University High School Title 1 Schoolwide Plan

SY 2011-2012

Schoolwide Planning Process

- All stakeholders were represented at the planning table.
  - Parent
  - Student
  - Teacher
  - Administrator
  - Community Member
  - Facilitator
  - Classified Staff
  - Feeder School

Identified SMART Goals

- 75% of all UHS Class of 2014 will meet or exceed on AIMS Reading exam during SY 2011-2012.

- 75% of all UHS Class of 2014 will meet or exceed on AIMS Math exam during SY 2011-2012.

- 75% of all UHS Class of 2014 will meet or exceed on the AIMS Writing exam during SY 2011-2012

- 80% of the UHS Class of 2015 will continue enrollment into SY 2012-2013.

- 100% of the Class of 2012 will be accepted into a 4 year Post Secondary institution by May 2012.

- 100% of all UHS students will score in the Proficient level or higher on a SRI Lexile assessment by May 2012.

- 100% of all UHS graduates will place into a college level math course.

- 100% of all UHS graduates will place into a college level English course.

- Increase the percentage of students earning a C or higher in math and English courses to 80% by May 2012.

Instructional Reform Strategies

Instructional Need Being Addressed	Strategy Description	Research-based Principle	Research Source
Student Engagement	PD for literacy and students engagement strategies	Climate of high expectations for success	Effective Schools Research
Reading proficiency for all students	PD for literacy and students engagement strategies	Opportunity to learn and student time on task	Effective Schools Research
Percentage of students meeting or exceeding on 3 AIMS exams	PD for literacy and students engagement strategies; tutoring;	Climate of high expectations for success	Effective Schools Research
College ready math skills	PD for math and students engagement strategies	Climate of high expectations for success	Effective Schools Research
College ready English skills	PD for literacy and students engagement strategies	Climate of high expectations for success	Effective Schools Research

Student Assessment of Progress

- Pre-CRT; Post CRT
- AIMS
- AIMS practice
- SAT 10
- PSAT; Practice ACT
- ACT; SAT
- AP Exam Data
- Lexile Assessment

Identifying Students in Danger

- TUHSD policy is that the school will mail out a report card to all families every 4 and a half weeks. Students who have earned a D, F, or Inc at these identified grading periods will be identified as needing extra time and assistance.

- Each content area has regular assessments in their content areas that measure mastery of skills. Students who do not score at mastery levels for these benchmark assessments will be contacted for extra time and support.

- Students whose scores on practice AIMS exams, which are given in the fall and in January, do not place them on track to meet and/or exceed will be invited in for extra preparation and remediation.

- Students whose scores do not place them on track to earn a passing score on practice AP exams will be encouraged to come in for specially designed review and remediation sessions.

- Students who do not earn college entrance qualifying scores on the practice or actual ACT or SAT will be targeted for additional assistance.

Providing Timely Assistance

- Content area concerns: Students who are identified as not achieving mastery in a content area due to a concern with math, reading, or language skills will be provided tutoring at specified times. Options will include before school, after school, and Saturday tutoring sessions.

- Math support class during the academic school day. Students whose incoming math test data show that they do not have mastery of the skills needed to be successful are placed into an elective course whose focus is on providing time and support for students to ensure their academic success in math.

- Weekly Advisory: This class will provide extra skill development and resource activation assistance for students. Advisory teachers will track the academic performance of their students and will investigate students of concern. Depending on the patterns of concern that arise, the advisory teacher will work with the student and family to activate whatever resource seems appropriate.

Special Populations

- Special Education
  - Support pull out services being provided by Speech pathology, Behavior interventionist, Vision impairment specialist
- ELL
  - We do not have any students who test into the 4 hour block for ELL
  - 18% of our population lists a language other than English as their home language
- Migrant
  - Currently no students
- Homeless
  - Services coordinated with THS social worker.

Family & Community Involvement

- <u>Grade level parent nights:</u> Each group of parents will have bi-annual grade level specific meetings. The focus of these nights are to provide targeted information for parents and to help grade level parents meet and become a stronger community.
- <u>Future freshmen events:</u> Multiple evening and weekend events held to explain the opportunities available to future students through UHS.
- <u>Grade level parent handbooks:</u> The creation of Parent Handbooks that will be provided to parents annually that provides basic UHS information as well as grade level specific information and events. The handbook will be created with input from parents, students, teachers, guidance, and administration.
- <u>Parent Vue:</u> Parents have the ability to see real time grades and attendance for their student.
- <u>Student Vue:</u> Students have the ability to see real time grades and attendance for themselves.
- <u>PEG Newsletter:</u> The Parent Engagement Group provides a monthly newsletter written by parents for parents. UHS is given space in every newsletter to share updated and current information with parents as well.
- <u>Website:</u> Updated and relevant information provided on the UHS website.

Coordination & Integration of Services & Programs

- CIP process
- District Oversight Team
  - Principals
  - Special Services
  - Migrant
  - ELL
  - Grants & Federal Programs Director
  - Technology
  - McKinney-Vento
  - Indian Education
  - Core Academic Coaches

Strategies Requiring Funding

- Provide targeted, skill based tutoring for identified students

- Provide job embedded professional development focus on increasing our reading and math student achievement

- Parent communication coordinators