

2014-2015 Corrective Action Plan for 1003(g)
 Submit to 1003g@doe.in.gov by **Wednesday, August 6th**

2014-2015 CORRECTIVE ACTION PLAN FOR 1003(g)			
Corporation Name	University Heights Preparatory Academy	Corp Number	9480
School Name	University Heights Preparatory Academy	School Name	
Superintendent Name	Charlie Schlegel		
Title I Administrator Name			
Principal Name	Masimba Taylor		

Based on the conditional status of your 1003(g) SIG renewal application, the following Corrective Actions are required:

- Choose two goal areas to focus on for first semester.
- Complete the following action plan tables with specific, measurable actions in each identified phase.
- Participate in monthly check-ins and at least one onsite visit with IDOE staff.
- Submit data monthly via the IDOE SIG Data Dashboard.

Goal Areas for Corrective Action Plan:

- **Governance and Leadership** – The LEA engaged in SIG will provide ongoing, intensive technical assistance and related supports to the school engaged in SIG, as well as provide strong leadership for the building.
- **High quality staff and professional development** – The school and LEA engaged in SIG will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- **Facilities, support, and instructional resources** – The school and LEA engaged in SIG will establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs. Additionally, the school and LEA engaged in SIG will establish schedules and strategies that provide increased learning time for all students.
- **Family and Community Involvement** – The school and LEA engaged in SIG will provide ongoing mechanisms for family and

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community engagement.

- **Student Performance** – The school and LEA engaged in SIG will use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data, strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.

Goal Area 1:

- **High quality staff and professional development** – The school and LEA engaged in SIG will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Objective: To provide ongoing “embedded professional development” for University Heights Teachers and Staff that will allow staff to improve their knowledge base, instructional methods and engagement strategies in ways that will result in noticeable gains in student achievement

Specific Target	Action Steps	Person(s) Responsible	Timeline	Source of Measurement	Evidence of Change
Build a range of differentiated PD Topics, tailored to the needs of each teacher and teaching teams.	<ul style="list-style-type: none"> - Elicit feedback from leadership team around PD Topics - Elicit feedback from teachers around PD Topics - Review data, identifying areas of refinement and reinforcement in TAP rubric - Create a list of potential PD topics and provide opportunity for staff to prioritize as well as offer other ideas 	School Principal, M. Taylor	Phase I: August 8, 2014 initial survey of teachers and staff will be completed and collected	Surveys from teachers Calendar of PD Topics w/ specific dates	Completed Monthly PD schedules for first semester, building directly from data review and action steps

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<p>Develop PD Schedule featuring a variety of instructional topics and teaching strategies based on competencies included in UHP's teaching rubric and identified needs of each teacher.</p>	<ul style="list-style-type: none"> - Create a calendar/schedule indicating when/ who will be responsible for specific PD Topics - Confirm all outside stakeholders who will be involved in the delivery of PD - Present PD Calendar Schedule To Teachers and Staff 	<p>M. Taylor J. Gordon M. Culver R. Bailey</p>	<p>Phase II:</p> <p>Aug. 22: completed and distributed calendar goes out to all staff and district level administration</p> <p>Aug 29: PD Schedule Begins</p> <p>Set aside three hours each week (an hour Wednesday morning and two hours each Friday afternoon) for differentiated professional development, tailored to the needs of each teacher.</p> <p>Wednesdays and Fridays: Aug. 29 to Dec. 12</p>	<p>Weekly Surveys of Teachers, eliciting feedback on the quality of each session and application to daily instruction.</p> <p>Bi-monthly observations of UHP's instructional leadership team, focused on teachers' various improvement areas</p>	<p>Teachers' reported confidence levels and competence in implementing various instructional strategies</p> <p>Teacher Evaluation ratings, gathered through formal classroom observations and walk throughs</p>
<p>Re-assess the staff needs by revisiting the PD Schedule by Surveying staff to identify if needs have changed.</p> <p>Use student data to help determine next steps and PD effectiveness.</p>	<ul style="list-style-type: none"> - Poll staff on the effectiveness of PDs that have taken place. - Survey staff around the need for additional topics - Meet as a leadership team to discuss the 	<p>M. Taylor J. Gordon M. Culver R. Bailey</p>	<p>Phase III:</p> <p>November 21, 2014 Poll Staff</p> <p>November 24, 2014 Meet as leadership team to assess results from staff survey</p> <p>Dec. 12, instr. ldrs</p>	<p>Teacher/Staff PD Survey Results</p> <p>Student Data (Acuity, NWEA, Classroom Assessments, and Grades)</p> <p>Results (i.e. scores) from classroom</p>	<p>Teacher feedback, assessing the applicability of PD sessions and identifying areas of greatest change in instruction.</p> <p>Identified areas and focus of second semester PD schedule, based on</p>

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	need to adjust calendar, add additional topics, or remove topics - Develop 2 nd semester PD schedule based on feedback		introduce second semester PD Schedule to teachers, staff, and district level administrators.	observations	achievement data and teachers' feedback.
Comments:					

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- **Goal Area 2:**
Family and Community Involvement – The school and LEA engaged in SIG will provide ongoing mechanisms for family and community engagement.

Objective: To increase depth and breadth of family involvement in University Heights by increasing the number of families (parents, grandparents and related adults) participating in school-sponsored events, seeking services (provided by community partners) available through our school and improving families’ knowledge of school life and the options available to future graduates of UHP’s program.

Specific Target	Action Steps	Person(s) Responsible	Timeline	Source of Measurement	Evidence of Change
Develop Family Involvement School Calendar	<ul style="list-style-type: none"> - Meet with administrators and teacher liaisons to develop calendar of events - Identify monthly activities for family involvement 	L. Berry M. Taylor L. Radford J. Johnson	<p>Phase I: August 11, 2014— Meet to develop calendar</p> <p>August 22, 2014 Share calendar of events with staff and district level administration</p> <p>August 28, 2014 Present calendar to families at the Back To School Night</p>	<p>Calendar of Events Number of family members participating</p> <p>Participant Feedback</p>	<p>Calendar Completed and Distributed through website posting and newsletter</p> <p>Parent Sign Up Increase in number of families attending events</p> <p>Families relating learning about UHP and curriculum.</p>
Re-start VIP, Very Involved Parent Group	<ul style="list-style-type: none"> - Provide Information at Back To School Night about VIP - Create sign-up sheet for parents to join at Back To School Night 	L. Berry V. Carter	<p>Phase II: September 11, 2014 Hold VIP information Meeting.</p> <p>October 9, 2014 hold</p>	Parent participation	At least 10 parents actively signed up and present at the October 9 meeting.

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	<ul style="list-style-type: none"> - Contact all parents who expressed interest and invite to Informational Meeting about VIP Group - Establish a calendar for Regular VIP meeting times/activities 		<p>First official VIP for the school year.</p> <p>October</p>		
Partnering with outside agency to provide resources to our students and families	<ul style="list-style-type: none"> - Compile a list of current Community partners - Identify areas of need within the school - Invite partners to participate in school functions and family activities 	L. Radford L. Berry M. Taylor	<p>Phase III: September 11, 2014 compiled list completed</p> <p>October 3 , 2014 Letters go out to surrounding community organizations and business</p>	<p>Number of partners included in school.</p> <p>Value of services provided or identified through partnerships</p>	<p>The number of community Partnership will increase</p> <p>Students and families will access services at school functions and during school day.</p>
Comments:					