and Tutorial program for all students in Grades K-12 that follow the RtI/MTSS Process of identifying at-risk students and providing them with the necessary help and resources to close gaps.
- After school Achievement Campers Program
- Summer school programs
- Credit Recovery
- Supplemental programs to provide an enriched and accelerated curriculum that focuses on Literacy across Curriculum and STEM (Science Technology Engineering and Math) based concepts.
- Use of instructional strategies and methods with all students in Grades K-12 which are based on data-informed research that strengthen the core academic programs.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

The following steps are used to determine whether a student is having difficulty mastering content the State's academic achievement assessment standards at an advanced or proficient level:

1) Teachers and administrators meet together to review data. The data that is considered includes: standardized test scores (WIDA, Scantron, M-STEP, PLAN/EXPLORE, ACT) and summatives. Once this data has been analyzed, teachers and administrators submit their recommendations for Tier II RtI candidates. Also taken into account is how long the student in question has been in the United States. Since

the school has such a large English Language Learner (ELL) population, students who are new to the country are provided with interventions and assistance to make their transition easier and quicker.

2) After the Tier II recommendations are made, students are then surveyed to determine their perceived areas of strengths and weaknesses. Students also provide information regarding what kind of support they receive outside of school. Students describe any extra-curricular activities that they may participate in and why they enjoy these activities.

3) Once student interviews are completed, the grade level teachers meet to review and discuss the results. This is a vital component to the entire process because it allows teachers a clear understanding of where the students are coming from and their students' individual backgrounds. Teachers are able to discuss what specific strategies and interventions to incorporate for each student in order to make the learning more individualized and differentiated.

4) The next step in the process is to officially enroll students in the Tier II RtI program in areas of need. Once students are placed in the program, they are monitored for the next 6-8 weeks to determine whether or not the suggested interventions are working and effective. Students receive a double-dose of instruction from Tutorial Staff members before, during or after class. Teachers use Grade Books to document and track the targeted interventions that students receive within their class.

5) While students are in the Tier II RtI Program they also meet with an administrator on a biweekly schedule to review how effective the interventions are in the classroom. They discuss how the students are performing and whether they are closer to demonstrating mastery within the content area.

6) At the conclusion of the 6-8 weeks, the RtI team meets again to discuss whether the provided interventions have been successful with the selected students and reconsider tier placement. The team references data collected (formative and summative assessments as well as any pertinent standardized testing data) to make their final decision. If the interventions are deemed successful and the student demonstrates proficiency, then the student is exited from the program. The student continues to be monitored to ensure progress is still made towards the final goal of demonstrating proficiency. If the student has not shown improvement, the team discusses possible reasons for the lack of progress and what new strategies and methods could be integrated to meet the student's needs.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Universal Academy leaders collaborate with teachers, instructional administrators, paraprofessionals and parents in an effort to ensure alignment to Common Core State Standards, the Grade Level Content Expectations, Michigan Merit Curriculum programs. Curriculum design at Universal Academy takes into consideration surveys and expressed feedback from students, staff, parents, and community members. Core teachers collaborate across grade levels during shared planning time allotted by the department, where teachers design assessments that are skill and project based to offer students the opportunity to apply core content knowledge in addressing a real world problem. Core teachers have access to students' standardized test data and receive explicit training on how to analyze the results to inform instruction on an ongoing basis. Instructional staff is provided with in-service time to allow vertical and horizontal planning, formative-to- summative assessment design, analysis of current program effectiveness, and planning improvement measures to address high-priority items extrapolated from assessment results.

Prior to unit development, teachers identify 'Power Standards', which align with a prioritized set of State Standards and Expectations that are essential for student success. Units are designed using a district-provided backward planning document, which guides teachers in posing unit questions, developing enduring understanding, and designing summative assessments through which students will demonstrate

proficiency of specific Power Standards.

Data driven curriculum decisions are made as a part of the continuous improvement process, which updates curriculum materials to ensure alignment with the Common Core State Standards, the Grade Level Content Expectations, and Michigan Merit Curriculum objectives. Additionally, thorough planning, completion of curriculum, and unit maps per grade level across all subject areas are included in the ongoing revision process to maintain alignment. Such curriculum alignment activities are scheduled continually and formally on an annual basis.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Elementary student achievement based on the 2013-2014 MEAP results in Reading are:

-Third grade students showed 33% proficiency

-Fourth grade showed 36% proficiency

-Fifth grade showed 39% of proficiency

Elementary student achievement on district-wide Scantron Assessments for 2014-2015 in Reading are:

- Third grade students showed a 35% median growth to norm

Middle School student achievement based on the 2013-2014 MEAP results in Reading are:

-Sixth grade students showed 32% proficiency in Reading

-Seventh grade students showed 31% proficiency

-Eighth grade students showed 49%proficiency in Reading.

Middle School Achievement on district-wide Scantron assessments in 2014-2015 in Reading are:

- Seventh grade students showed a 50% median growth to norm.

- Eighth grade students showed a 31% median growth to norm.

High School Achievement on EXPLORE/PLAN and ACT assessments in 2014-2015.

- 30% of ninth grade students met college readiness benchmark standards in Reading

- 13% of tenth grade students met college readiness benchmark standards in Reading.

High School Achievement on ACT/Workeys assessments in 2014-2015.

- 11% of eleventh grade students met college readiness benchmark standards in Reading.

- 10% of twelfth grade students met college readiness benchmark standards in Reading.

- Universal Academy's 3+ years high school students who took EXPLORE/PLAN and ACT assessments, performed better than new high school students in meeting college readiness standards in Reading.

19b. Reading- Challenges

Reading Challenges at the Academy based on the 2013-2014 MEAP and MME/ACT data include:

-Male students perform below other students in Reading; the achievement gap between male students and non-male students is 14%(19% across Elementary, Middle, and High School)

-ELL students perform below other students in Reading; the achievement gap between ELL students and non-ELL students is 16%(18% across Elementary and Middle School)

-At-Risk students perform below other students in Reading; the achievement gap between At-Risk students and non-At-Risk students is 2%-8% across Elementary and Middle School.

-African American students perform below other students in Reading; the achievement gap between African American students and non-African American students is 10% for Elementary.

-Latino students perform below other students in Reading; the achievement gap between Latino students and non-Latino students is 5% for Elementary.

Elementary student growth on district-wide Scantron Assessments for 2014-2015 in Reading are:

- second grade showed a -5% median growth to norm

- fourth grade showed a 5.5% median growth to norm

- fifth grade showed a 3% median growth to norm

Middle School student growth on district-wide Scantron Assessments for 2014-2015 in Reading are:

- sixth grade showed a -46% median growth to norm

19c. Reading- Trends

The following is three year trend data:

Elementary student achievement trend data in Reading are as follows:

-MEAP 2011-2012

*Third grade showed 16% proficiency

*Fourth grade showed 41% proficiency

*Fifth grade showed 57% proficiency

-MEAP 2012-2013

*Third grade showed 30.4% proficiency

*Fourth grade showed 30.4% proficiency

*Fifth grade showed 27.8% proficiency

-MEAP 2013-2014

*Third grade showed 24.5% proficiency

*Fourth grade showed 36.2% proficiency

*Fifth grade showed 38.6% proficiency

Middle School student achievement trend data in Reading are as follows:

-MEAP 2011-2012

*Sixth grade showed 31% proficiency

*Seventh grade showed 42% proficiency

*Eighth grade showed 32% proficiency

-MEAP 2012-2013

*Sixth grade showed 56.8% proficiency

*Seventh grade showed 30.3% proficiency

*Eighth grade showed 53.1% proficiency

-MEAP 2013-2014

*Sixth grade showed 31.8% proficiency

*Seventh grade showed 31.4% proficiency

*Eighth grade showed 48.6% proficiency

High school student achievement trend data for MME/ACT results in Reading are:

-MME/ACT 2011-2012

*Eleventh grade students showed a 16% proficiency in College Readiness standards

-MME/ACT 2012-2013

*Eleventh grade students showed a 19% proficiency in College Readiness standards

-MME/ACT 2013-2014

*Eleventh grade students showed a 26% proficiency in College Readiness standards

-ACT/Workeys 2014-2015

*Eleventh grade students showed a 11% proficiency in College Readiness standards

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Universal Academy will utilize its funds and resources to address the reading challenges and will continue incorporating authentic higher order thinking skills in content reading assessments across disciplines, more time will be given to the students to spend on informational text in order to enhance different types of reading skills and creating more student engagement strategies and skills especially for English language learners with the help of differentiated and accommodated strategies.

If funding is available, Universal Academy will hire reading interventionists trained on the Fountas and Pinnell Leveled Literacy Intervention program to meet the needs of struggling readers and writers. Elementary teachers will receive ongoing training in Journeys and additional training in the Writesteps.

Professional Development to address literacy needs:

- Journey's training for K-5th grade teachers

- The Writesteps for K-5th grade teachers

- Leveled Literacy Interventions K-2 for reading interventionists

- Leveled Literacy Interventions 3-5 for reading interventionists

- Managing the Literacy Block: Strategies to Develop Independence and Provide Differentiated Instruction

- New Teacher Academy - Elementary

- Guided Reading in the Era of Common Core State Standards K-5

- Using Children´s Literature to Teach K-5 Social Studies Community, Economics & Geography

- A Practical Approach for differentiating instruction

- Grades 6-12 Discipline Strategies for Dealing with Challenging Difficult Students

Resources to address literacy needs:

Elementary:

- Journey's practice books k-5

- Journey's instructional card kit

- Sadlier Oxford phonics books

- Listening Centers

Middle School:

- Vocabulary for Success books

- Grammar for Writing books

- Novels for literacy skills

High School:

- Vocabulary for Success books

- Grammar for Writing books

- Novels for literacy skills

- Kaplan SAT 2015 Strategies, Practice and Review

20a. Writing- Strengths

Elementary student achievement based on the 2013-2014 MEAP results in Writing are:

-Fourth grade showed 27.6% proficiency

Middle School student achievement based on the 2013-2014 MEAP results in Writing are:

-Seventh grade students showed 31.4% proficiency

High school student achievement based on the 2013-2014 MME/ACT results in Writing are:

-26% of eleventh grade students met college readiness standards in writing.

High school student achievement based on the 2014-2015 ACT/Workeys results in Writing are:

-25% of eleventh grade students met college readiness standards in writing.

20b. Writing- Challenges

Writing Challenges at the Academy based on 2013-2014 MEAP and MME/ACT data:

Male students perform below other students in Writing:

-The achievement gap between male students and non-male students is 12%-22% across Elementary, Middle and High School.

-ELL students perform below other students in Writing; the achievement gap between ELL students and non-ELL students is 10%- 16% across Elementary, Middle and High School.

-At-Risk students perform below other students in Writing; the achievement gap between At-Risk students and non-At-Risk students is 4%-6% across Elementary and Middle School.

20c. Writing- Trends

Elementary student achievement trend data in Writing are as follows:

-MEAP 2011-2012

*Fourth grade showed 27.6% proficiency

-MEAP 2012-2013

*Fourth grade showed 17.4% proficiency-

-MEAP 2013-2014

*Fourth grade showed 24% proficiency

Middle School student achievement trend data in Writing are as follows:

-MEAP 2011-2012

*Seventh grade showed 31.4% proficiency

-MEAP 2012-2013

*Seventh grade showed 36.4% proficiency

-MEAP 2013-2014

*Seventh grade showed 42% proficiency

High school student achievement trend data for MME/ACT results in Writing are:

-MME/ACT 2011-2012

*Eleventh grade students showed a 16% proficiency in college readiness benchmarks

-MME/ACT 2012-2013

*Eleventh grade students showed a 19% proficiency in college readiness benchmarks

-MME/ACT 2013-2014

*Eleventh grade students showed a 26% proficiency in college readiness benchmarks

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

To address these challenges Universal Academy will continue utilizing its resources and grant-funded opportunities, such as Wireless Portable Computer Labs/Carts to ensure that technology is available for classroom use to be embedded across the content areas. Furthermore, supplemental material will be provided for teachers and students to use as additional means of access to interactive content across the subject areas, as well as providing opportunities to further embed literacy across the curriculum.

If funding is available, Universal Academy will hire reading interventionists trained on the Fountas and Pinnell Leveled Literacy Intervention program to meet the needs of struggling readers and writers. Elementary teachers will receive ongoing training in Journeys and additional training in the Writesteps.

Professional Development to address writing needs:

- Journey's training for K-5th grade teachers

- The Writesteps for K-5th grade teachers

- Leveled Literacy Interventions K-2 for reading interventionists

- Leveled Literacy Interventions 3-5 for reading interventionists

- Managing the Literacy Block: Strategies to Develop Independence and Provide Differentiated Instruction

- New Teacher Academy - Elementary

- Using Children´s Literature to Teach K-5 Social Studies Community, Economics & Geography

- A Practical Approach for differentiating instruction

- 10 Things Every Writer Needs to Know

- Grades 6-12 Discipline Strategies for Dealing with Challenging Difficult Students

Resources to address writing needs:

Middle School and High School

- Grammar for Writing books

21a. Math- Strengths

Elementary student achievement based on the 2013-2014 MEAP results in Math are:

- Third and fourth grade has shown a positive trend in performance.

Elementary student achievement based on the 2014-2015 district-wide Scantron assessment in Math are:

- Second grade students showed a 56% median growth to norm

- Third grade students showed a 82% median growth to norm

- Fourth grade students showed a 46% median growth to norm

Middle School student achievement based on the 2013-2014 MEAP results in Math are:

- Seventh grade students showed a 31% proficiency

Middle School student achievement based on the 2014-2015 district-wide Scantron assessment in Math are:

- Sixth grade students showed a 23% median growth to norm

High School Achievement on ACT/Workeys assessments in 2014-2015.

- 19% of ninth grade students met college readiness benchmark standards in Math.

- 11% of eleventh grade students met college readiness benchmark standards in Math.

- 10% of twelfth grade students met college readiness benchmark standards in Math.

- Universal Academy's 3+ years high school students who took EXPLORE/PLAN and ACT assessments, performed better than new high school students in meeting college readiness standards in Mathematics.

21b. Math- Challenges

Math challenges at Universal Academy are as follows:

- Male students perform below other students in Math; the achievement gap between male students and non-male students is 8% across Elementary, Middle and High School.

- ELL students perform below other students in Math; the achievement gap between ELL students and non-ELL students is 4%-11% across Elementary and Middle School.

- At-Risk students perform below other students in Math; the achievement gap between At-Risk students and non-At-Risk students is 4%-8% across Elementary and Middle School.

21c. Math- Trends

The following is three year trend data:

Elementary student achievement trend data in Math are as follows:

-MEAP 2011-2012

*Third grade showed 10% proficiency

*Fourth grade showed 15% proficiency

*Fifth grade showed 43% proficiency

-MEAP 2012-2013

*Third grade showed 17.9% proficiency

*Fourth grade showed 17.4% proficiency

*Fifth grade showed 16.7% proficiency

-MEAP 2013-2014

*Third grade showed 18.9% proficiency

*Fourth grade showed 19% proficiency

*Fifth grade showed 11.4% proficiency

Middle School student achievement trend data in Math are as follows:

-MEAP 2011-2012

*Sixth grade showed 29% proficiency

*Seventh grade showed 33% proficiency

*Eighth grade showed 21% proficiency

-MEAP 2012-2013

*Sixth grade showed 29.7% proficiency

*Seventh grade showed 33.3% proficiency

*Eighth grade showed 12.5% proficiency

-MEAP 2013-2014

*Sixth grade showed 25% proficiency

*Seventh grade showed 31.4% proficiency

*Eighth grade showed 17.1% proficiency

High school student achievement trend data for MME/ACT results in Math are:

-MME/ACT 2011-2012

*Eleventh grade students showed a <10% proficiency in college readiness standards

-MME/ACT 2012-2013

*Eleventh grade students showed a <10% proficiency in college readiness standards

-MME/ACT 2013-2014

*Eleventh grade students showed a <10% proficiency in college readiness standards

-ACT/Workeys 2014-2015

*Eleventh grade students showed a <10% proficiency in college readiness standards

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Universal Academy will utilize its funds and resources to continue providing students with additional hands-on experiences in grades K-8 with manipulatives that will enhance the understanding and problem solving process in mathematics. More instructional activities that incorporate inquiry and higher order thinking skills will be incorporated in lesson plans and classroom activities. The instructional practices will be focused on higher order thinking skills in Bloom's Taxonomy and will incorporate hands-on experiences and real world applications. Students will be provided with additional content knowledge in math that will require them to transfer skills within mathematics and also across disciplines. An Advanced Placement Calculus course will be added for 12th grade students.

Professional development to increase math proficiency:
Elementary and sixth grade teachers will be given ongoing professional development on the Everyday Math Program.

Resources:
- Additional math manipulatives will be purchased for use in K-6th grade.
- 7th and 8th grade: Math Course 2 Common Core and Math Course 3 Common Core
- Online resources for Course 2 and 3 for both teachers and students

22a. Science- Strengths

Elementary student achievement on district-wide Scantron Assessments for 2014-2015 in Science are:
- Second grade students showed a 46.5% median growth to norm:
- Third grade students showed a 75.5% median growth to norm:

Middle School student achievement based on the 2013-2014 MEAP results in Science are:
-Eighth grade students showed 8.6% proficiency which is an increase from the last two years.

22b. Science- Challenges

Elementary student achievement based on the 2013-2014 MEAP results in Science showed no significant proficiency.

Elementary student achievement on district-wide Scantron Assessments for 2014-2015 in Science are:

- Fourth grade students showed only a 12% median growth to norm.

- Fifth grade students showed a -17% median growth to norm.

Middle School student achievement based on the 2013-2014 MEAP results in Science are:

-Eighth grade students showed only 8.6% proficiency.

Middle School student achievement on district-wide Scantron Assessments for 2014-2015 in Science are:

- Sixth grade students showed a -3% median growth to norm.

- Seventh grade students showed a 1% median growth to norm.

- Eighth grade students showed a .5% median growth to norm.

High School student achievement based on the 2013-2014 MME/ACT results in Science showed no significant proficiency.

High School student achievement based on 2014-2015 ACT/Workeys results in Science showed no significant proficiency.

22c. Science- Trends

Elementary student achievement trend data in Science are as follows:

-MEAP 2011-2012

*Fifth grade showed 7% proficiency.

-MEAP 2012-2013

*Fifth grade showed no significant proficiency-

-MEAP 2013-2014

*Fifth grade showed no significant proficiency.

Middle School student achievement trend data in Science are as follows:

-MEAP 2011-2012

*Eighth grade showed no significant proficiency

-MEAP 2012-2013

*Eighth grade showed no significant proficiency

-MEAP 2013-2014

*Eighth grade showed 8.6% proficiency

High school student achievement trend data for MME/ACT results in Science are:

-MME/ACT 2011-2012

*Eleventh grade students showed a 4% proficiency in college readiness standards

-MME/ACT 2012-2013

*Eleventh grade students showed a 6% proficiency in college readiness standards

-MME/ACT 2013-2014

*Eleventh grade students showed no significant proficiency in college readiness standards

-ACT/Workeys 2014-2015

*Eleventh grade students showed no significant proficiency in college readiness standards

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Universal Academy will utilize its funds to continue providing students the opportunity to perform experiments and practice inquiry in science. Instructional resources are needed to facilitate incorporation of hands-on and inquiry based learning. Teachers will continue incorporating additional reading skills in teaching reading and comprehending informational text that will enhance critical thinking skills needed for reflection and analysis. Further opportunities for trans-disciplinary teaching/learning and the use of more reading and writing across the curriculum will be beneficial. Students also have access to Science Lab Demonstration Stations in the classrooms to help provide an additional means of mastering Science standards. Additionally, teachers demonstrate inquiry based Science activities to develop further discussions amongst the class on Science content. Wireless Portable Computer Labs/Carts ensure that technology is available for classroom use to be embedded across the content areas. NetTREKKER and BrainPOP and all Learning-Z subscriptions were purchased by the Academy for teachers and students to use as an additional means of access to interactive content across the subject areas, as well as providing an opportunity to further embed literacy across the curriculum.

Science teachers will attend the following professional development:
- Preparing for Next Generation 9-12 and/or Life Science/Physical Science
- High Priority Formative Assessment Series-A process to improve student achievement
- Using differentiated instruction to teach your state standards
- Michigan Science Teachers Association Conference

The following will be purchased in order to help students meet achievement goals in Science.
- 6th Grade Science: A Closer Look, Grade 6, Building Skills; Activity Lab Book
- Ladders to Success on the State Standards, Science-6
- 7th Grade: Glencoe Middle School Science Course 2 with STUDENTWORKS subscription.
- 9th-12th Grade: Lab materials
- Kaplan SAT Subject Test Biology. Chemistry, Physics

23a. Social Studies- Strengths

Middle School student achievement based on the 2013-2014 MEAP results in Social Studies are:
-Sixth grade showed 11% proficiency

High school student achievement based on the 2013-2014 ACT/MME results in Social Studies are:

-Ninth grade students showed 8% proficiency

23b. Social Studies- Challenges

Middle School student achievement based on the 2013-2014 MEAP results in Social Studies are:

-89% of Sixth grade students were not proficient in college readiness standards

High school student achievement based on the 2013 ACT/MME results in Social Studies are:

-92% of Ninth grade students were not proficient in college readiness standards

23c. Social Studies- Trends

Middle School student achievement trend data in Social Studies are as follows:

-MEAP 2011-2012

*Sixth grade showed 11% proficiency

-MEAP 2012-2013

*Sixth grade showed 13.5% proficiency

-MEAP 2013-2014

*Sixth grade showed 6.8% proficiency

High school student achievement trend data for MME/ACT results in Social Studies are:

-MME/ACT 2011-2012

*Ninth grade students showed an 8% proficiency in college readiness standards

*Eleventh grade students showed a 14% proficiency in college readiness standards

-MME/ACT 2012-2013

*Ninth grade students showed an 12.3% proficiency in college readiness standards

*Eleventh grade students showed a 11% proficiency in college readiness standards

-MME/ACT 2013-2014

*Ninth grade students showed no significant proficiency in college readiness standards

*Eleventh grade students showed a 16% proficiency in college readiness standards

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Universal Academy will continue providing students with further opportunities to apply knowledge through authentic integration of

informational texts across curriculum, and the reading skills/strategies necessary to comprehend and apply the content information shared. Trans-disciplinary skill development will also be provided to help students transfer ELA skills to social studies. Additional interdisciplinary connections will be incorporated into planning that focus on inclusion of social studies content. Leveled reading social studies resources will be used to facilitate differentiation of content.

Professional development to increase student achievement in Social Studies
- Using Children´s Literature to Teach K-5 Social Studies Community, Economics & Geography
-Training 21st Century/Using Curriculum Resources (middle and high school)

Resources to increase student achievement in Social Studies:
- Textbooks
- Workbooks and activity sets on multiple levels to different instruction

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The areas that indicated highest level of satisfaction among students are:

- Physical Education and Health program at Universal Academy - 51% of students gave this the highest rating of 4 out 4.
- Academics programs for English, Mathematics and Social Studies - 42% of students gave this the highest rating of 4 out of 4.
- After school Athletic programs - 38% of students gave this the highest rating of 4 out of 4.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The areas that indicated lowest level of satisfaction among students are:

- Food Services - 30% of students gave this the lowest rating of 1 out 4.
- Academics programs for Science - 23% of students gave this the lowest rating of 1 out of 4.
- Students opinions and recommendations are considered when planning ways to improve the school and dealing with integrity - around 20% of students gave this the lowest rating of 1 out of 4.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

- To address the need of improving student satisfaction for science more professional development training and instructional resources will be provided to teachers that will help involving students in conducting authentic scientific experiments and inquire based labs.
- Students and parents will be provided with the informational sessions about the new guidelines for Food Services to be familiar with the requirements.
- To address student satisfaction in the areas of integrity, deans and instructional staff will attend additional professional development in School-wide Positive Behavior Support (SWPBS).

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The areas that indicated the overall highest level of satisfaction among parent/guardian are:

- The respect of social and cultural differences towards students and parents by administration - 60% of parents gave this the highest rating of excellent.
- Maintenance and Custodial services - 60% of parents gave this the highest rating of excellent.
- Teachers give work to challenge students - 56% of parents gave this the highest rating of excellent.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The areas that indicate the overall lowest level of satisfaction among parents/guardians are:

- Discipline policy
- Food Services
- Support Services

For all of the above 30% of parents gave the lowest rating of poor.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

To address parent satisfaction with the school discipline policy administrators teachers will attend additional professional development in PBIS. Students and parents will be provided with the informational sessions about the new guidelines for Food Services to be familiar with the requirements. Professional learning communities will continue to be utilized at Universal Academy along with ongoing professional development, the use of instructional coaches and mentors in order to allow for teacher collaboration and implementing a variety of teaching strategies and activities. Furthermore, professional development and informational sessions will be planned during biweekly parent meetings where instructional and support staff will share guidelines and procedures that Universal Academy follow for providing Support Services and collaborating with teachers, using variety of Teaching strategies and learning activities.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The ares that indicated the overall highest level of satisfaction among teachers/staff are:

- Custodial services - 81% of staff gave this the highest satisfaction rate of excellent.
- Building safety and cleanliness - 72% of staff gave this the highest satisfaction rate of excellent.
49% of the following were all given the highest rate of excellence by staff:
- Communication process with Administration and direct supervisor
- Social Work services
- Tutorial services

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The areas that indicate the overall lowest level of satisfaction among staff are:

- How well parents inform staff about student progress at home - 23% of staff gave this a poor rating
(no other areas had significant percentages rated as poor)
- Academic Programs - 34% of staff gave this a fair rating
- Use of technology as an instructional resource - 27% of staff gave this a fair rating

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The academy is striving to encourage greater family participation and communication. Families are encouraged to come to three parent/teacher conference opportunities. Information to families is disseminated in a variety of ways: Emails, newsletters, online through the school website, Facebook, and Instagram, all forms of communication are translated into Arabic. The academy has a Family Liaison that works to implement new strategies to get families more involved.
Universal Academy is also continuing to implement new technology and work with vendors in order to address staff satisfaction.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

The areas that indicated the overall highest level of satisfaction among parent/guardian and the community are:
- The respect of social and cultural differences towards students and parents by administration - 60% of parents gave this the highest rating of excellent.
- Maintenance and Custodial services - 60% of parents gave this the highest rating of excellent.

- Teachers give work to challenge students - 56% of parents gave this the highest rating of excellent.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The areas that indicate the overall lowest level of satisfaction among parents/guardians and the community are:

- Discipline policies

- Food Services

- Support Services

- Teachers collaborating together using variety of Teaching strategies, resources, and learning activities

For all of the above 30% of parents gave the lowest rating of poor.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

To address parent satisfaction with the school discipline policy administrators teachers will attend additional professional development in PBIS.

Students and parents will be provided with the informational sessions about the new guidelines for Food Services to be familiar with the requirements.

Professional learning communities will continue to be utilized at Universal Academy along with ongoing professional development, the use of instructional coaches and mentors in order to allow for teacher collaboration and implementing a variety of teaching strategies and activities. Furthermore, professional development and informational sessions will be planned during biweekly parent meetings where instructional and support staff will share guidelines and procedures that Universal Academy follow for providing Support Services and collaborating with teachers, using variety of Teaching strategies and learning activities.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Strengths in demographic data are as follows: Universal Academy does not have any major challenges regarding discipline referrals, suspensions or expulsions.

Strengths in process data are as follows: According to the School Systems Review one of Universal Academy's strengths is Instructional leadership where school leaders collaboratively create and communicate a shared vision for learning aligned to the district vision and mission and school improvement goals are aligned with the vision for learning. Universal Academy has high expectations of learning for students and staff and the administrators identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices. Multiple sources of data are used to drive decisions and measure progress toward school improvement goals for the implementation of curriculum, assessment, and instructional practices.

- Another strength is School, Family and Community Relations. School leaders monitor, evaluate and provide information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes to School, Family and Community. There is a building-wide decision-making process with protocols that is shared and understood by stakeholders who collaboratively develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.

- Communication and Engagement are also strong indicators that stand out as Universal Academy's strengths. School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources. All programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework). There is also a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success. Families and community members are involved in the development of the district and school-level parent involvement plans and the school also partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

Strengths in Achievement/Outcome data show that nearly one third 3rd-8th grade Universal Academy students are proficient in reading and 3rd and 4th grade students have shown an upward trend in math for the last three years.

Strengths in Perception data are as follows: The areas that indicated highest level of satisfaction among all stakeholders are:

High Quality education is offered

Academics programs for English, Mathematics and Social Studies

Availability of learning services according to individual student needs

After school Athletic programs

ELL services

Physical Education and Health program

Recognition of Student achievement by the Administration and Honor system

Support Services

Availability of Technology

Tutorial Services

School Leaders' High Expectations and goals for students

After School Achievers Campers program

Maintenance and Custodial services

Professional Development sessions for parents

Staff members' evaluation to improve teaching and learning

Overall culture and climate of school

Substitute availability and packet requirement

Grading and reporting practices of student achievement

Open communication among parent, staff and administration

Principal's leadership and effectiveness

Respect of social and cultural differences

Building safety and cleanliness

Continuous Improvement process

Visibility of school leaders throughout the school

Challenges in demographic data include:

- In looking at the trend data for last three years English Language learners enrollment at Universal Academy is more than 50% and 90% of the student population is economically disadvantaged.

- We maintain a 95% or above attendance rate and this year's attendance rate is 96%, students' tardiness is challenge for Universal Academy.

Challenges in process data include:

- In reviewing the results of the School Systems Review it is evident that there is an ongoing need to prioritize effective planning to inform instruction, with monitoring of students' progress and mastery of Limited English Proficient Standards.

Challenges in achievement/outcome data include:

- Nearly 75% of Universal Academy students are not proficient in reading and nearly 80% are not proficient in math according to the 2013-2014 MEAP.

Challenges in perception data include:

- Discipline policy

-Food Services

-Support Services

-Teachers collaborating together using variety of Teaching strategies and learning activities

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

 DEMOGRAPHIC DATA:

- More than 50% of the student population at Universal Academy are English Language Learners.

- 99% of the student population is economically disadvantage.

- Each year English Language Learner enrollment increases, as such Universal Academy has the need for recruiting teachers, tutorial staff, administration, special programs, and support staff who can support these students.

- New teachers can be a challenge for increasing student achievement as newer teachers do not have the knowledge and skills of experienced teachers.

- New administrators can be a challenge as well, however we are utilizing the knowledge and skills of our experienced administrators along with high-quality research-based professional development and experienced consultants that is geared toward the most effective ways to reach English Language learners and economically disadvantaged students.

PROCESS DATA:

- Professional Development of both teacher/staff and family is an integral part of student achievement and closing those gaps, it is important that Universal Academy also uses federal funds to provide additional research-based and intentional parental Professional Development sessions and provide teachers, staff and administration with specific Professional Development geared towards the most effective ways to reach English language learners and economically disadvantaged students.

PERCEPTION DATA:

- Support services continue to pose a challenge as the number of students who needs them increases, additional resources and staff will be required to meet the demand.

- The discipline policy and staff and student interactions have been a challenge, as such Universal Academy is planning for professional development in Positive Behavioral Interventions and Supports (PBIS).

- Academic programs require continuous and ongoing professional development in order to implement with fidelity.

- Food services continue to pose a challenge so additional training in healthy food choices will be incorporated for parents and students.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges will be addressed in the School Improvement Plan's Goals which are as follows:

1. All students at Universal Academy will be proficient in English Language Arts (which includes an objective for both reading and writing).

2. All students at Universal Academy will be proficient in Math.

3. All students at Universal Academy will be proficient in Science.

4. Universal Academy will work to improve the health and wellness of all students.

The strategies and activities for these goals include ongoing professional development, the implementation of research-based intervention programs, training in Sheltered Instruction Observation Protocol (SIOP) strategies for all instructional staff, incorporating professional learning communities, family involvement strategies, Playworks, and more technology integration.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Students in Grades 1-5 are assessed using the Scantron Ed Performance Assessment series. Students in Grades 3-5 were assessed using the Michigan Educational Assessment Program (MEAP) Assessments through 2013-14 and beginning the year 2014-15 students in grades 3-5 are assessed in Michigan Student Test of Educational Progress (M-STEP). Students with Limited English are also assessed using the World-Class Instructional Design Assessment (WIDA).	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes		AER Cover Letter

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Universal Academy uses www.careercruising.com site for students to create their Educational Development plans.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	http://public.careercruising.com/us/en	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	Universal Academy complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Nawal Hamadeh-Superintendent, Founder and CEO PO Box 1440 Dearborn, MI 48121 313-565-0507	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See Attachments	2015- 2016 UA School-Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attached Universal Academy's Student Parent Compact.	Student Parent Compact 2015-2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes	Universal Academy has several additional components that support the Improvement Plan which include but are not limited to: School Improvement Binders, Meeting Minutes Binders, Teacher Mentoring Program supported with Meeting Minutes, Curriculum Maps, horizontal planning documents, vertical planning documents, unit planners, Parent/Teacher Conferences, activity logs and sign in sheets for the events, attendance records, parents communication logs, Professional Development Logs and Power School log entries.	

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	Universal Academy's School Improvement Team reviews the CIMS data.	

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes	Universal Academy uses CIMS data to prepare our Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Universal Academy's Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials.	

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	Universal Academy has a process to monitor adult and student use of the internet.	

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	See attachment	Internet Safety Agreement

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	Universal Academy's Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	Universal Academy has a process to provide public notice and hearings about the Internet Safety Policy.	

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	Universal Academy uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	The school uses the schoolwide assessment data to identify the needs of the school through Tech Readiness Survey and supplemental technologies as providing additional wireless capacity to a one-to-one ratio of one device per student.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	To promote effective technology integration Universal Academy provides its' teachers with Smartboards, laptops, document readers, Smart Response systems, amplification system and tablets to be used during instructional activities. The Academy has two computer labs as well as laptop carts available on both floors of the building.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	The addition of Science, Engineering, Technology and Mathematics (STEM) into teachers' schedules allows students to further enhance their knowledge of technology literacy across curriculum. Arabic, after school and summer programs design the curriculum around technology based learning.	

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	The addition of STEM into teacher schedules is allowing students to have more access to appropriate lessons that will continue to enhance students' proficiency in Science, Engineering, Technology and Math contents.	

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Universal Academy complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Nawal Hamadeh-Superintendent, CEO and Founder PO Box 1440 Dearborn, MI 48121 313-565-0507	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	No	Universal Academy has several additional components that support the Improvement Plan which include but not limited to: School Improvement Binders, Meeting minutes binders, Teacher Mentoring Program supported with meeting minutes, curriculum maps, horizontal planning documents, vertical planning documents, unit planners, Parent/Teacher Conferences, activity logs and sign in sheets for the events, attendance records, parents communication logs, Professional Development logs and Power School log entries.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted through detailed descriptive and inferential statistical analysis of student achievement data on the: MEAP, MME, ACT, PLAN/EXPLORE, Scantron, DRA, QRI, MSTEP, and WIDA, to gain a clear understanding of the effectiveness of school programs/process and curriculum. Additionally, staff, parent/guardian, and student surveys were utilized to gather perception data of the effectiveness of school programs/process, as well as demographic data; and descriptive statistics were employed to complete the analysis of the results. Power School Gradebook was used to gather criterion referenced formative and summative performance data regarding school program/process effectiveness, curriculum and instructional practices and to track student demographic subgroups. The statistical analysis of the four measures of data was conducted with the help of surveys by School Improvement Team stakeholders that collaborated to conduct the analysis and came to a consensus on the implications of the results. The Academy's key stakeholder groups consisted of students, parents, staff, and community partnerships. Active communication between all stakeholders is facilitated by way of scheduled biweekly parent meetings, requiring parent, staff and student community involvement, and ongoing communication on a daily basis as needed with at least tri-monthly written progress reports and electronic reports available and provided to parents.

To ensure thorough completion of the Comprehensive Needs Assessment, the school utilizes the School Improvement Framework (SIF) process cycle which has four major components that cycle in a continuous praxis. The four components are gathering data, studying/analyzing, planning, and executing/doing. The study phase was conducted through a statistical analysis of the four measures of data that include students' achievement data, school program data, perception data and demographic data. Furthermore, ongoing assessment, evaluation, mentoring/training and support of the Comprehensive Needs Assessment and school improvement process is facilitated by Support Office staff, who works closely with School Improvement Team leaders at Universal Academy.

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

ELEMENTARY

The following gap areas were identified on the Fall MEAP 2013 ELA Assessments

- Third grade - 25% of students scored Proficient (Level 2) or Advanced Proficient (Level 1) in reading.

- Fourth grade - 36% of students scored Proficient (Level 2) or Advanced Proficient (Level 1) in reading as well as 28% in writing.

- Fifth grade - 39% of students scored Proficient (Level 2) or Advanced Proficient (Level 1) in reading.

District Testing for the 2014-2015 school year - Scantron: Reading

- Second grade students showed a -5.5% median growth to norm

- Third grade students showed a 35% median growth to norm

- Fourth grade students showed a 7% median growth to norm

- Fifth grade students showed a 4% median growth to norm

ELEMENTARY SUBGROUPS

Subgroup data from the Fall 2013 MEAP ELA/WTG Assessments:

- Male students are performing below other students in Reading; the achievement gap between Male students and non-Male students is 15%.
- LEP students are performing below other students in Reading; the achievement gap between LEP students and non-LEP students is 55%.
- FLEP students are performing better than non FLEP students in Reading; 49% of FLEP students are performing higher than non FLEP students.
- Male students are performing below other students in Writing; the achievement gap between Male students and non-Male students is 30%.
- LEP students are performing below other students in writing; the achievement gap between LEP students and non-LEP students is 62%.
- FLEP students are performing better than non FLEP students in writing; 53% of FLEP students are performing higher than non FLEP students.

MIDDLE SCHOOL

The following gap areas were identified on the Fall 2013 MEAP ELA Assessments or EXPLORE tests:

- Sixth grade - 32% of students scored Proficient (Level 2) or Advanced Proficient (Level 1) in reading.
- Seventh grade - 31% of students were Proficient (Level 2) or Advanced Proficient (Level 1) in Reading and Writing.
- Eighth grade - 49% of the students scored Proficient (Level 2) or Advanced Proficient (Level 1) in reading.
- Eighth grade - The average ELA EXPLORE score was 12.5, with 35% at or above the college readiness benchmark. The average Reading EXPLORE score was 13.5, with 15% above the college readiness benchmark.

2014-2015 EXPLORE Tests:

- Eighth grade - 90% did not meet college readiness benchmark standards.

District Testing for the 2014-2015 school year - Scantron: Reading

- Sixth grade students showed a -46% median growth to norm
- Seventh grade students showed a 50.5% median growth to norm
- Eighth grade students showed a 31.5% median growth to norm

MIDDLE SCHOOL SUBGROUPS

Subgroup data from the Fall 2013 MEAP ELA/WTG Assessments:

- Male students are performing below other students in reading; the achievement gap between Male students and non-Male students is 7%.
- LEP students are performing below other students in Reading; the achievement gap between LEP students and non-LEP students is 68%.
- FLEP students are performing better than non FLEP students in Reading; 47% of FLEP students are performing higher than non FLEP students.
- Male students are performing below other students in Writing; the achievement gap between Male students and non-Male students is 26%.
- LEP students are performing below other students in Writing; the achievement gap between LEP students and non-LEP students is 54%.
- FLEP students are performing better than non FLEP students in Writing; 48% of FLEP students are performing higher than non FLEP students.

HIGH SCHOOL

The following gap areas were identified on the Fall 2013 MME/ACT ELA Assessments or PLAN/EXPLORE Tests:

- Ninth grade - 10% of the students met college readiness standards in the EXPLORE test.
- Tenth grade - 2% of the students met college readiness standards in the PLAN test.
- Eleventh grade - 27% of students scored Proficient (Level 2) or Advanced Proficient (Level 1) as well as 24% of students on Writing.

The following gap areas were identified on the Fall 2014 MME/ACT ELA Assessments or PLAN/EXPLORE Tests:

- Ninth grade - 70% of the students did not meet college readiness standards in the EXPLORE test.

- Tenth grade - 87% of the students did not meet college readiness standards in the PLAN test.

- Eleventh grade - 89% of the students did not meet college readiness standards in the ACT test.

- Twelfth grade - 90% of the students did not meet college readiness standards in the ACT test.

HIGH SCHOOL SUBGROUPS

Subgroup data from the Fall 2013 MME/ACT ELA Assessments or PLAN/EXPLORE Tests:

- Male students are performing below other students in Reading; the achievement gap between Male students and non-Male students is 6%.

- LEP students are performing below other students in Reading; the achievement gap between LEP students and non LEP students is 50%.

- FLEP students are performing below other students in Reading; the achievement gap between FLEP students and non FLEP students is 52%.

- Male students are performing below other students in writing; the achievement gap between Male students and non-Male students is 5%.

- LEP students are performing below other students in Writing; the achievement gap between FLEP students and non FLEP students is 49%.

- FLEP students are performing below other students in Writing; the achievement gap between FLEP students and non FLEP students is 48%.

CAUSE FOR GAP

- Elementary Level:

   *Professional development needed for Journeys Reading Program

   * Professional development needed for the Writesteps Program

   * Additional reading interventionists needed, if funds are available

   * Professional development needed for interventionists to implement Fountas and Pinnell Leveled Literacy Interventions

   *Training needed for teaching strategies and skills to meet LEP student needs

   *Teachers' training needed to provide a balanced approach to literacy.

   * Additional support for new teachers is needed such as the Wayne Resa , New Teacher Academy

   *Students lack skills in reading informational text.

-Middle School:

   * Higher order thinking skills are needed in content reading assessments across disciplines.

   * Writing needs to be a daily practice across disciplines with a specific prompt.

   * Not enough time is being spent on informational texts in order to enhance different types of Reading skills.

   * New enrolled students lack fundamental Reading skills, needed to understand and apply what they've learned to make connections.

   * More leveled Reading activities and individualized instruction is required for high population of ELL students.

   * More reading activities to engage student interest and increase literacy skills such as additional novels.

   * Student engagement strategies needed.

   * Additional vocabulary resources are needed, such as Vocabulary for Success books.

   * Additional grammar resources are needed, such Grammar for Writing books.

High School:

   *Students need to be assessed in content reading across all disciplines that include authentic higher order thinking skills.

   *Writing needs to be a daily practice across disciplines with a specific prompt.

   *Not enough time is being spent on informational texts in order to enhance different types of Reading skills.

* More reading activities to engage student interest and increase literacy skills such as additional novels.

*Students struggle with ACT/College Ready Vocabulary used in context.

*More leveled Reading activities and individualized instruction is required for our high population of EL students.

*Additional ACT/SAT prep course and student engagement strategies needed.

* Additional vocabulary resources are needed, such as Vocabulary for Success books.

* Additional grammar resources are needed, such Grammar for Writing books.

Math Results

Elementary -

The following gap areas were identified on the Fall 2013 MEAP MATH Assessments.

-81% of third grade students scored not Proficient (Level 4) or partially Proficient (Level 3).

-81% of the fourth grade students scored not Proficient (Level 4) or partially proficient (Level 3).

-In Math 89% fifth grade students scored not Proficient (Level 4) or partially Proficient (Level 3).

District Testing for the 2014-2015 school year - Scantron: Math

- Second grade students showed a 56.5% median growth to norm

- Third grade students showed a 82% median growth to norm

- Fourth grade students showed a 46% median growth to norm

- Fifth grade students showed a -9.5% median growth to norm

Subgroup data from the Fall 2013 MEAP Math Assessments:

-Male students are performing below other students in Math; the achievement gap between Male students and non-Male students is 8%.

-LEP students are performing below other students in Math; the achievement gap between LEP students and non-LEP students is 29%.

-FLEP students are performing better than non-FLEP students; the achievement gap between FLEP and non-FLEP is 22%

-All of the students are Economically Disadvantaged as evidenced by our 100% free and reduced lunch. Additionally, all students are At Risk as determined by one or more of the criteria defined by Section 31a eligibility worksheets. Therefore, Universal Academy will not be able to display separate data for At Risk students' subgroups.

Middle School -

The following gap areas were identified on the Fall 2013 MEAP MATH Assessments and EXPLORE Tests:

-In Math 75% of sixth grade students scored not Proficient or partially Proficient.

-69% of seventh grade students scored not Proficient or partially Proficient.

- 83% of the eighth grade students scored not Proficient or partially Proficient and MEAP and 95% of 8th and 9th graders did not meet the college readiness standards in EXPLORE test.

2014-2015 EXPLORE Tests:

- Eighth grade - 97% did not meet college readiness benchmark standards.

District Testing for the 2014-2015 school year - Scantron: Math

- Sixth grade students showed a -23% median growth to norm

- Seventh grade students showed a 2% median growth to norm

- Eighth grade students showed a -21.5% median growth to norm

Subgroup data from the Fall 2013 MEAP Math tests:

-Male students are performing below other students in Math; the achievement gap between Male students and non-Male students is 15%.

-LEP students are performing below other students in math; the achievement gap between LEP students and non-LEP students is 37%.

-FLEP students are performing better than non-FLEP students; the achievement gap between FLEP and non-FLEP is 20%

-All of the students are Economically Disadvantaged as evidenced by our 100% free and reduced lunch. Additionally, all students are At Risk as determined by one or more of the criteria defined by Section 31a eligibility worksheets. Therefore, Universal Academy will not be able to display separate data for At Risk students' subgroups.

High School -

The following gap areas were identified on the Fall 2013 MME/ACT MATH Assessments and PLAN/EXPLORE Tests:

-95% of 8th and 9th graders did not meet the college readiness standards on the EXPLORE test.

-In 10th grade, 90% of students did not meet the college readiness standards on the EXPLORE Math test.

-In math, 95% of the eleventh grade students scored not Proficient or partially Proficient.

The following gap areas were identified on the Fall 2014 MME/ACT Math Assessments or PLAN/EXPLORE Tests:

- Ninth grade - 80% of the students did not meet college readiness standards in the EXPLORE test.

- Tenth grade - 96% of the students did not meet college readiness standards in the PLAN test.

- Eleventh grade - 91% of the students did not meet college readiness standards in the ACT test.

- Twelfth grade - 90% of the students did not meet college readiness standards in the ACT test.

Subgroup data from the Fall 2013 MME/ACT MATH Assessments and PLAN/EXPLORE Tests:

-Male students are performing below other students in Math; the achievement gap between Male students and non-Male students is 9%.

-LEP students are performing below other students in Math; the achievement gap between LEP students and non-LEP students is 13%.

-FLEP students are performing better than non-FLEP students; the achievement gap between FLEP and non-FLEP is 18%

-All of the students are Economically Disadvantaged as evidenced by our 100% free and reduced lunch. Additionally, all students are At Risk as determined by one or more of the criteria defined by Section 31a eligibility worksheets. Therefore, Universal Academy will not be able to display separate data for At Risk students' subgroups.

Cause for Gap:

-Elementary Level:

   *Teachers need training and consistency with Everyday Math program implementation.

   *Students require centers and additional experiences with manipulatives that go with Everyday Math Program lessons.

   *Students require resources, such as calculators, to engage in real world math activities.

   *New enrolled students are lacking basic Math skills which hinder Math performance on higher order real world problem solving.

   *Additional technology resources, such as training and software for Smartboards and student engagement strategies needed.

   * ESL strategies needed for transdisciplinary learning.

Middle School :

   *Students are lacking basic Math skills needed to solve problems. More time needs to be spent to practice and exposure to multi-step story problems using higher order thinking skills.

   *Professional Development is needed for sixth grade teachers for the Everyday Math Program.

   *Students need more real world applications and appropriate manipulatives to increase understanding and exposure.

   *More collaboration between tutorial staff and teacher to identify gaps in knowledge and action plans to address gaps with individual

students.

    *Additional technology resources, such as training and software for Smartboards, and online resources are needed.

    *Additional student engagement strategies needed.

High School:

    *Students need training about how to read and understand math vocabulary to solve story problems.

    *More exposure is needed on how to use a scientific calculator when solving problems.

    *More collaboration between tutorial staff and teacher to identify gaps in knowledge and action plans to address gaps with individual

students.

    *Additional student engagement strategies needed.

    *Additional professional for teachers in the use of technology related to math concepts.

Science Results

ELEMENTARY -

The following gap areas were identified on the Fall 2013 MEAP SCIENCE tests:

- 100% of the students scored not Proficient or partially Proficient.

District Testing for the 2014-2015 school year - Scantron: Science

- Second grade students showed a 46.5% median growth to norm

- Third grade students showed a 75.5% median growth to norm

- Fourth grade students showed a 12% median growth to norm

- Fifth grade students showed a -17% median growth to norm

ELEMENTARY SUBGROUPS

Subgroup data from the Fall 2013 MEAP Science tests: There is no data for each subgroup because no students were Proficient.

MIDDLE SCHOOL -

The following gap areas were identified on the Fall 2013 MEAP SCIENCE and EXPLORE tests:

- In science 91% of the eighth grade students scored not proficient or partially proficient on MEAP and 86% of eighth and ninth grade

students did not meet the college readiness standards on the EXPLORE test.

2014-2015 EXPLORE Tests:

- Eighth grade - 88% did not meet college readiness benchmark standards.

MIDDLE SCHOOL SUBGROUPS

Subgroup data from the Fall 2013 MEAP Science tests:

- Male students are performing below other students in Math; the achievement gap between Male students and non-Male students is 17%.

- LEP students are performing below other students in Math; the achievement gap between LEP students and non-LEP students is 23%.

FLEP students are performing better than non-FLEP students; the achievement gap between FLEP and non-FLEP is 7%

HIGH SCHOOL -

The following gap areas were identified on the Fall 2013 MME/ACT SCI and EXPLORE/PLAN tests:

-86% of eighth and ninth grade students did not meet the college readiness standards on the EXPLORE test.

-88% of tenth grade students did not meet the college readiness standards on the PLAN Math test.

-98% of all students in eleventh grade scored not Proficient or partially Proficient.

The following gap areas were identified on the Fall 2014 MME/ACT SCIENCE Assessments or PLAN/EXPLORE Tests:

- Ninth grade 91% of the students did not meet college readiness standards in the EXPLORE test.

- Tenth grade 98% of the students did not meet college readiness standards in the PLAN test.

- Eleventh grade 99% of the students did not meet college readiness standards in the ACT test.

- Twelfth grade 97% of the students did not meet college readiness standards in the ACT test.

HIGH SCHOOL SUBGROUPS

Subgroups performing below other students:

- Male students are performing below other students in Math; the achievement gap between Male students and non-Male students is 3%.

- LEP students are performing below other students in Math; the achievement gap between LEP students and non-LEP students is 4%.

CAUSE FOR GAP:

- Elementary Level:

   *Updated hands on resources are required especially for labs.

   *Science classes need more cross-curricular integration to better understand informational text.

   *Increase of Science related field-trips with teachers relating what is learned to classroom content.

   *Fundamental Reading skills needed to understand and apply informational text.

   *Additional student engagement strategies and technology resources (Smartboard) is needed.

-Middle School:

   *New enrolled student's lack of prior knowledge needed to understand the grade level content

   *Teachers properly trained on how to use material needed for labs lacking skills to make connections.

   *Students require additional Reading skills necessary for informational text reading and comprehension.

   *Students display lack of critical thinking analysis needed for reflection and analysis.

   *Additional student engagement strategies needed.

-High School:

   *New enrolled student's lack of prior knowledge needed to understand the grade level content

   *Teachers properly trained on how to use material needed for labs lacking skills to make connections.

   *Students require additional Reading skills necessary for informational text Reading and Comprehension.

   *Students display a lack of level of critical thinking analysis needed for reflection and analysis.

   *Additional student engagement strategies needed.

Social Studies Results

Middle School -

The following gap areas were identified on the Fall MEAP SOC tests:

-83% of the sixth grade students scored not Proficient or partially Proficient.

Subgroups performing below other students:

-Male students are performing below other students in Social Studies; the achievement gap between Male students and non-Male students is

12%.

-LEP students are performing below other students in Math; the achievement gap between LEP students and non-LEP students is 7%. FLEP students are performing better than non-FLEP students; the achievement gap between FLEP and non-FLEP is 10%.

High School -

The following gap areas were identified on the Fall MEAP SOC tests:

-None of the ninth grade students scored Proficient or partially Proficient.

-84% of eleventh grade students scored not Proficient or partially Proficient.

Subgroups performing below other students:

There is no subgroup data for Ninth Grade Social Studies.

-Female students are performing below other students in Social Studies;

-the achievement gap between Female students and non-Female students is 5%.

-LEP students are performing below other students in Math;

-the achievement gap between LEP students and non-LEP students is 8%.

-FLEP students are performing better than non-FLEP students; the achievement gap between FLEP and non-FLEP is 3%.

Cause for Gap:

-Elementary Level:

   *Differentiated instruction is needed to address various learning styles.

   *Students need to be participating in more higher order learning.

   *Need more cross-curricular integration to better understand informational text.

   *More time devoted in schedule to learning content.

   *Fundamental Reading skills needed to understand and apply informational text.

-Middle School:

   *Writing needs to be a daily practice across disciplines with a specific prompt asking for support of positions.

   *Students will be given enough opportunity to debate, given their limited research skills to support their position and refute the other side.

   *Not enough time is being spent on informational text in order to enhance different types of reading skills.

   *New enrolled students lack fundamental Reading skills needed in order to understand and apply what they've learned to make

connections.

   *Students struggle with graphic displays of data when asked to analyze.

   *Additional student engagement strategies needed.

-High School:

   *Writing needs to be a daily practice across disciplines with a specific prompt asking for support of positions.

   *Students will be given enough opportunity to debate, given their limited research skills to support their position and refute the other side.

   *Not enough time is being spent on informational text in order to enhance different types of Reading skills.

   *New enrolled students lack fundamental Reading skills needed in order to understand and apply what they've learned to make

connections.

   *They have limited skills when reading informational passages, having a difficult time deciphering the main points of text.

   *Students struggle with graphic displays of data when asked to analyze.

   *Additional student engagement strategies needed.

Universal Academy will also purchase materials to supplement our curriculum to provide differentiation, tiered instruction, language support and hands-on learning in Elementary K-5. Proposed items will address literacy skills and STEM in all classrooms including word and

sentence building, phonics, sight words, handwriting, science labs and centers, math manipulatives, headphones, art supplies, games, library items, puzzles, organizational items, writing, reading comprehension activities, dictionaries, thesaurus, consumable workbooks for grammar, vocabulary and math.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals are directly aligned to the identified priority needs through the Comprehensive Needs Assessment, in that the gaps between all students and subgroups are identified through analysis of student achievement data, school programs/process data, perception data, and demographic data. The priority needs for all students and specifically the disadvantaged population are then discussed and agreed upon by the School Improvement Teams and various stakeholders who collaborated to conduct the Comprehensive Needs Assessment. The school goals are as follows:

GOALS:

Goal #1: All students will become proficient in English Language Arts.

- Objective: 85% of all students will demonstrate proficiency in all State Standards in writing by 06/30/2022 as measured by state level assessments, where an annual 5% increase will occur from the baseline of 47% in 2013-2014.

- Objective: 85% of students in the bottom 30% will demonstrate proficiency in all State Standards in reading by 06/30/2022 as measured by state level assessments, where an annual 11% increase will occur from the baseline of 7% in 2013-2014.

Goal #2: All students will become proficient in Mathematics.

- Objective: 85% of all students will demonstrate proficiency in all State Standards in math by 06/30/2022 as measured by state level assessments, where an annual 6% increase will occur from the baseline of 40% in 2013-2014.

Goal #3: All students will become proficient in Science.

- Objective: 85% of all students will demonstrate proficiency in all State Standards in science by 06/30/2022 as measured by state level assessments, where an annual 10% increase will occur from the baseline of 5% in 2013-2014.

-Social Studies is not included because increase in reading levels (with our ELA goal) will assist with reading comprehension and inquiry skills in Social Studies.

-Our goal to increase skill levels in Science will also help with map, chart, and graph interpretation in Social Studies.

Goal #4: All students at Universal Academy will become knowledgeable of and lead a healthy and wellness focused lifestyle.

- Objective: 100 % of all students will demonstrate a behavior of participating in eating healthy and exercising on a daily basis in Health/Physical Education by 06/30/2016 as measured by participation and academic achievement of the Presidential Fitness assessment and stakeholder survey.

Scientifically researched-based strategies to address the high priority areas are discussed and chosen by the School Improvement Team with the assistance of Central Office staff members, and the goals are finalized.

The school goals portray a clear and detailed analysis of multiple types of data because the objectives for each goal specifically indicate that multiple types of data will be used to determine if the goals have been met. Furthermore, the scientifically research-based strategies chosen

are aligned to the achievement gaps identified by the Comprehensive Needs Assessment; the Comprehensive Needs Assessment analyzed multiple sources of data and concluded that there are identified needs within every core content area and in every grade level. Hence the goals reflect the high priority need to improve student proficiency. Finally, the activities target the areas of need revealed by the Comprehensive Needs Assessment.

Activity - Engaging parents and community is in response to the perception data analysis.

Activity - Implementing and monitoring effective instruction is directly aligned to the student achievement data and process/program data.

Activity - Data-driven decision-making and services is aligned to demographic data and student achievement data, and the activity is intended to target our At-Risk student subgroups (English Language Learners).

Activity - Playworks will provide a coach to supplement the teachers during health and fitness time. This coach will provide supplemental physical education by implementing structured games, activities, and physical fitness drills to motivate students to stay active.

Activity - Each Kindergarten through 5th grade student will receive a 32 minute block of time embedded into their class schedules for health and fitness awareness/activity. This can consist of brain breaks, outdoor activity time, brain gym, etc. The classroom teacher will be responsible for the planning of the daily health and fitness activities with support from the Physical Education teachers as well.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals in Universal Academy's Comprehensive Needs Assessment address the needs of the whole school population and provide special attention to children who are at risk. Strategies and activities within the goals address the needs of the whole school population and moreover the needs of the school's at risk population. Strategies were chosen to allow all students' families to become vested in the education of their children, and specific attention has been paid to the needs of the school's EL subgroup by offering translation services for written and verbal communication between the school and stakeholders. Furthermore, parental involvement activities are scheduled at a wide variety of times to ensure equitable opportunity to attend community engagement events. The need for strategies to address staff performance skills was identified through student achievement data and program/process analysis. EL student achievement data and program data has shown a need for training on an additional layer of services for English Language Learners.

Based on student achievement data there is an ongoing need to prioritize effective planning to inform instruction, with ongoing monitoring of students' progress and mastery of Limited English Proficiency Standards, and there is an ongoing need to have experienced teachers and instructional administrators model instruction and best practices to meet the needs of all students, with special recognition paid to the school's EL population. Process data has identified an ongoing need for Professional Development regarding research-based tiered interventions. Student subgroup data, specifically EL data, has demonstrated a need for Professional Learning Communities to implement and provide supplemental mentoring and coaching to instructional staff in the areas of Sheltered Instructional Observation Protocol (SIOP).

Additionally, data-driven decision-making and services ensure that data management systems are utilized for electronic communication and student progress monitoring, thus enabling comprehensive analysis of multiple sources of data. The administrative monitoring and use of supplemental assessment data allows for instructional decisions to be aligned with identified areas of need, and that Tier II and III interventions and programs such as tutorial services are provided before, during, after school and/or summer enrichment to the school's at risk population.

Therefore, the Comprehensive Needs Assessment addresses the entire school population and Michigan Department of Education identified subgroups which include special recognition to children who are EL and at risk. The gaps from the needs assessment are used to identify scientifically research-based strategies and activities to address the needs of all students and for subgroups of students identified by the

Needs Assessment as requiring supplemental programs and services, including special recognition to children who are disadvantaged.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

All strategies in the school-wide plan are specific strategies that are scientifically research-based to focus on helping all students reach the proficiency levels of State and in-house standardized test.

These specific research-based strategies are the foundation for all content areas:

* Rigor/Relevance Framework (Nussbaum, Daggett 2008) which is based on the two dimensions of higher standards and student achievement.

- Align Professional Development programs and services with the level of rigor and expectations anticipated on the upcoming Common Core aligned standardized assessment.

- Instructional Coaches continue to implement and development curriculum and assessment considering that it offers a common language with which to express the notion of a more rigorous and relevant curriculum.

* HOTS (Brookhart 2010) is a strategy to promote rigorous, student-led, project-based, and standards/criteria referenced instruction and assessments.

-Through the use of higher order thinking skills as reflected in unit objectives, instructional plans, and assessments, teachers train and assess students on proficiency levels as related to: analysis, evaluation, creation, use of logic and reasoning, judgment, problem solving, creativity, and creative thinking.

*Differentiation (Tomlinson 1999) to ensure instruction is tailored to meet individual student needs by:

- Instructional administrators collaborate to train teachers on the appropriate methods to differentiate content, process, products, and the learning environment,

- Teachers with the help of ESL teachers and paraprofessionals implement various differentiated strategies including: the use of learning centers, heterogeneous grouping, leveled reading, Sheltered Instructional Observation Protocol (SIOP), varied assessment types, technology incorporation, project-based learning, use of manipulatives, and additional methodologies based on Gardner's Multiple Intelligences.

*Epstein Model implements, engages and informs families and the community about the instructional processes. Universal Academy uses the parents PIP based on the model that has six components including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

- Parenting: The Academy provides parents with ample resources from the Parent Institute in the form of flyers. Additional training on parenting skills is offered through workshops, such as, cooking matters, individualized meetings, and special training sessions organized by the family engagement liaison.

- Communicating: The Academy utilizes different forms of communication methods to ensure parents are informed about the Academy's programs and students' progress.

- Volunteering: The Academy provides parents the opportunity to volunteer in the classroom and at school-wide levels.

- Learning at Home: The Academy's staff provides parents with feedback and training on how to provide support to their children at home.

- Decision-making: Through participation in the Parent Teacher Council and serving on the school improvement committees, parents have the opportunity to participate in the school-wide decision-making process.

The use of these strategies branches into all subject areas, including: Reading, Writing, Math, Science, and Social Studies. Teachers are

trained on these strategies through professional development opportunities, teacher collaboration, mentoring, and meetings with department heads and administration. These meeting are designed to help teachers understand and incorporate the strategies into their unit plans and daily practices, allowing them to best meet the needs of their students.

In addition to the above strategies the following are implemented within the subjects:

ENGLISH LANGUAGE ARTS:

*Setting Objectives and Providing Feedback (Marzano, Pickering, Pollock 2001)

* Multiple Intelligences (Nicholson-Nelson 1998) is implemented by the Academy's staff using its different facets to address best practice instructional strategies including:

       - small group instruction

       -independent projects used to individualize learning

       -teaching literacy skills

       -active learning

       -Various forms of assessment to evaluate students' proficiency.

* Differentiation: Stations (Tomlinson 1999)

MATH:

*Setting Objectives and Providing Feedback (Marzano, Pickering, Pollock 2001)

*Multiple Intelligences: Active Learning (Nicholson-Nelson 1998)

*Pre-Differentiation: Problem-Based Learning (Tomlinson 1999)

* Differentiation: Stations (Tomlinson 1999)

SCIENCE:

*Setting Objectives and Providing Feedback (Marzano, Pickering, Pollock 2001)

* Generating and Testing Hypotheses (Marzano, Pickering, Pollock 2001)

* Cooperative Learning (Marzano, Pickering, Pollock 2001)

* Pre-Differentiation: Group Investigation (Tomlinson 1999)

SOCIAL STUDIES:

*Setting Objectives and Providing Feedback (Marzano, Pickering, Pollock 2001)

* Cooperative Learning (Marzano, Pickering, Pollock 2001)

*Multiple Intelligences: Active Learning (Nicholson-Nelson 1998)

* Pre-Differentiation: Group Investigation (Tomlinson 1999)

*Homework and Practice (Marzano, Pickering, Pollock 2001)

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

All research-based methods and strategies increase the quality and quantity of instruction through implementing, monitoring, and evaluating reform strategies through departmental, Administrative and Staff meetings to ensure fidelity. All strategies are effective in improving instructional quality as aligned to the goal of closing the achievement gap through state scores and test scores through Scantron.

Improving Instruction:

- Data from supplemental assessments (QRI, WIDA, Scantron, PLAN/EXPLORE) target specific knowledge and skills, increasing differentiation, and quality of instruction.

- Required formative and summative assessments/gradebooks are used to assess and evaluate student progress towards rigorous curriculum & standards. Through the analysis of the data from these documents students are tiered into different RtI/MTSS groups allowing quality instructions to meet the needs of all students. Academic monitoring with Department Heads and RtI/MTSS meetings with surveys have shown this process has increased the quality and quantity of instruction.

Increasing Instruction:

- Tutorial services help increase the quantity (before, during and after school), and tiered research-based interventions (Reading Specialist, leveled workbooks, ELL resources and staff members, differentiation, Rigor and Relevance) by minimizing learning gaps as can be seen in the Reading Recovery, Journeys Reading Program and tutorial staff surveys.

- Through K-12 college readiness, dual enrollment, and scheduled credit recovery has allowed an opportunity to low-income students to prepare for post-secondary education increasing the quality and quantity of students to accelerate in the programs.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Universal Academy has used the Rigor COMPASS Model to set procedures and routines, such as alignment to state standards, implementing literacy across the curriculum seen in UA's unit planners differentiation, using Sheltered Instructional Observation Protocol for differentiation, Bloom's Taxonomy for higher-order thinking skills and open communication which allows all stakeholders to be a part of the ongoing process to ensure all students are capable of learning.

English Language Arts

Elementary

Based on the Comprehensive Needs Assessment to address the Reading gaps for elementary students, SIOP is in place to ensure all students succeed. This strategy has given students the ability to be more active in their learning, writing, and confidence in class as can be seen in more detail in staff unit planners and meeting minutes with staff. For EL students who achieve low scores, staff uses the RtI/MTSS process. Every six weeks students are re-evaluated and are exited and entered into the appropriate tiered level of the RtI/MTSS plan, giving students the extra support needed by the instructional teacher and tutorial staff members.

Middle School/High School

Universal Academy Comprehensive Needs Assessment shows students need reinforcement in Reading and Writing. Teachers have collaborated through Professional Learning Communities (DuFour, Marzano 2011) and decided to increase the use of informational text and vocabulary usage. On-going communication with teachers, administrators, mentors and tutorial staff to develop lessons that include small groups with differentiated lessons to help improve their English skills and comprehension of content. Using SIOP strategies and multiple intelligences allow students to increase their understanding of reading and writing at their level and in a format that is comfortable to them to succeed.

Math

Elementary/Middle/High School

Based on the data, most students are not proficient in Math. Tutorial staff works with small groups using differentiated material, which has helped bridge the gap. Having Math night to increase parental involvement through the Epstein Model (Epstein, Sanders, Simon, Salinas,

Jansorn, Boorhis 2002) helped students in developing and increasing their Math proficiency.

Science

Elementary/Middle/High School

Based on the Comprehensive Needs Assessment most students were not proficient in 2013-2014 Science Assessments. Through Parent Involvement professional development sessions during bi-weekly breakfasts, students parents are able to be a part of the solution through learning the importance of reading in science and vocabulary building (Marzano). Teachers collaboration with instructional coaches and mentors help give the small group instruction and one-on-one time to students to help increase their understanding and comprehension of the material. Differentiating labs, homework, notes and bellwork through Tomlinson (1999) allows staff to better target specific students needs based on what is needed to increase students' achievement.

Social Studies

Elementary/Middle/High School

Based on students needs, the academy promotes students learning and being able to read and write more, Universal Academy has used HOTS (Brookhart 2010), such as, communication and/or engagement that has allowed improvements in students taking on different positions and being able to defend their positions. Through PLCs and using SIOP differentiated lessons are planned that meet the needs of At-Risk and ELL students.

Instructional administrators' access to Tableau data dashboards to further interpret, analyze, and share data results and action plans with teachers and all other instructional staff members using the Rigor COMPASS Model (Williamson, Blackburn 2010) are beneficial for our students. Data is incorporated in the weekly planning and daily instruction through targeted lessons that are focused on reinforcement of high priority standards as identified in the Comprehensive Needs Assessment (CNA).

Teachers and other instructional staff members are provided with extensive training on the school-wide reform strategies as early as August of each year during the staff orientation using training materials that are developed by experts in the building who use scientifically research-based strategies in leading the training sessions. Staff members are also sent to off-site training sessions that re-enforce our strategies, and are expected to bring back the necessary training materials to share with the rest of the stakeholders in the building (DuFour, Marzano).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The following steps are used to determine whether a student is having difficulty mastering content from the State's academic achievement assessment standards at an advanced or proficient level:

1) Teachers and administrators meet together to review data. The data that is considered includes: standardized test scores (WIDA, Scantron, M-STEP, ACT) and internal summative assessments. Once this data has been analyzed, teachers and administrators submit their recommendations for Tier II RtI/MTSS candidates. Also taken into account is how long the student in question has been in the United States. Since the school has such a large English Language Learner (ELL) population, students who are new to the country are provided with interventions and assistance to make their transition easier and quicker.

2) After the Tier II recommendations are made, students are then surveyed to determine their perceived areas of strengths and weaknesses. Students also provide information regarding what kind of support they receive outside of school. Students describe any extra-curricular activities that they may participate in and why they enjoy these activities.

3) Once student interviews are completed, the grade level teachers meet to review and discuss the results. This is a vital component to the entire process because it allows teachers a clear understanding of where the students are coming from and their students' individual backgrounds. Teachers are able to discuss what specific strategies and interventions to incorporate for each student in order to make the learning more individualized and differentiated.

4) The next step in the process is to officially enroll students in the Tier II RtI/MTSS program in areas of need. Once students are placed in the program, they are monitored for the next 6-8 weeks to determine whether or not the suggested interventions are working and effective. Students receive a double-dose of instruction from Tutorial Staff members before, during or after class. Teachers use Grade Book to document and track the targeted interventions that students receive within their class.

5) While students are in the Tier II RtI/MTSS Program they also meet with an administrator on a biweekly schedule to review how effective the interventions are in the classroom. They discuss how the students are performing and whether they are closer to demonstrating mastery within the content area.

6) At the conclusion of the 6-8 weeks, the RtI/MTSS team meets again to discuss to whether the provided interventions have been successful with the selected students and reconsider tier placement. The team references data collected (formative and summative assessments as well as any pertinent standardized testing data) to make their final decision. If the interventions are deemed successful and the student demonstrates proficiency, then the student is exited from the program. The student continues to be monitored to ensure progress is still made towards the final goal of demonstrating proficiency. If the student has not shown improvement, the team discusses possible reasons for the lack of progress and what new strategies and methods could be integrated to meet the student's needs.

Additional Programs that are offered to students who are experiencing difficulty mastering the assessment standards include:

1) After School Achievement Campers Program: This program is for students who have demonstrated difficulty mastering the State's academic achievement standards at an advanced or proficient level. The students enrolled in this program are selected based on classroom observations and formative and summative assessments as well as standardized test scores and data (WIDA, Scantron, M-STEP, ACT). While participating in this program, students receive extra instruction from a certified teacher in the areas of English (reading and writing) and STEM. Remediation services are also offered in an attempt to increase background knowledge and skills necessary for the understanding of future topics and skills.

2) Summer School Program: At the conclusion of the school year, grade level teachers and administrators meet to analyze student performance and make recommendations for the Summer School Program. These recommendations are again based on standardized testing data and classroom observation and performance.

5. Describe how the school determines if these needs of students are being met.

The Academy ensures the needs of students are being met through the completion of the Comprehensive Needs Assessment (CNA). The CNA was conducted through detailed descriptive statistical analysis of external norm referenced student achievement data from the following: Michigan Educational Assessment Program (MEAP) for grades 3-9, Michigan Merit Exam (MME) for grade 11, PLAN for Grade 10, EXPLORE for Grades 8-9, and World-class Instructional Design Assessment (WIDA) for grades K-12.
*To monitor the progress of all students and those who need intervention:
- Power School Gradebook is used to gather criterion referenced formative and summative performance data to gain a clear understanding of what students need interventions which happens bi-weekly by administrators and every 4-6 weeks for teachers to send home progress

reports. RtI/MTSS monitors look at gradebook every 4-6 weeks to plan interventions.

- Student surveys were completed during parent teacher conferences to provide clarification on questions, if any arose, by a monitor other than the classroom teacher.

- Faculty/staff surveys were completed independently and anonymously and submitted electronically.

- Parent/guardian surveys were conducted during on-going meetings.

Students, parents, staff, and members of the school community were surveyed to measure their perception of the school's performance, and inferential and descriptive statistics were employed to complete the analysis of the results.

To ensure thorough completion of the Comprehensive Needs Assessment the school utilizes the School Improvement Framework (SIF) process cycle which has four major components that cycle in a continuous praxis.

The process used to review student progress is conducted through a statistical analysis of the four measures of data (student achievement data, school programs/process data, perceptions data and demographic data). All stakeholders review data and progress of students through departmental meetings, grade level meetings, all staff meetings, RtI/MTSS meetings, School Improvement Team, Parent Teacher Conferences, Parent Curriculum Night and/or Parent Meetings.

The School Improvement Team meets based on the needs of SIT leads weekly to monthly. These meetings include all stakeholders who collaborated to conduct the analysis and come to a consensus on the implications of the results. The academy's stakeholder groups consisted of students, parents, staff, and community partnerships. Furthermore, ongoing assessment, evaluation, mentoring/training and support of the comprehensive needs assessment and school improvement process is facilitated by Support Center staff members who work closely with the School Improvement Team leaders at Universal Academy.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all the instructional paraprofessionals meet the No Child Left Behind requirements for highly qualified.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, all of the teachers meet the NCLB requirements for highly qualified.	MI Local Agency HQ Report & Assurances UA

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The teacher turnover rate for the 2014-2015 school year is 13.9% and the retention rate is 86.1%.

2. What is the experience level of key teaching and learning personnel?

The current level of experience for teachers is as follows:

0 to 3 years of experience: 31 (72.09%)

4-8 years of experience: 8 (18.60%)

9-15 years of experience: 4 (9.30%)

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school has implemented various initiatives to attract and retain highly quality teachers regardless of the turnover rate. The initiatives include reinforcing effort and providing staff recognition through emails, shout-outs, appreciation boards, National Teacher Appreciation Week with daily treats, and Educator of the Month recognition. The Academy holds annual staff recognition assemblies to identify and celebrate educators that go above and beyond the call of duty. The school also utilizes the School Improvement Team and other committee activities to identify areas of School Improvements based on data/need to continually support the Professional Learning Community. Surveys are sent out to teachers, students and parents annually to provide feedback on program quality to make yearly amendments based on stakeholder feedback.

The academy has established a partnership with the University of Phoenix to offer teachers continuing education opportunities, as well as designated times for mentoring, collaboration and professional development opportunities. The school has partnered with multiple universities to increase the presence and attractiveness for students to complete their student teaching experience at the academy and potentially join the school after receiving appropriate certifications. Educators also have the opportunity to participate in a comprehensive compensation package which includes competitive wages, full family medical insurance, dental insurance, vision insurance, short term disability, long term disability, life insurance, and tuition reimbursement, 401K matching, and paid time off.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district (management company) has implemented specific initiatives to attract and retain highly qualified teachers. Recruiting occurs at a

variety of different levels in the mass media including utilizing a variety of different job boards such as: ZipRecruiter, Teachers-Teachers, MAPSA, Linkedin, Indeed, K12 Job Spot, K12 Jobs, Monster, University Hosted Job Boards (Michigan Based), CareerBuilder GlassDoor. Additionally the district attends and recruits highly qualified teachers extensively all over the State of Michigan by attending education job fairs at the following universities/organizations: Western Michigan University, Michigan State University, Central Michigan University, Eastern Michigan University, University of Michigan-Ann Arbor, University of Michigan-Dearborn, University of Michigan-Flint, Wayne State University, Saginaw Valley State University, Calvin College, Grand Valley State University, Aquinas College, Hope College, Cornerstone University, We Teacher Charter Schools and Teach for America.

To attract and retain highly qualified teachers the district promotes and sponsors staff recognition events which are held to recognize educators that go above and beyond the call of duty. Furthermore the district utilizes stakeholder feedback surveys which are used to make program improvements by utilizing staff perception data. Educators have access to supplemental resources and technology, district-wide, to facilitate their teaching practices. District-wide team-building activities as well as an open door policy are in place to enforce and support a positive culture and the retention of staff. The district calendar has half days scheduled on Fridays for PD days beyond those required by sections 1526 & 1527 of Michigan School Code. Teachers are also provided PD activities aligned to their individual growth plans and SIP needs before, during and after school. Teachers are offered additional PD opportunities at local educational agencies, ISDs, Universities, professional organizations in which a substitute is provided. Major areas include Understanding Assessment Results, Improving Teaching and Learning Techniques, Curriculum Alignment, Technology Integration and Supplemental & Support Training.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The academy has implemented initiatives to lower the turnover rate of highly qualified teachers including, but not limited to the Staff Tuition Incentive Program (STIP), Professional Development sessions, merit pay, and the opportunity to voice issues online through the My Input Matters (MiM) survey. Furthermore, all staff members have the opportunity to serve on School Improvement Teams, thus teachers are empowered to take part in the decision-making process impacting school-wide programs, services, and policies. Additionally the school conducts exit surveys to make program improvements and increase the likelihood that highly qualified candidates will stay with the school.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

At Universal Academy, professional development is aligned to the needs assessment and detailed in a professional development plan. Professional development needs are determined based on student achievement results, stakeholder feedback, staff performance indicator needs and individual growth plans. The School Improvement framework standards and McREL High Performing School standards are used to help determine need and target instruction.

These areas are summarized below according to our RtI/MTSS Plan which is aligned to MDE's Plan:
-How to Implement Effective Instruction for All Learners
-How to Interpret Data to Establish Learning Tiers
-How to Provide Multi-Tiered Model of Instruction and Intervention
-How to Utilize a Collaborative Problem Solving Model
-How to Assure a Research-Based Core Curriculum
-How to Implement Research/Evidence-Based, Scientifically Validated, Instruction/Interventions
-How to Monitor Student Progress to Inform Instruction
-How to Use Data to Make Instructional Decisions
-How to Use Assessments for Universal Screening, Diagnostics & Progress Monitoring
-How to Implement with Fidelity
-How to Engage Parents & Community

2. Describe how this professional learning is "sustained and ongoing."

Universal Academy staff receives ongoing and sustained professional development which is aligned with the needs assessment and with the Universal Academy professional development plan. Universal Academy staff participates in professional development activities at the beginning of the school year and engages in individual mentoring and administrative coaching weekly throughout the school year. At Universal Academy Friday afternoons are dedicated to mentoring, administrative coaching, and school improvement activities. The McREL teacher evaluation system helps to provide feedback and determine specific needs for professional development exercises. Needs are reassessed regularly with feedback from walk-through observations and then bi-annually through formal observations. At Universal Academy professional development is sustained throughout the year with the support from instructional administration, Central Office specialists, and peer mentors. In addition to internal support and learning, staff is able to learn from experts during conferences and workshops off-site. Universal Academy has also provided outside instructional coaches to help strengthen the skills for some new teachers.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Please see attached Universal Academy's Professional Learning Plan for the 2015-2016 school year.	2015-2016 Professional Development Plan UA

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents are valued stakeholders at Universal Academy are invited to be involved with the design of the school wide plan through a variety of activities throughout the year. Parents serve as team leads and members on the School Improvement Teams, and on the Family Assistance and Activities team in particular. Parents are provided opportunities to attend the monthly Parent Teacher Committee Meetings, biweekly Family Engagement Breakfast and Professional Development sessions. Meetings are held regularly so that parents may contribute their thoughts and ideas as to the design, implementation, and evaluation of the School Improvement Framework Cycle. Parental involvement in the Family Assistance and Activities School Improvement subcommittee allows parents to influence the school wide plan through stakeholder survey feedback, electronic and direct participation in meetings, and collaboration with family engagement liaisons. Parents are also offered mentorship opportunities on school policy and plans, as well as a tri-annual review of the Parent Involvement Policy and No Child Left Behind Compact at parent teacher conferences.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents are involved in the implementation of the school wide plan via their partnership and participation at Universal Academy. They also volunteer at school-wide and classroom level events that are correlated with the Academy's goals, action plans, and implementation activities outlined in the school-wide plan. Parents volunteer throughout literacy month, attend school field trips, volunteer in classrooms and also serve as crosswalk guards. The Academy's family engagement Liaison along with other administrators and staff members provide a variety of professional development events for parents to educate them on effective parenting skills, bullying, homework strategies, health and hygiene, FAFSA completion, college admissions, State and District Assessments, and standardized assessments. Parents then implement the strategies they gain through Academy Professional Development at home and in their own community following the Epstein Model for parental involvement.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are involved in the evaluation of the school wide plan through surveys. A hard copy of parents' survey is completed at home and then mailed back to school. With the form, the School Improvement Team determines whether implementation of the school-wide plan was effective and whether or not to continue or remove activities related to School Improvement Plan strategies/goals based on multiple years of data.

Parents are involved in the continuous evaluation of the school-wide plan through their direct participation on the School Improvement Teams, but also via feedback gained through stakeholder surveys. At the school improvement meetings parents have the opportunity to reflect and evaluate all components of the school-wide plan with a focus on family events such as Family Night, conferences, and school-wide policies. Parents provide feedback via surveys for the flowing:

-How often they meet in person with their child's teachers

-How involved they've been with the parent groups at the school

-How often they've helped out at the school

-How often they've visited the school

-What activities and training they would like to see at the school

-What encourages them to attend and participate at school events

The Academy also utilized surveys to further gather parental feedback and input on the school-wide plan. Surveys are completed on an annual basis including the No Child Left Behind (NCLB) Compact Survey. The Stakeholder without computer access are given the opportunity to complete the surveys at school. This is intended to ensure that the Academy receives accurate data from all parents. The stakeholder survey is mailed home in both English and Arabic translation. The Academy's Family Engagement Liaison communicated directly with parents who have expressed a hard time completing the survey due to language barriers, and/or who have not returned the survey. The compiling of the survey and involvement of the parents is all in part to create an accurate and valid evaluation of the school-wide plan, getting as much feedback to incorporate into the School Improvement Framework for the current year and goals for the following school year.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Yes, Universal Academy has a Title I Parent Involvement Policy in place. The Parent Involvement Plan outlines how the school complies with ESEA Section 118(c) through (f) requirements. The Academy's ESEA includes Section 1118 C, Policy Improvement, Section 1118D shared Responsibilities, Section 1118 E Building Capacity and Involvement and Section 1118 F Accessibility. Additional details of the policy are outlined and described in the Academy's attached Parental Involvement Plan.	2015- 2016 UA School-Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Universal Academy, carries out the following activities outlined in ESEA Section 1118: (E)

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the Parental Involvement Policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are Economically Disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

- Use the findings of such evaluation to design strategies for more effective parental involvement, and

- To revise, if necessary, the Parental Involvement Policies described in this section; via the School Improvement Teams and parent participation on those teams electronically and in person, conducting surveys to identify the barriers to parent involvement, translating all communication into parents' native language, and evaluate the feedback to provide recommendations for training and activities for the next academic year.

* The school complies with the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f) by implementing the following as detailed in our

School Parent Involvement Plan:

* 1118 (c) (1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.

- Universal Academy holds a Title I Parent Meeting in the fall to inform parents about eligibility for Title I and services that students will be receiving. The curriculum, student proficiency expectations and levels are also shared. Parent sign in sheets and meeting minutes are used as documentation. At this Title I meeting, the No Child Left Behind (NCLB) Parent Compact is shared with parents to ensure their understanding, as this NCLB Parent Compact is reviewed and shared with parents throughout the school year. The school Parent Involvement Plan is also shared with parents to ensure understanding. The meeting would be offered to all students that are eligible for Title I services.

*1118 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement:

- The annual Title I meeting is offered several times, mid day and evening to ensure that all eligible students and parents are able to attend, child care to be provided. Parent Teacher Conferences are offered three times a year, on two different days (Thursday and Friday), with two different time frames. Parent Teacher Conferences are also available to parents on different pre-scheduled days if needed and necessary. All Parent/Teacher Conferences are documented using a parent sign in sheet. Universal Academy holds parent meetings, Parent Teacher Council (PTC) meetings, parent training sessions, Open House, flexible Individualized Education Plan (IEP) meetings, Curriculum Night and Parent/Teacher Conferences where child care is available if needed.

*1118 (c) (3) Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and school-wide plan.

- An annual evaluation of the parental Involvement Plan will be conducted with parents using the parent survey as feedback and participation on School Improvement Teams (SIT), including but not limited to the Family Activities and Assistance team (FAA). The School Improvement Teams include the Response to Intervention Team (RtI), the Supplemental Professional Development Team (SPD), the Preschool Transitions Team (PTS), the Safe & Secure Learning Team (SSL), the School Recognitions Team (SRS), and the Program Fidelity Team (PFT). All SIT Teams include parent members and electronic parent participants. Finally, school survey data, and standardized assessment data are shared with parents to ensure that decision making is data driven.

*1118 (c) (4) (A) Provide parents of Title I children timely information:

- Universal Academy provides information on school programs that is presented at the annual Title I meeting, Open House, Curriculum Night and throughout the school year at various family engagement Professional Development sessions. The school programs are also evaluated by the Program Fidelity Team (PFT) to ensure that parents are involved in the decision making pertaining to the curriculum, resources and programs. Weekly teacher newsletters are sent home to inform parents about upcoming classroom and school-wide events, assessments and assignments that pertain to the grade level curriculum. Translated school-wide newsletters are sent home three times a year during Parent Teacher Conferences, as well as on a needs basis to communicate with parents. Finally, the No Child Left Behind (NCLB) Compact is shared and signed by parents, teachers and student at Parent Teacher Conferences.

*1118 (c) (4) (B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet:

- Curriculum resources are shared with parents at the annual Open House and Curriculum Night, as well as at Parent Teacher Conferences. During Curriculum Night, the state and district wide assessments and proficiency levels are also shared with parents. The National Common Core and Michigan State Standards are shared with parents during Curriculum Night to ensure parents are aware of grade level expectations. Prior to the state assessment in Michigan Education Assessment Program (MEAP), grade level proficiency goals and

standards are shared with parents to ensure they are aware of what is expected. State standardized test results and district standardized tests results are also shared with parents. Parents are informed of students' academic development through the use of Progress Reports that are sent home every 6-8 weeks to ensure communication is clear. Parents also have the ability to track and monitor student progress by logging in to Power School Parent Portal. During School Improvement Team meetings, state standardized assessment data is shared with School Improvement Team members to ensure data driven decisions are made in the best interest of the students and that high priority areas are being met.

*1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible:
- Universal Academy provides parents many opportunities throughout the school year to share their thoughts, ideas and to evaluate current school-wide programs, curriculum, academic achievement, school leadership, teaching staff, services available to At-Risk students through the use of yearly surveys that contain 55 indicators that pertain to School Improvement. The results of the surveys are used during School Improvement Plan meetings to ensure that programs, services and curriculum are meeting students' needs and aligned to our School Improvement Plan.

*1118 (c) (5) Ensure that if the school-wide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency:
-Parents are invited to participate on School Improvement Teams to ensure that they are participating in the creation of the school-wide plan. In addition, surveys are used at the end of every school year as a way to obtain parent feedback and insight into programs, services, curriculum, and school-wide decision making.

*1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement:
-The Parent Involvement Plan, the Parent/Student Handbook and the No Child Left Behind (NCLB) Compact were all created with the help of parents using the School Improvement Process, as parents serve on all teams. This ensures that all stakeholders are present and contributing to improving student academic achievement and progress. Universal Academy hosts monthly Parent Teacher Council (PTC) meetings to engage and involve parents in various family engagement activities. These meetings are open to all parents of the Academy.

*1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement:
- The Parent/School Compact is shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.
- The Parent/Student Handbook is available to all parents, as it is located in the Main Office upon request.
- The Parent Involvement Plan is shared with parents at the annual Title I meeting.
- The NCLB Compact is shared with parents two times a year at Parent/Teacher Conferences, as it is discussed, reviewed and signed by all stakeholders.

*1118 (d) (2) (B) Provide frequent reports to parents on their child's progress:
- Student progress is reported to parents in several different ways at a variety of time throughout the school year including:
- Student expectations are shared at the annual Open House, Curriculum Night and at Parent/Teacher Conferences. Student progress is also shared by progress reports that are sent home every 6-8 weeks. All parents have access to Power School Parent Portal. If parents do not have internet access, technology is made available to parents. Parents may meet with teachers when they deem necessary, as we have an open door policy here at Universal Academy. Parents have the flexibility to call, email or stop in their child's classroom daily. Progress is shared through daily student folders being sent home, telephone calls and emails to parents. Progress is also shared through weekly

classroom newsletters, individualized student behavior newsletters, Individualized Education Plan (IEP) progress reports, school-wide newsletters, assessment data/results that is share with parents.

*1118 (d) (2) (C) Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities:

- School staff ensures parents have access to communicate with them about their child's education in a variety of ways including:

- Parents are encouraged to use email, phone, or face-to-face contact to communicate with teachers and administration about students' progress. Parents are invited to attend school field trips, volunteer in the classroom, join Parent Teacher Council, and help plan and attend school-wide events, such as Field Day, Bake Sales, Enrollment Open House, Kindergarten Graduation, breakfasts, and family engagement activities outside of school. Parent engagement and volunteering is documented through the use of Power School and Meeting Minutes.

- Parents are recognized for volunteering by the Academy's recognitions and awards by school staff and administration. Immediate contact between parents and teachers when concerns arise is encouraged.

*1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress:

- School staff annually shares the State's content expectations with parents, the state's annual assessment Michigan Educational Assessment Program (MEAP) with parents, and how to monitor their child's progress. The National Common Core Standards, Michigan grade level standards and grading policies/rubric are shared with parents at the annual Title I meeting, Open House and Curriculum Night, as well as at Parent/Teacher Conferences. Grade level MEAP proficiency expectations are shared with parents at the PD session in October prior to the beginning of MEAP. The results of the MEAP assessment are later shared with parents and one on one meeting are scheduled if needed prior to Parent/Teacher Conferences taking place.

- Action Plans are created to target grade level high priority areas.

- State assessment data is used to identify At-Risk students to receive additional services.

- Student progress reports are also sent home to parents to inform them of student progress.

- Power School Parent Portal is available and accessible to parents.

- Parent PD sessions are available for various academic strategies that will assist parents in helping their child at home.

*1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement:

- Staff will provide parents with appropriate materials and offer training within the Academy to enable parents to support their child's academic progress.

- These include parent Professional Development sessions to target high priority areas such as behavior/discipline and academic achievement. Also, parent Professional Development sessions on curriculum materials are provided at the annual Curriculum Night on the Leveled Reading program, Everyday Math program, Science a Closer Look and Harcourt Mifflin Social Studies.

*1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school:

- On-going Professional Development for staff on effective ways to increase parent involvement occurs annually. Teacher representation on the PTC to communication is clear between parents and staff. Parent Feedback on surveys is used during School Improvement Planning to use to improve programs, services and resources.

*1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children:

- The Academy provides several different opportunities for parents to be involved in their child's education through programs offered. Parent

Teacher Council meets monthly to discuss and plan for student and parent activities aligned with State Curriculum and Parent Involvement Policy. Parents participate in School Improvement Teams including Family Activities and Assistance team (FAA), Response to Intervention team (RtI), Supplemental PD team (SPD), Preschool Transitions team (PTS), Safe & Secure Learning team (SSL), School Recognitions Activities team (SRS), and Program Fidelity Team (PFT), and School-wide Reform Strategies Team (SRS). Other opportunities provided to parents are volunteering and Co-Leading After School Clubs and Activities, ISD-Hearing Impaired Consultant, and Outside Consultants-School psychologist, speech therapist, and social worker.

*1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand:
- The majority of our families are Arabic speaking. The Academy ensures that any information shared with parents is translated to the Arabic language. Interpreters are also available during Open House, Curriculum --Night, Parent/Teacher Conferences and any meeting with parents. Upon request, forms are modified and translated into English or Arabic. Also, parent-friendly language is used in the classroom, building and school-wide newsletters to ensure understanding.

*1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request:
- Parents are provided with other reasonable support such as ongoing participation and input in the School Improvement Teams. Parents also participate in the End of the Year School Improvement Parent Surveys as well as various parent surveys sent throughout the year, to provide feedback and suggestions. Various Family Engagement Activities, participation in the monthly Parent Teacher Council Meetings, and co-leading of after school clubs and activities are available to parents throughout the year.

*1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children:
Staff provides opportunities for full parent participation:
- School Improvement Teams
- Open House
- Curriculum Night
- Parent/Teacher Conferences (3x)
- Family Engagement Nights
- Field Trips
- School Wide Activities-Bake Sales, Book Fairs, Ice Cream Socials, Enrollment Open House/Fair
- Volunteering Opportunities

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Universal Academy employs a School Improvement Team comprised of several subcommittees to evaluate all school wide programs and plans. The team uses surveys and evaluations to summarize the progress made based upon student performance data, staff performance, and stakeholder feedback as they pertain to School Improvement Goals. The teams, which have parent representation, evaluate the school programs for effectiveness based on assessment data and stakeholder feedback. The data collected is then used to identify gaps/needs in parental involvement, needed resources, professional development activities, as well as an action implementation plan to serve as a resource for compiling a proposed budget.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of all evaluations of the school wide program will be used to implement changes to the parental involvement documents and

activities, such as the Parent Involvement Plan. Based upon parent feedback in school improvement meetings and stakeholder surveys, changes can be made directly to the school policies and plans. Additionally, the family engagement liaison analyzes data on parent attendance and interests at school events and trainings to modify the programs that are offered for family engagement. The liaison and PTC representatives develop a timeline to implement the necessary changes in the school-wide program, including action items to reflect appropriate goals, strategies, timeline for implementation, in addition to budgets and purchase orders.

8. Describe how the school-parent compact is developed.

The School-Parent Compact was developed by administrative staff who adopted components of school-parent compact. The compact is also reviewed annually with parents on the Family Activities and Assistance school improvement subcommittee and feedback from all stakeholders via surveys.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact is used at elementary-level during parent teacher conferences held three times in the year as teachers review and discuss the compact with all parent visitors, at each conference. The compact is used to reinforce school and state guidelines, policies, and expectations for parents, teachers, students, and administrators.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The School-Parent Compact is used at the middle, and high school level during parent teacher conferences which are held three times during the year. Teachers review and discuss the compact with all parent visitors at each conference. The compact is used to reinforce school and state guidelines, policies, and expectations for parents, teachers, students, and administrators.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	The School's School-Parent Compact is attached.	Student Parent Contracts 2015-16

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school helps parents access information from academic assessments by meeting with them to review the data directly. In this way assessment results such as MME/ACT, MEAP, and Scantron Assessments are shared. Letters are also sent home outlining the dates, purpose, and results of the assessments. These letters are translated into Arabic as well. Teachers also send home individualized student reports for both the standardized assessments and their own summative assessments. Parents may also access their student's results on all formative and summative assessments in all of their classes via Powerschool Portal. There are translators available at all school conferences, assemblies, and activities. Additionally, parents may request to meet in person or discuss their child's progress via phone of email, and translation services are available for that communication as well.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Universal Academy's Preschool Transition Plan for connecting with preschool age children involves a more than once a year visitation to the kindergarten classrooms. The program includes providing training to preschool parents and preschool teachers on the skills these students will need when they enter kindergarten. The activities include, but are not limited to, inviting preschool children and their parents (both existing and new students from other preschool programs) to kindergarten open house, as evidenced by translated letters and sign-in sheets that are kept in the Academy's parent involvement binders. Lastly, an end of the year Preschool Parent Transition meeting will be held for parents. This meeting consists of ideas and strategies from the Kindergarten teachers to help the preschool children and parents have a better transition experience come Fall.

Some activities to "reach out" and "reach back" to families beyond talking to parents upon entering preschool and kindergarten are summarized below (for both existing and new students from other preschool programs):

1. Periodic contact with families of preschoolers occurs either via telephone or face-to-face. This involves sharing information about the child and their routines, and their school setting. Parents walk their children into the building and have the option to stay with their child in order to help with the transitioning into the classroom, if they choose. During this time parents talk with the lead and associate teachers about student progress. The parents are asked to gradually shorten their stay within the classroom as the year progresses. This helps foster independence for the children. Classroom newsletters and notes go home on a weekly basis and phone calls are made as well, when deemed necessary. Letters and emails are sent encouraging classroom volunteers as well.

2. Periodic contact with children themselves is done by staff members to begin to develop a relationship with students prior to school entry. Before school begins, each family has a 60 minute home visit. Parents are invited to a Preschool Parent Orientation where important school readiness topics are discussed and then parents are released to the assigned Preschool classroom where they are given additional information such as school policies and procedures; classroom routines and expectations; and children are encouraged to participate in several activities and/or play in the classroom centers.

3. As part of the transition activities, the preschool students visit/tour the Kindergarten classrooms to listen to a story, ask the current Kindergarten students questions, take part in hands-on activities, and have snack together. In preparation for Kindergarten, preschool students also go to the cafeteria to have lunch because they are only accustomed to family style meals in their preschool classroom. At the mid-year mark, preschool teachers are asked to create a monthly transition calendar of events, which is then shared with the Kindergarten teachers. Activities and events are then planned for, organized, and implemented monthly until the end of the year.

4. Some of the home learning activities that are administered to preschool students are: All About Me Themes, Saying Goodbye, Families and Friends, etc. An example of the home activities is the March homework packet which usually includes:
-Letter practice
-Number practice
-Name writing practice
-Creative project
-Self-help tips for parents (self-feeding, independent dressing and grooming, hygiene and toileting, and helping with daily chores like table setting and picking up toys)

5. The Academy plans for informational meetings and parental involvement activities. All special events and concerts are scheduled during the school day whereby parents are given the opportunity to stay and volunteer afterward. All parents receive weekly newsletters and phone calls, as needed, in order to communicate needs/concerns of their child. Parents are also encouraged to interact amongst one another, whether their child is in the same class or not. Parents have the opportunity to meet one another during the following:

-Curriculum Night

-Parent Orientation

-Field trips and other school-wide events.

-Child Performances (Songs in Arabic and English)

-Preschool Graduation

All of these opportunities for parents are evident through parent letters and parent sign in sheets.

6. Information Dissemination (letters, newsletters, online resources, etc.): During parent teacher conferences an individual student report is printed along with additional activities which parents are encouraged to do with their child(ren). Parents are also given access to the online screener "Ages and Stages" which also provides additional resources for parents. During the initial home visit, parents are given "Creative Curriculum Learning Games 48-60 Months," and during the final home visit parents are given "Math Right From the Start" both resources are by Teaching Strategies.

7. Home Visits (minimum two per year): Before school begins each family has a 60 minute home visit. During the home visit the parents are asked several open ended questions to develop a strong parent teacher partnership such as:

-Tell me about your child.

-What does your child like to do at home?

-What are some of the family activities that you and your child do together?

-Who does your child interact with both at home and outside of the home?

-What does your child like best about school?

During this home visit the parents are given the following resource, Creative Curriculum Learning Games 48-60 Months. The developmental screener Ages and Stages is also discussed along with a family questionnaire.

Toward the end of school, a final 60 minute home visit is done and parents are asked the following questions:

-How is your child doing at home now that they have been in school for a while?

-How do you feel s/he is doing at school?

-(Offer your perspective.), In what ways did your child and your family benefit from being involved with our program this year?

-What goals do you have over the summer and also for Kindergarten?

-Do you have suggestions for how we can improve upon our program in the future?

During this home visit, the parents are given the following resources:

-Math Right from the Start

-The "ABC's of Kindergarten" document

-Different summer strategies to use to better prepare their child for the next year

8. Maintaining informal contact with preschool "graduates" who continue within Hamadeh Educational Services sister academies: Universal Learning Academy, Star International Academy, or Noor International Academy. Students are also given a survey to ask about their preschool experience which includes the following questions:

-How did you like breakfast and lunch?

-How did you like our 'Out of School' field trips?

-How did you like your monthly homework packet?

-How did you like the project piece of the homework?

-How did you like performing at assemblies?

-How did you like your preschool graduation?

9. Facilitating early registration and summer activities (prior to orientation): Early registration begins in February and March of each school year. Each family is prequalified by Great Start to Readiness eligibility and risk factor requirements which are:

-Low Family Income

-Diagnosed Disability or Identified Developmental Delay

-Severe or Challenging Behavior

-Primary Home Language Other than English

-Parent/s with Low Educational Attainment

-Abuse/Neglect of Child or Parent

-Environmental Risk.

This also includes, a summer activities booklet for students to work on and are titled, "Summer Learning Program Think Stretch" and Preschool Orientation.

10. Bilingual staff members are made available for parents with home language other than English (Arabic is the primary language of many of the Academy's parents/students). In the preschool classroom, the associate teacher speaks fluent Arabic and communicates with families as needed. There is also an Arabic department which provides translated preschool documentation for families. Some examples of these documents include: enrollment packet, letters, and field trip information.

11. Parent Orientation for all students (meet staff, visit classes, communicate responsibilities and expectations, etc.) includes:

-Reviewing the School Improvement Plan and Title I

-Visiting the classroom and teachers(they are given additional information and children are encouraged to participate in several activities and/or play in the classroom centers)

12. Ongoing collaboration between Preschool & Kindergarten staff (curriculum alignment and vertical planning, assessments, scheduling/activities, etc.):The Preschool and Kindergarten teaching teams meet several times throughout the school year to discuss the following:

-Summer packets

-Survey topics (for current and former preschool students)

-Preschool and Orientations processes

-Portfolios (end of year assessments, work samples, Teaching Strategies GOLD { Prekindergarten Gradebook}, ASQ, etc.).

13. Staff, parent & student learning opportunities include transition, expectations, homework help, parental involvement, separation anxiety, how to build self-esteem and independent learners, how to integrate reading, writing, counting, and learning the alphabet into daily life, etc. Throughout the year, the Preschool Families, are invited to all the school-wide events including Literacy Night, Movie Night, Field Day, Book Fairs, and assemblies. Parents are also encouraged to attend these events. The Academy also connects with preschool-aged children, beyond once a year visitation to the kindergarten classroom, by holding pep rallies, awards assemblies, and Arabic Culture Day in addition to the activities detailed above.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

The Academy uses several assessments for Pre-Kindergarten students to identify training needs for preschool parents and/or preschool teachers. These sessions are aligned to the skills preschool age children will need when they enter kindergarten. The Academy uses the High Scope Quality Assessment Tool called The Preschool Program Quality Assessment (PQA) in addition to the ASQ screener and teacher developed assessments which also align to our teaching needs.

The following are a list of trainings the Pre-Kindergarten teachers are provided with:

-Michigan Association for the Education of Young Children Early Childhood Conference

-Creating a Safe Emotional Climate for Children

-Creative Curriculum

- ASQ

-The Power of Play

-Adult Interaction

-Encouragement vs Praise and Small Group Activities

-Conference

-Writing Anecdotal Notes

-Planning and Recall Training

-Let's Be Friends Training

-Talk to Me and Word Plan Training

-Let's Sing Training

-Hold the Praise - Try Encouragement Instead Training

-Backyard Science

The following topics are provided for parents:

-Curriculum content and standards

-Study Skills and Approaches to Learning

-Life Skills & Discipline Help at School/Home

-Kindergarten Transition Workshops/Meetings

-Collaborative Learning and Team Building

-Epstein Model for parental Involvement

Preschool parents are also invited to attend a Preschool Parent Transition meeting in May that is held by the Kindergarten teachers. This meeting outlines key aspects of kindergarten, summer kindergarten readiness, rules and procedures of the classroom, and a chance for the parents to ask questions about the kindergarten program.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers have the opportunity to provide their input into decisions regarding the use of school-based academic assessments on a consistent basis. Using PowerStandards that align with the Michigan State Standards, teachers utilize formative and summative assessments within their classrooms. Teachers have the ability to create or utilize a variety of assessments that will be a valid indication that students are meeting the requirements for a particular Power Standard. Rubrics, which are shared with students prior to their assessments, are used to score summative assessments. This practice encourages students to take responsibility for their learning, as they know exactly what to expect for their assessment.   Teachers collaborate with colleagues and their administrators to generate ideas for developmentally appropriate assessments that incorporate higher-order thinking , as evidenced in curriculum planning meeting minutes.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

At the start of each school year, beginning and returning teachers are mentored during Professional Development sessions in the use of incorporating Scantron data, as well as state standardized test data, into their classroom on a consistent basis. Teachers participate in professional development on navigating the Scantron website and interpreting the data. This training includes using Student Learning Objectives (SLOs), as assessed during Scantron testing, to help target instruction. This training empowers teachers to access their students' scores, allowing them to use this data to consistently drive instruction based on individual student needs.

Teachers are very involved in the analysis of student data for the purpose of improving the academic achievement of all students. Teachers meet on a weekly basis with their administrators to review classroom data (using both formative and summative assessments and standardized tests) to direct instruction. Working together, administrators and teachers, decide on how to align the curriculum in a matter that addresses the needs of the students based on achievement data. This collaborative process can be evidenced in curriculum planning meeting minutes.

Another example of how teachers are involved in the analysis of student data for the purpose of improving academic achievement for all students is through mentoring meetings. Mentor teachers work with beginning teachers and teach them how to use the data that they have for each student when it comes to differentiating and creating a more student-centered classroom environment. Examples of this include reading and interpreting M-Step/MME data, Scantron analysis, DRA and QRI reading assessment scores, and WIDA scores for the purposes of grouping students and differentiating instruction.

There are also biweekly meetings with administrators to update response to intervention (RTI) lists. During these meetings the administrator checks recent formative and summative assessment grades to track students who are part of the program. Using this data, teachers split students up in their gradebook and continuously differentiate instruction to benefit the students in need. As students progress, they are shifted out of the RTI program in order to allow the teacher and paraprofessionals in the room to focus, more specifically, on other students in need.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The following steps are used to determine whether a student is having difficulty mastering content the State's academic achievement assessment standards at an advanced or proficient level:

English Language Arts
READING
-Grade span: K-1
-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessment in Reading Foundations, DRA reading assessments, MLPP letter/sound identification, WIDA

WRITING
-Grade span: K-1
-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, WIDA

MATH
-Grade span: K-1
-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessment in Math, WIDA

READING
-Grade span: 2-5
-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessments in Reading and English Language Art, QRI reading assessments, WIDA
*Additionally for grades 3-5 MEAP(until 2014), M-Step (beginning 2015)

WRITING
-Grade span: 2-5
-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessments in Reading and English Language Art, WIDA
*Additionally for grades 3-5 MEAP(until 2014), M-Step (beginning 2015)

MATH
-Grade span: 2-5
-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessment MATH, WIDA
*Additionally for grades 3-5 MEAP(until 2014), M-Step (beginning 2015)

READING

-Grade span:6-8

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessments in Reading and English Language Arts, MEAP(until 2014), M-Step (beginning 2015), WIDA

WRITING

-Grade span: 6-8

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessments in Reading and English Language Arts, MEAP(until 2014), M-Step (beginning 2015), WIDA

MATH

-Grade span: 6-8

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessment in math, MEAP(until 2014), M-Step (beginning 2015), WIDA

SCIENCE

-Grade span: 6-8

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, MEAP(until 2014), M-Step (beginning 2015), pre-post Scantron assessment in Science, WIDA

Social Studies

-Grade span: 6-8

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes,MEAP(until 2014), M-Step (beginning 2015 WIDA

READING

-Grade span: 9-12

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessments in Reading and English Language Arts, MEAP and MME/ACT(until 2014), M-Step, SAT, and Statewide Standardized Assessment for grade 11 (beginning 2015), WIDA

WRITING

-Grade span: 9-12

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessments in Reading and English Language Arts, MEAP and MME/ACT(until 2014), M-Step, SAT, and Statewide Standardized Assessment for grade 11 (beginning 2015), WIDA

MATH

-Grade span: 9-12

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, pre-post Scantron assessment in math, MEAP and MME/ACT(until 2014), M-Step, SAT, and Statewide Standardized Assessment for grade 11 (beginning 2015), WIDA

SCIENCE

-Grade span: 9-12

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, MEAP and MME/ACT(until 2014), M-Step, SAT, and Statewide Standardized Assessment for grade 11 (beginning 2015), pre-post Scantron assessment in Science, WIDA

Social Studies

-Grade span: 9-12

-Identification/Criterion for Selection: Teacher recommendation based on formative/summative assessments, anecdotal notes, MEAP and MME/ACT(until 2014), M-Step, SAT, and Statewide Standardized Assessment for grade 11 (beginning 2015), WIDA WIDA

For all students being considered for additional assistance the following protocols are in place:

1) Teachers and administrators meet together to review data. The data that is considered includes: standardized test scores from WIDA, Scantron, MEAP and MME/ACT (until 2014-2015), M-STEP, Statewide Standardized Assessment for grade 11, and SAT (beginning 2015-2016) and internal summatives assessments. Once this data has been analyzed, teachers and administrators submit their recommendations for Tier II RtI/MTSS candidates. Also taken into account is how long the student in question has been in the United States. Since the school has such a large English Language Learner (ELL) population, students who are new to the country are provided with interventions and assistance to make their transition easier and quicker.

2) After the Tier II recommendations are made, students are then surveyed to determine their perceived areas of strengths and weaknesses. Students also provide information regarding what kind of support they receive outside of school. Students describe any extra-curricular activities that they may participate in and why they enjoy these activities.

3) Once student interviews are completed, the grade level teachers meet to review and discuss the results. This is a vital component to the entire process because it allows teachers a clear understanding of where the students are coming from and their students' individual backgrounds. Teachers are able to discuss what specific strategies and interventions to incorporate for each student in order to make the learning more individualized and differentiated.

4) The next step in the process is to officially enroll students in the Tier II RtI/MTSS program in areas of need. Once students are placed in the program, they are monitored for the next 6-8 weeks to determine whether or not the suggested interventions are working and effective. Students receive a double-dose of instruction from Tutorial Staff members before, during or after class. Teachers use Grade Book to document and track the targeted interventions that students receive within their class.

5) While students are in the Tier II RtI/MTSS Program they also meet with an administrator on a biweekly schedule to review how effective the interventions are in the classroom. They discuss how the students are performing and whether they are closer to demonstrating mastery within the content area.

6) At the conclusion of the 6-8 weeks, the RtI/MTSS team meets again to discuss to whether the provided interventions have been successful with the selected students and reconsider tier placement. The team references data collected (formative and summative assessments as well as any pertinent standardized testing data) to make their final decision. If the interventions are deemed successful and the student demonstrates proficiency, then the student is exited from the program. The student continues to be monitored to ensure progress is still made towards the final goal of demonstrating proficiency. If the student has not shown improvement, the team discusses possible reasons for the lack of progress and what new strategies and methods could be integrated to meet the student's needs.

Additional Programs that are offered to students who are experiencing difficulty mastering the assessment standards include:

1) After School Achievement Campers Program: This program is for students who have demonstrated difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. The students enrolled in this program are selected based on classroom observations and formative and summative assessments as well as standardized test scores and data (WIDA, Scantron, M-STEP, SAT). While participating in this program, students receive extra instruction from a certified teacher in the areas of English (reading and writing) and STEM. Remediation services are also offered in an attempt to increase background knowledge and skills necessary for the understanding of future topics and skills.

2) Credit Recovery program for high school students in which they receive small group instructions from a qualified staff member in the subject areas that students need to make up the credit for.

3) Summer School Program: At the conclusion of the school year, grade level teachers and administrators meet to analyze student performance and make recommendations for the Summer School Program. These recommendations are again based on standardized testing data and classroom observation and performance.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Universal Academy's timely and effective assistance that is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards is at a proficient level as a result of all of the programs that Universal Academy has implemented. Through the RtI/MTSS program, students are identified early on and are then provided with a double-dose of instruction in their classes that is focused on developing their areas of weakness. While part of the RtI/MTSS program the students are closely monitored to ensure that effective interventions are being put in place.

Another example of how Universal Academy ranks as proficient in regards to helping students who demonstrate difficulty in mastering the State's academic achievement assessment standards is through the After School Campers Program (ACP). Students who are struggling in their classes and who demonstrate a difficulty in meeting proficiency standards on standardized tests (MEAP, Scantron, ELPA/WIDA, Plan/Explore) are enrolled in this program in order to improve their skills. While in ACP students receive differentiated targeted instruction to address areas of concern.

Universal Academy's Reading Recovery Program is another piece of evidence that demonstrates being at a proficient level when it comes to the timely and effective assistance that is provided to students who demonstrate a difficulty in mastering the State's academic achievement assessment standards. First grade students are placed in the Reading Recovery Program at the beginning of the year based on their teacher observations, DRA test scores, and a battery of assessments from the Reading Recovery Observation Survey. These students show that they are significantly behind in the areas of reading and writing skills. Through an intensive 12-20 week program, these students work with a certified Reading Recovery teacher thirty minutes a day in a one-on-one setting. During this time, the Reading Recovery teacher addresses the individual needs of each students. Every student that has been enrolled in this program has made large gains and is now closer to grade level in the areas of reading and writing. This can be evidenced through the reports compiled by the Reading Recovery teacher as well as the overall Program Evaluation.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Teachers create and implement a wide variety of differentiated activities in the classroom to meet all students' needs. These activities range from differentiated centers, jigsaws, skits, note-taking, graphic organizers, group work, pair work, and hands-on activities. Teachers also integrate various forms of technology in the classroom to help keep students engaged and involved in the learning process while simultaneously building their 21st Century skills. Teachers regularly incorporate SIOP (Sheltered Instruction Observation Tool) to meet the needs of all learners, as evidenced in classroom observations and walk-throughs performed by curriculum coordinators and administrators. Stakeholders recognize that all students do not learn in the same way, which is why teachers and administrators work together to develop differentiated activities to meet the needs of all students in the classroom.

Teachers also provide differentiated activities and lessons for their Tier II RtI/MTSS students. These weekly lessons are shared in advance with the Tutorial Staff that works with the students. During this double dose of instruction, the tutorial staff works with the small group of students on differentiated skills that the students need to show mastery on in order to move closer to proficiency on a larger scale. Many times these remediation skills come in the form of flashcards, hands-on activities, computer activities and/or simple games in order to reinforce a concept or skill. The skills that students are working on are differentiated by level and ability.

Another example of how students' individual needs are addressed through differentiated instruction in the classroom is through the use of data from standardized tests. Stakeholders work together to analyze standardized test scores (WIDA, Scantron, M-STEP, SAT) to determine what areas each student needs to focus on to show improvement and move higher on the proficiency scale. Inside the classroom, teachers use this data to group students by level and then target the specific skill at the students' ability level. Teachers also use this data in order to create mixed ability groups so students are working with others outside of their level which can encourage them to learn the material and skills in another way. There is evidence of analysis of data being used for differentiated instruction purposes in the form of meeting minutes for curriculum planning, grade-level meetings and mentoring meetings, as well as vertical planning documents.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

All programs and resources implemented at Universal Academy are designed to help more students meet proficiency and demonstrate mastery towards our schoolwide goals. Stakeholders examine gaps in student achievement and then research and discuss the best program that can be implemented to help close these gaps and increase student achievement across the board. Teachers and administrators work together to research potential programs that would be in the best interest of our students (as evidenced through meeting minutes and curriculum/department meeting minutes). Parents also have the ability to participate in the decision making process through their participation in School Improvement Teams and the open communication that occurs during Biweekly Parent Breakfasts. During the beginning of the year parents are invited to a curriculum night where our programs are shared with them. This collaborative planning ensures that all stakeholders have the opportunity to participate in the planning process.

List of Programs:

TITLE I:

The following programs and resources have been coordinated and integrated in order to help meet the following schoolwide goals:

1. All students will be proficient in English Language Arts.

2. All students will be proficient in Mathematics.

3. All students will be proficient in Science.

- Staff

*Reading Recovery and Instructional Support (1) - Reading Recovery teacher and interventionists will work with lowest achieving students in reading and literacy skills as assessed with the Reading Recovery Observation Survey, Developmental Reading Assessment, and Qualitative Reading Inventory. (Goal 1)

*Instructional Coaches - Instructional coaches and subject matter experts to provide supplemental professional development and support to all staff in the core content areas, research-based instructional techniques, and the effective use of achievement data to improve student outcomes. PD will also provide instructional staff with training and support in continuous improvement processes to maximize the effectiveness of planning activities. (Goals 1, 2, 3)

*After School Program Supervision (Achievement Campers Program) - Supervises highly qualified tutors to work with high priority students in the after school program, ACP. (Goals 1, 2, 3)

* Summer School Program Supervision - Supervises highly qualified tutors to work with high priority students in the summer school program. (Goals 1, 2, 3)

*Title I Director and support staff

*Title I Programs Independent Contractor to provide guidance and assistance to the new director.

*Institutes for Excellence in Education instructional coaches to work with classroom teachers to implement research-based instructional techniques. (Goals 1, 2, 3)

* Family Engagement/Community Liaison for Parent Learning Opportunities, Family Outreach, Community Involvement, Parent Training & Family Inservices.

- Programs and Activities

*Playworks - a nonprofit organization that provides a full time contracted staff member whose role is to work with teachers in planning and implementing best practices for play and physical activities for their students. This includes helping teachers and students learn the rules, expectations and skills for positive play experiences and then providing follow-up coaching and support. The Playworks staff member does not supplant any required adult supervision.
* Community Activities: Parent Learning Opportunities, Family Outreach, Community Involvement, Student Assessment/Achievement, Technology & Literacy/Wellness Training (materials/resources/publications, educational family field trip fees and transportation costs, SchoolReach)

-Resources

*Title I Students Supplementary/Double Dose Supplies/Learning Materials for remedial tutoring/in-class assistance (Workbooks, incentives, manipulatives, leveled readers, books, novels, software, Rubicon Atlas, posters etc.) for core academic classes including limited English Proficient and Special Needs Students. (Goals 1, 2, 3)
* Title I Students - Supplementary/Remedial Instructional Supplies/Learning Materials for remedial tutoring/in-class assistance (Workbooks, Incentives, Manipulatives, Leveled Readers, Books/Novels, Software, Posters, Incentives, etc.) for Core Academic Classes including (Limited English Proficient & Special Needs students)
* Nystrom Humanities Program (Social Studies interactive program)
* Developmental Reading Assessments 2 (DRA 2)
*Technology Integration Equipment - Classroom sets of Wireless laptops, Smartboards E-Book Readers, Slates, listening centers, headsets, document cameras, misc. - Enhanced technology in classrooms allows for students to have multimedia experiences throughout all subjects and helps them become 21st century learners. (Goals 1, 2, 3)
*Software for supplemental computer aided instruction for 650 students in grades k-12 (Brain Pop - NetTrekker)
*Student Information System -to access and to retrieve Title I student demographics and achievement data.
*Technical Support & Technology Integration Specialist - for supplemental programs/services.
* Supplementary Transportation for Homeless students (gas cards) as needed.

TITLE IIA:

- Professional Development:
*Everyday Math training
*Journey's training
* Leveled Literacy Interventions K-2
* Leveled Literacy Interventions 3-5
* Exploring the SEP through Action Research in Elementary Science
* MAS/FPS Boot Camp
-*MAS/FPS Winter Institute
*New Teacher Academy - Elementary
*Preparing for Next Generation Science Standards 6-8
* Preparing for Next Generation Science Standards 9-12
* Applying NGSS Practices to High School Chemistry
* Applying NGSS Practices to High School Biology
* Michigan Science Teachers Association Conference

* A practical Approach to Management and Discipline

Title III

-LEP students and services

31a:

-Staff

*Tutorial Program staff to work with At-Risk Students

*Instructional Staff for After School Achievement Campers Program (designed for at-risk students)

*Reading Interventionists (2) Reading interventionists will work with lowest achieving students in reading and literacy skills as assessed with the Fountas and Pinnell Benchmark Assessment using the reading intervention program Leveled Literacy Interventions. (Goal 1)

*Instruction Staff to work with At-Risk students for the Summer School Program

-General Budget - Provides money for running K-12 programs including: Teacher salaries, administrative costs, and teaching materials.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment:

-Goals are designed around students' needs based on multiple data resources (gradebook, Scantron, MEAP, WIDA, Explore/Plan/ACT, Diagnostic Reading Assessment, Qualitative Reading Assessments.

- Parental Involvement in SIP teams as well as schoolwide activities such as Family Engagement Field Trips, Parent Breakfasts, Family Game Night, Family Movie Days, Arabic Language Day, Talent Show, and athletic games.

-Targeted instruction designed to individualize instruction to all students, including special education students and at-risk students such as English Language Learners.

2. Schoolwide Reform Strategies:

-Tutorial program that follow the RtI/MTSS Process of identifying at-risk students and providing them with the necessary help and resources to close gaps.

-Special education programs which include strategies to address the needs of low achieving students and those that are at-risk.

-Speech Pathologist Services

- After school Achievement Campers Program

- Summer school programs

-Credit Recovery

-Supplemental programs to provide an enriched and accelerated curriculum that focuses on English and STEM (Science Technology Engineering and Math) based concepts.

- Staff uses instructional strategies and methods which are based on data-driven research that strengthen the core academic programs.

3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals):

- All instructional staff are highly qualified as evidenced by documentation and assurances.

- Instructional Paraprofessionals are placed in subject-specific classrooms or in elementary classrooms that coincide with their background

and education.

- Administrators are required to have, or be in the process of obtaining, an Educational Leadership Certificate.

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools:

-Instructional coaches to support new teachers

-Professional Development opportunities

- Rigorous Mentoring Program for new teachers

- Staff Tuition Incentive Program

5. High-Quality and Ongoing Professional Development:

- Weekly professional development

- Mentoring system in place with highly experienced mentors

- Professional Conferences such as MAS/FPS, Special Populations, and Reading Recovery Council of Michigan

- Local professional development through ISDs such as Wayne RESA and Macomb ISD

- Online professional development such as the Bureau of Education and Research, Michigan LearnPort,

6. Strategies to Increase Parental Involvement:

- Family engagement liaisons

-Parent professional development to help parents gain familiarity with school programs, grading systems, and school events.

- School events: Music concerts, Talent Show, Arabic Culture Celebrations, Awards Assembly, Curriculum Night, Career Day, Spelling Bee, Scholastic Book Fair, Science Fair, Math and Literacy Game Night, Family Movie Days, Parent Breakfasts.

- Family Engagement Field Trips

7. Preschool Transition Strategies:

- Families of preschool children in our school and other preschools are invited to participate in the following activities in order to get their students ready for kindergarten: Kindergarten open-house, a Preschool Parent Transition meeting. Families of Universal Academy pre-school students are also invited to attend all school-wide events, such as literacy night, movie night, field day, and book fairs.

8. Teacher Participation in Making Assessment Decisions:

-Teacher-designed assessments based the Michigan Standards using on-going student data to target needs

- Curriculum redesigned on a yearly basis by teachers and administrators.

-Creating unit planners using Inquiry-based backwards planning design.

- Setting goals and measures to assess classroom growth

- Teacher contributions to standardized assessment dates/timing as applicable (such as WIDA, Scantron, and M-Step)

- Utilizing substitute teachers in order to allow teachers to assess students in reading using DRA and QRI.

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

- Unit progress reports distributed to students

- Students meet biweekly with administrators for academic monitoring

- Creation and implementation of action plans to address student needs

- Updating RtI/MTSS rosters every 4-6 weeks to move students into and out of program as necessary

- RtI/MTSS Team meetings every 4-6 weeks to monitor student improvement and progress

- After School Achievement Campers Program (ACP) for at-risk students to help close gaps and reinforce material covered in classroom

- Summer School program for students to maintain and/or increase literacy and Stem skills.

- Reading Recovery Program in first grade to work with students who are in need of an intensive intervention in early reading and writing skills.

10. Coordination and Integration of Federal, State and Local Programs and Resources:

- Building Healthy Communities

- K-Second free breakfast in class

- 3-12 free breakfast, Grab and Go is provided for students who come in late

- Universal Academy is part of a Smart Choice School program

- Free lunches - Universal Academy is a Community Eligibility Provision (CEP) school

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

-Violence Prevention:

*Although we do not receive any funding for Violence prevention program, Universal Academy incorporates the Olweius Bully Free. This program teaches students how to recognize examples of bullying behavior and how to prevent bullying from happening. Through school assemblies and in-class lessons, students are educated in violence prevention techniques, along with conflict resolution strategies.

*Universal Academy participated in the Defeat the Label Campaign. Teachers were provided with lesson plans, topics, and activities, including pledges that were signed by the entire student body, to maintain a bully-free school zone.

-Nutrition Program:

* Building Healthy Communities

* K-Second breakfast in class

* 3-12 breakfast, Grab and Go for late students

*UA is a Smart Choice school from 7:30- 4:00

* Free lunches - Universal Academy is a Community Eligibility Provision (CEP) school

-Housing Programs: Universal Academy implements the McKinney-Vento Program to address the problems that homeless children and youth face in enrolling, attending and succeeding in school. Under this program, local educational agencies (LEA) must ensure that each homeless child and youth has access to the same free, appropriate public education as other children and youth. Within the implementation of this program at Universal Academy, the social worker serves as the local liaison and works to ensure that any and all homeless children and youth are identified and that proper step are put in place in order to ensure that they receive the same educational opportunities as their counterparts. Parents and/or guardians are also informed of educational and related opportunities available for their children while also being provided with ample opportunities to participate in the education of their child.

-Adult Education:

*Cooking Classes: Under Title III funding, parents had the opportunity to participate in an After School Cooking Program that taught parents healthy cooking techniques. Also, using funding, parents have been trained in how to implement Love and Logic Resources with their students to create a more consistent and self-empowering environment at home.

*ESL classes will be offered to the parents and family members of Universal Academy students during the summer of 2015.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school annually evaluates the effectiveness of implementation of the School Improvement Plan, by using multiple sources of data such as: Summative assessment data, District assessment data, and the State's annual assessments. School Improvement Teams use this data to revise the School Improvement Plan from the previous year's using the Program Evaluation Tool. This process identifies gaps/needs in achievement, as well as new resources and professional development activities needed. It summarizes progress made based on data from student performance, staff performance and stakeholder feedback related to SIP goals. Teams then determine whether implementation was effective and whether or not to continue or remove activities related to SIP strategies/goals based on multiple years of data.

Our School Improvement Team and Action Research Teams are composed of 8 subcommittees, one for each component of the School Improvement Plan, which form our larger School Improvement Team. Staff members are divided into School Improvement teams at the start of the year and each team meets throughout the year to discuss and evaluate programs. Teams examine all pertinent data (standardized test scores and classroom summative assessments aligned with school PowerStandards) as well as feedback from all stakeholders in the form of surveys, evaluations and collaboration meetings. All teams meet regularly and include at least one administrator, teacher, paraprofessionals, parent and student. They Evaluate components of the school improvement process/cycle that is composed of four fundamental stages through which team collects data, study and analyze the data, plan for implementation, and follow through with fidelity.

Summary data is provided in our Annual Education Report (AER) which is posted online at our school website with a printed copy available in the main office for review as well as communicated at our parent orientation meeting in August annually.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

For State data specifically (M-STEP/MEAP/MME/ACT) we annually evaluate our objective statements to determine if our goals have been met and to revise our objectives for following years through 100% proficiency requirements by June 30, 2016. This one of many sources of data analyzed in determining whether or not we are meeting our annual goals. The School Data Profile is completed online using advancED tools:
* Scantron Performance Series Growth
*PLAN/EXPLORE/ACT
*Report Card Data
*Discipline/At-Risk Factors
*Qualitative Reading Assessment
*Direct Reading Assessment
*WIDA
*Suggested Learning Objective (Seniors Only)
*AYP & District Attendance Percentages
*Parent-Teacher Conference Attendance/Parental Involvement

*Staff Performance Evaluations

*Annual Stakeholder Feedback Surveys

Evaluation is ongoing and school teams meet as data is available to evaluate and implement any necessary corrective measures/activities to ensure annual success in meeting SIP goals.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The Academy determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by using multiple sources of data. The Academy's School Improvement Action Research Team (ART) subcommittees meet to further examine the data and determine whether the School-wide program has been effective.

-All data is disaggregated by subgroups so that gaps/needs may be identified and evaluation of improvement for these subgroups is also reviewed in completing the Academy's School Data Profile (SDP) and Comprehensive Needs Assessment (CNA). While the Academy continues to meet adequate yearly accountability requirements, the school improvement teams have aligned school improvement goals to the needs of students who are furthest from achieving the standards (At-Risk students).

-The Michigan Education Assessment Program (MEAP)/Michigan Merit Exam (MME), Michigan Student Test of Educational Progress (M-Step), ACT, Scantron, final exam and summative results are analyzed in collaborative meetings to determine if students met annual growth targets and proficiency objectives outlined in the School Improvement Plan. The data is also compared from previous years to see the trends for these students and set goals for them to continue to make growth for the following year.

-Students who are furthest from achieving the standards (at-risk) are closely monitored through the use of assessments and observations and are provided with differentiated instruction and accommodations incorporating Sheltered Instruction Observation Protocol (SIOP). Administrators meet with at-risk students one-on-one to set goals for all subjects in which students are struggling. These students are further evaluated using midyear Scantron Assessments to measure student performance growth and to reevaluate teaching strategies. During School Improvement Plan meetings this data is reviewed to see if the strategies and resources being implemented are effective in decreasing the achievement gap.

- In order to ensure that all of the students at Universal Academy meet or exceed their goals, highly qualified teachers and staff are held to the highest of standards through the use of research-based evaluation tools, such as McREL, Power Walkthroughs, and formal observations.

-Universal Academy maintains an average attendance of 96%, which exceeds the state requirement of 90%. Student attendance is monitored closely in order to close the achievement gap and to help students meet or exceed their academic goals.

-To ensure that families of all students are fully involved and aware of their student's progress, Universal Academy offers Parent/Teacher Conferences three times per year. Successful Parent-Teacher Conference Attendance is defined as 100% of parents attending at least one conference annually. Families are also regularly informed through letters, phone calls, emails and social media sites. All communications are translated for those who require it.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

To ensure continuous improvement of students in the schoolwide program, the Academy revises the plan as necessary based on the results of the Comprehensive Needs Assessment (CNA). Revisions include updating goals (objectives, measures, strategies, activities & resources) per MDE guidance, scientifically research-based best practice and data-driven decision making involving all key stakeholders. The Comprehensive Needs Assessment (CNA) is shared with all School Improvement Team subcommittees.

The Action Research Team (ART) subcommittees review the results and gap analysis, and make the appropriate evaluations. The teams further revise the school improvement plan with a focus on updating the objectives, measures, strategies, activities and resources per Michigan Department of Education guidance, scientifically research based best practices and data driven decision making involving all key stakeholders. School Improvement Team members meet to update applicable narratives for the plan as well as complete the School Data Profile and Goals Management activities. For the School Improvement Framework Standards, the academy has created online and paper/pencil surveys for all stakeholders that are administered and results are compiled for teams to use in determining school performance ratings as well as identifying areas of improvement.

Central Office staff members further support the process of evaluation by providing guidance/mentoring to school teams, researching interventions and providing proposed resources and professional development activities for review/evaluation and compiling data sources for school teams to review and evaluate.

School improvement activities are completed successfully with collaboration amongst school teams including between the sister academies who service similar demographics of students with similar programs and with facilitated support from Central Office as provided by the management company, Hamadeh Educational Services, Inc.

Schoolwide Plan 2015-2016

Overview

Plan Name

Schoolwide Plan 2015-2016

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Universal Academy will become proficient in English Language Arts.	Objectives: 2 Strategies: 5 Activities: 6	Academic	$0
2	All students at Universal Academy will be proficient in Science.	Objectives: 1 Strategies: 3 Activities: 3	Academic	$0
3	All students at Universal Academy will be proficient in Math.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$0
4	All students at Universal Academy will become knowledgeable of and lead a healthy and wellness focused lifestyle.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0

Goal 1: All students at Universal Academy will become proficient in English Language Arts.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all state standards in Reading by 06/30/2022 as measured by data from state level assessments, where an annual 11% increase will occur from the baseline of 7% in 2013-2014.

(shared) Strategy 1:

Professional Learning Communities (PLC) - Professional learning communities will be implemented to provide supplemental mentoring and coaching to instructional staff.

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010)

Tier: Tier 1

Activity - Plan, Implementing & Monitoring Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and incentives will be used for instructional staff that has exemplary performance.	Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/03/2015	06/30/2016	$0	Title II Part A	School Improvement Team, Instructional Staff, Principal

(shared) Strategy 2:

Family Engagement Skills (Parent Involvement & Family Engagement) - School parent involvement plan will be implemented to engage and inform families and community in the instructional process. -NCLB Contracts -Curriculum Night -Parent-Teacher Conferences -SIP parent team members -Family engagement breakfasts -School newsletter -Electronic communication with parents and community

Research Cited: Differentiation: Learning Contracts (Tomlinson 1999), Responding When Kids Don't Learn (DuFour, Marzano 2011), Rigor COMPASS Model: Shared Accountability (Williamson, Blackburn 2010), Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

Tier: Tier 1

Activity - Engaging Families & Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Implement strategies identified in school parent involvement plan, monitor No Child Left Behind compact and provide student and parent learning activities for family engagement.	Parent Involvement, Community Engagement, Field Trip	Tier 1		08/03/2015	06/30/2016	$0	Title I Part A	Family Engagement Liaison(s), Instructional Staff, School Improvement Team & Principal

Activity - Communication Portal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SchoolMint provides a full suite of options to make communicating with parents easier using Automated Emails, Text Messages, Automated Voice Calls, and letters. Send organization-wide messages or school-specific messages to parents. Messages can be sent to an individual or to a group of parents.	Parent Involvement, Community Engagement	Tier 1		09/01/2015	06/30/2016	$0	Title I Schoolwide	Administrators, school personel

Strategy 3:

Small Group Instruction - Reading Interventionists will work with small groups of students using Fountas and Pinnell Leveled Literacy Interventions with the

collaboration of Instructional Staff.

Research Cited: Multiple Intelligences: Small-Group Instruction (Nicholson-Nelson 1998)

Tier: Tier 2

Activity - Reading Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If funding is available we will implement Reading Interventionists to work with students whose reading achievement is at the bottom 30% based on district and state testing. Groups of 3-4 students will meet 4-5 days per week for 30 minute sessions with the Reading Interventionists utilizing Fountas and Pinnell's Leveled Literacy Interventions.	Academic Support Program	Tier 2	Getting Ready	08/03/2015	06/10/2016	$0	Title I Schoolwide	School Improvement Team, Instructional Staff, Principal, and three Reading Interventionists

Measurable Objective 2:

85% of All Students will demonstrate a proficiency in all state standards in Writing by 06/30/2022 as measured by data from state level assessments, where an annual 6% increase will occur from the baseline of 47% in 2013-2014.

Strategy 1:

Differentiated Instruction - All Instructional staff will implement Sheltered Instruction Observation Protocol (SIOP) strategies for all students in order to attain proficiency

in writing.

Research Cited: SIOP: Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008)

Tier: Tier 1

Activity - Sheltered Instruction Observation Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Instructional Staff will be trained in Sheltered Instruction Observation Protocol (SIOP) strategies in order to provide supplemental support through differentiated and accomodated instruction for all students.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/03/2015	06/30/2016	$0	Title I Schoolwide	School Improvement Team, Instructional Staff, Principal

(shared) Strategy 2:

Professional Learning Communities (PLC) - Professional learning communities will be implemented to provide supplemental mentoring and coaching to instructional staff.

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010)

Tier: Tier 1

Activity - Plan, Implementing & Monitoring Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and incentives will be used for instructional staff that has exemplary performance.	Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/03/2015	06/30/2016	$0	Title II Part A	School Improvement Team, Instructional Staff, Principal

(shared) Strategy 3:

Family Engagement Skills (Parent Involvement & Family Engagement) - School parent involvement plan will be implemented to engage and inform families and community in the instructional process. -NCLB Contracts -Curriculum Night -Parent-Teacher Conferences -SIP parent team members -Family engagement breakfasts -

School newsletter -Electronic communication with parents and community

Research Cited: Differentiation: Learning Contracts (Tomlinson 1999), Responding When Kids Don't Learn (DuFour, Marzano 2011), Rigor COMPASS Model: Shared Accountability (Williamson, Blackburn 2010), Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

Tier: Tier 1

Activity - Engaging Families & Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement strategies identified in school parent involvement plan, monitor No Child Left Behind compact and provide student and parent learning activities for family engagement.	Parent Involvement, Community Engagement, Field Trip	Tier 1		08/03/2015	06/30/2016	$0	Title I Part A	Family Engagement Liaison(s), Instructional Staff, School Improvement Team & Principal

Activity - Communication Portal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SchoolMint provides a full suite of options to make communicating with parents easier using Automated Emails, Text Messages, Automated Voice Calls, and letters. Send organization-wide messages or school-specific messages to parents. Messages can be sent to an individual or to a group of parents.	Parent Involvement, Community Engagement	Tier 1		09/01/2015	06/30/2016	$0	Title I Schoolwide	Administrators, school personel

Strategy 4:

Professional Development - All K-5 instructional staff will receive professional development in teaching process writing to students using the writer's workshop model.

Research Cited: Rigor COMPASS Model: Professional Development (Williamson, Blackburn 2010)Multiple Intelligences: Small-Group Instruction (Nicholson-Nelson 1998)

Tier: Tier 1

Activity - Teacher training in the Writesteps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Al K-5 instructional staff will be trained in the use of The Writesteps program.	Curriculum Development, Supplemental Materials, Professional Learning, Direct Instruction, Teacher Collaboration, Academic Support Program, Materials	Tier 1	Getting Ready	08/17/2015	06/30/2016	$0	Title II Part A	Elementary teachers, administrators

Goal 2: All students at Universal Academy will be proficient in Science.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all state standards in Science by 06/30/2022 as measured by data from state level assessments, where an annual 10% increase will occur from the baseline of 5% in 2011-2012.

Strategy 1:

Inquiry-based Instructions for Teachers - Scientifically-based research strategies (Multiple Intelligences, Differentiation, Rigor/Relevance Framework) will be used to provide effective inquiry-based instructions to all students.

Research Cited: Multiple Intelligences (Nicholson-Nelson 1998), Differentiation (Tomlinson 1999), HOTS (Brookhart 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), Relationships/Brain Research (Nussbaum, Daggett 2008), John Hattie Strategies (Marzano 2003)
Tier: Tier 1

Activity - Teachers trainings to Plan and Implement inquiry based instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All instructional staff will be trained in inquiry-based instruction in order to align teaching strategies and learning activities to help students utilize higher order thinking skills (HOTS).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/17/2015	06/30/2016	$0	Title I Schoolwide	Teachers, Administration, Principal

Strategy 2:

Enhance Staff Performance Skills (Professional Learning Communities: PLCs) - Professional learning communities will continue to be implemented to provide supplemental mentoring and targeted coaching to instructional staff.

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010), STEM training workshops (STEM Academy)

Activities: • Implementing & Monitoring Effective Instruction

Tier: Tier 1

Activity - Plan, Implement and Monitor Effective Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will continue to be implemented to provide supplemental staff mentoring and targeted coaching aligned to Universal Academy's professional development plan. Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2016	$0	Title I Schoolwide	School Improvement Team, instructional staff, Principal

Strategy 3:

Targeted and Differentiated Instructions - Instructional staff will develop targeted and differentiated activities to meet individual student needs.

Research Cited: Differentiation: Centers (Tomlinson 1999)

Differentiation: Entry Points (Tomlinson 1999)

Differentiation: Tiered Activities (Tomlinson 1999)Multiple Intelligences: Small-Group Instruction (Nicholson-Nelson 1998)

Multiple Intelligences: Independent Projects to Individualize Learning (Nicholson-Nelson 1998)

Tier: Tier 2

Activity - Sheltered Instruction Observation Protocal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will incorporate SIOP strategies in order to target and differentiate instruction to meet diverse student needs.	Supplemental Materials, Professional Learning, Behavioral Support Program, Direct Instruction, Academic Support Program, Materials	Tier 2	Implement	08/17/2015	06/30/2016	$0	Section 31a	School Improvement Team, Instructional Staff, and Principal

Goal 3: All students at Universal Academy will be proficient in Math.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in all state standards in Mathematics by 06/30/2022 as measured by data from state level assessments where an annual 6% increase will occur from the baseline of 40% in 2013-2014..

Strategy 1:

Professional Development Training Sessions - Professional development sessions for teachers in the use of Everyday Math and Common Core Standards so that they

can implement the program with fidelity which will help increase our student achievement in mathematics.

Research Cited: Rigor COMPASS Model: Professional Development (Williamson, Blackburn 2010)

Portfolios, Rubrics & Student Self-Assessments (Wormeli 2006)

HOTS: Assessing Problem Solving (Brookhart 2010)

Tier: Tier 1

Activity - Professional Development for Elementary Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will be given professional development on using Everyday Math.	Professional Learning, Direct Instruction, Academic Support Program, Materials	Tier 1		08/17/2015	06/30/2016	$0	Title II Part A	Teachers, administrators

Activity - Professional Development for Middle and High School Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development sessions for teachers to plan and implement the common core standads with fidelity which will help increase our student achievement in mathematics.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/17/2015	06/30/2016	$0	Title II Part A	Instructional Staff, Administrators and Principal

Strategy 2:

Targeted and Differentiated Instruction - Instructional staff will develop targeted and differentiated activities and instructions to meet individual student needs.

Research Cited: Differentiation: Centers (Tomlinson 1999) Differentiation: Entry Points (Tomlinson 1999) Differentiation: Tiered Activities (Tomlinson 1999)Multiple Intelligences: Small-Group Instruction (Nicholson-Nelson 1998) Multiple Intelligences: Independent Projects to Individualize Learning (Nicholson-Nelson 1998)

Tier: Tier 2

Activity - Sheltered Instruction Observation Protocal	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will incorporate SIOP strategies in order to differentiate instruction to meet diverse student needs.	Supplemental Materials, Professional Learning, Behavioral Support Program, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Implement	08/17/2015	06/30/2016	$0	Section 31a	School Improvement Team, instructional staff, Principal

Strategy 3:

Enhance Staff Performance Skills (Professional Learning Communities: PLCs) - Professional learning communities will continue to be implemented to provide supplemental mentoring and targeted coaching to instructional staff.

Research Cited: Supporting the Personal Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010), STEM training workshops (STEM Academy)

Tier: Tier 1

Activity - Plan, Implement and Monitor Effective Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning communities will continue to be implemented to provide supplemental staff mentoring and targeted coaching aligned to Universal Academy's professional development plan. Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance.	Curriculum Development, Behavioral Support Program, Teacher Collaboration, Academic Support Program, Materials	Tier 1	Monitor	08/17/2015	06/30/2016	$0	Title I Schoolwide	School Improvement Team, instructional staff, Principal

Goal 4: All students at Universal Academy will become knowledgeable of and lead a healthy and wellness focused lifestyle.

Measurable Objective 1:

100% of All Students will demonstrate a behavior of participating in eating healthy and exercising on a daily basis in Health/Physical Education by 06/30/2016 as measured by participation and academic achievement of the Presidential Fitness assessment and stakeholder survey.

Strategy 1:

Healthy Supplemental Activity - Students will receive sustained and ongoing supplemental health awareness and activity throughout the school year.

Research Cited: Equity Matters: Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap (Basch 2010)

Tier: Tier 1

Activity - Health and Fitness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Playworks will provide a coach to supplement the teachers during health and fitness time. This coach will provide supplemental physical education by implementing structured games, activities, and physical fitness drills to motivate students to stay active.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0		Title I Schoolwide	Curriculum Coordinators, Title I Coordinators, and Principal

Strategy 2:

Health and Fitness Class - Each student in grades K-5 will receive a 32 minute block of Health and Fitness content/activity each Monday through Friday.

Research Cited: Equity Matters: Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap (Basch 2010)

Tier: Tier 1

Activity - Health and Fitness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Kindergarten through 5th grade student will receive a 32 minute block of time embedded into their class schedules for health and fitness awareness/activity. This can consist of brain breaks, outdoor activity time, brain gym, etc. The classroom teacher will be responsible for the planning of the daily health and fitness activities with support from the Physical Education teachers as well.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	Title I Schoolwide	Elementary teachers, Elementary Coordinator, and Principal.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Plan, Implementing & Monitoring Effective Instruction	Professional learning communities will be implemented to provide supplemental staff mentoring and coaching aligned to our professional development plan and incentives will be used for instructional staff that has exemplary performance.	Curriculum Development, Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/03/2015	06/30/2016	$0	School Improvement Team, Instructional Staff, Principal
Professional Development for Middle and High School Teachers	Professional development sessions for teachers to plan and implement the common core standads with fidelity which will help increase our student achievement in mathematics.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/17/2015	06/30/2016	$0	Instructional Staff, Administrators and Principal
Professional Development for Elementary Teachers	Teachers will be given professional development on using Everyday Math.	Professional Learning, Direct Instruction, Academic Support Program, Materials	Tier 1		08/17/2015	06/30/2016	$0	Teachers, administrators

Teacher training in the Writesteps	Al K-5 instructional staff will be trained in the use of The Writesteps program.	Curriculum Development, Supplemental Materials, Professional Learning, Direct Instruction, Teacher Collaboration, Academic Support Program, Materials	Tier 1	Getting Ready	08/17/2015	06/30/2016	$0		Elementary teachers, administrators

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Sheltered Instruction Observation Protocal	All instructional staff will incorporate SIOP strategies in order to target and differentiate instruction to meet diverse student needs.	Supplemental Materials, Professional Learning, Behavioral Support Program, Direct Instruction, Academic Support Program, Materials	Tier 2	Implement	08/17/2015	06/30/2016	$0	School Improvement Team, Instructional Staff, and Principal

Sheltered Instruction Observation Protocal	All instructional staff will incorporate SIOP strategies in order to differentiate instruction to meet diverse student needs.	Supplemental Materials, Professional Learning, Behavioral Support Program, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 2	Implement	08/17/2015	06/30/2016	$0	School Improvement Team, instructional staff, Principal

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engaging Families & Community	Implement strategies identified in school parent involvement plan, monitor No Child Left Behind compact and provide student and parent learning activities for family engagement.	Parent Involvement, Community Engagement, Field Trip	Tier 1		08/03/2015	06/30/2016	$0	Family Engagement Liaison(s), Instructional Staff, School Improvement Team & Principal

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Plan, Implement and Monitor Effective Instructional Strategies	Professional learning communities will continue to be implemented to provide supplemental staff mentoring and targeted coaching aligned to Universal Academy's professional development plan. Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance	Professional Learning, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/17/2015	06/30/2016	$0	School Improvement Team, instructional staff, Principal

Teachers trainings to Plan and Implement inquiry based instruction	All instructional staff will be trained in inquiry-based instruction in order to align teaching strategies and learning activities to help students utilize higher order thinking skills (HOTS).	Curriculum Development, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/17/2015	06/30/2016	$0	Teachers, Administration, Principal
Health and Fitness	Each Kindergarten through 5th grade student will receive a 32 minute block of time embedded into their class schedules for health and fitness awareness/activity. This can consist of brain breaks, outdoor activity time, brain gym, etc. The classroom teacher will be responsible for the planning of the daily health and fitness activities with support from the Physical Education teachers as well.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	Elementary teachers, Elementary Coordinator, and Principal.
Sheltered Instruction Observation Protocol	All Instructional Staff will be trained in Sheltered Instruction Observation Protocol (SIOP) strategies in order to provide supplemental support through differentiated and accomodated instruction for all students.	Supplemental Materials, Direct Instruction, Teacher Collaboration, Academic Support Program	Tier 1	Implement	08/03/2015	06/30/2016	$0	School Improvement Team, Instructional Staff, Principal
Reading Interventionist	If funding is available we will implement Reading Interventionists to work with students whose reading achievement is at the bottom 30% based on district and state testing. Groups of 3-4 students will meet 4-5 days per week for 30 minute sessions with the Reading Interventionists utilizing Fountas and Pinnell's Leveled Literacy Interventions.	Academic Support Program	Tier 2	Getting Ready	08/03/2015	06/10/2016	$0	School Improvement Team, Instructional Staff, Principal, and three Reading Interventionists
Communication Portal	SchoolMint provides a full suite of options to make communicating with parents easier using Automated Emails, Text Messages, Automated Voice Calls, and letters. Send organization-wide messages or school-specific messages to parents. Messages can be sent to an individual or to a group of parents.	Parent Involvement, Community Engagement	Tier 1		09/01/2015	06/30/2016	$0	Administrators, school personel

Health and Fitness	Playworks will provide a coach to supplement the teachers during health and fitness time. This coach will provide supplemental physical education by implementing structured games, activities, and physical fitness drills to motivate students to stay active.	Parent Involvement, Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/08/2015	06/17/2016	$0	Curriculum Coordinators, Title I Coordinators, and Principal
Plan, Implement and Monitor Effective Instructional Strategies	Professional learning communities will continue to be implemented to provide supplemental staff mentoring and targeted coaching aligned to Universal Academy's professional development plan. Merit/Incentive pay will be used according to our approved policy to provide an extra financial incentive for instructional staff that has exemplary performance.	Curriculum Development, Behavioral Support Program, Teacher Collaboration, Academic Support Program, Materials	Tier 1	Monitor	08/17/2015	06/30/2016	$0	School Improvement Team, instructional staff, Principal