

Union Academy



2017-18 Schoolwide Improvement Plan

Union Academy

1795 WABASH ST E, Bartow, FL 33830

<http://schools.polk-fl.net/ua>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Union Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to fully develop the physical, social, emotional and intellectual potential, and to build the character of each individual in our culturally diverse community.

b. Provide the school's vision statement.

VISION DESCRIPTION:

The Union Academy Magnet School community of staff, parents, business partners, and civic partners work together to guide our students' education by:
Emphasizing academics with a special focus on the Middle Years Programme of IB. Developing life-long learners through a comprehensive curriculum, stressing verbal and written communication. Using advanced technology, innovative strategies, and traditional values to prepare students for future success. Challenging students to do their best by nurturing their academic, aesthetic, physical, social, and emotional potential. Developing critical thinking and problem solving skills. Accepting and understanding cultural differences through cooperative learning and social skills development.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

As an International Baccalaureate MYP school Union Academy aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end Union Academy works with governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. This is the IB Mission Statement.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Union Academy has high accountability for student behavior. Parents and their students receive, review, sign and return a contract of the Union Academy expectations. The teachers receive professional development on expectations for their student behavior. They receive tools on positive student management and positive parent communication. The accelerated academic environment enhances the culture as an immersion of academic excellence. The "teacher talk" is of academic excellence. Communication with the community also follows this positive high expectation for academics. There is a positive competition among both the students and teachers for high academics. The organizational structure of the middle school enhances the immersion of academics. The grade levels are located in geographic grade level areas. The lunch seating is by class to prevent homogeneous seating selected by the students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Union Academy implements a progressive discipline system which starts in classroom. Each grade-level team works together to create an effective system that aligns as age-appropriate. The teams meet twice monthly to discuss student issues. The discipline starts in the classroom, then to the team, then to administration. Parents are informed at each step. Parents and student sign a parent contract with specific details on the behavior expectations and consequences. There are strict public protocols outside the classroom. Students are taught to carry on the high expectations of their behavior in the campus hallways, lunchroom, bathrooms and offices. Respectful communication is expected in every situation. Positive respectful communication is modeled by all adults on campus.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Union Academy grade-level teams meet twice a month to review current practices, implement new procedures, review student data,, communicate interventions with students. The MYP School Counselor attends and leads the monthly data chats for each team. Positive pro-active academic and social interventions are discussed and agreed upon during the data chats.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Every week the Union Academy Administration Data Meeting presents students at risk. This spreadsheet is updated by weekly for discussion. District Early Warning is included on Spreadsheet. The team reviews the 6-Week intervention list and communicates concerns with parents through letters, phone calls, weekly progress reports and conferences. A letter accompanies all quarterly report cards that have an accumulative grade-point-average of 2.5 or lower. Semester letters are sent to households of students who have concerning academic and behavior histories. The indicators of our Early Warning System are tardies, absences and grades.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	9	11	9	0	0	0	0	29	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	3	5	3	0	0	0	0	11	
Level 1 on statewide assessment	0	0	0	0	0	0	9	3	2	0	0	0	0	14	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	7	3	1	0	0	0	0	11	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The Union Academy Data Meeting occurs weekly to review students At Risk. The spreadsheet is updated by weekly for discussion. District Early Warning is included on Spreadsheet. The team reviews the 6-Week intervention list and communicates concerns with parents through letters, phone calls progress reports and conferences. A letter accompanies all quarterly report cards that have an accumulative grade-point-average of 2.5 or lower. Semester letters are sent to households of students who have concerning academic and behavior histories. The indicators of our Early Warning System are tardies, absences and grades.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents and their students receive, review, sign and return a contract of the Union Academy expectations. The teachers receive professional development on expectations for their student behavior. They receive tools on positive student management and positive parent communication. The Union Academy Fall Open House hosts all students and their families in an attempt to display a positive and academically rigorous IB curriculum. Union Academy hosts 3 parent nights per year. Each is targeted on providing parents with information and tools to enhance their student's learning. Parent, teacher, administration and guidance participate in conferences as often as needed. Students are encouraged to attend and participate in all conferences. The Union Academy websites provides up-to-date information on all facets of the school. Union Academy hosts a Parent Night for upcoming 6th grade students during the first two weeks of school in order to orient parents and students to the Union Academy culture and expectations.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Union Academy participates in community activities throughout the school year. The community invites our students to their businesses and areas of interest that are related to our IB MYP curriculum. Union Academy is a member of the Bartow Chamber of Commerce and participates in city activities. Fundraisers encourage community participation in the annual Tiger Trek and Ranch Roundup live auction. The Union Academy alumni is an active participant in campus activities.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
	Principal
Williams, Alonzo	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

In addition to the Principal and Assistant Principal, the School Leadership Team consists of Team Leaders:

Margaret Chaves - 6th Grade

Sonia Steckert - 7th Grade

Nyleen Rodriguez - 8th Grade

Beverly Williams - Electives

Both administrators participate in the day-to-day operations of the school including but not limited to management of the facility and leadership of the instructional staff and the students. Both administrators participate in teacher support in finding resources, teacher evaluation, and teacher professional development. The school leadership team participates in lead planning, school implementation and procedures based upon student achievement data. The School Leadership Team operates as an organization designed to provide the students with optimal learning experiences. The School Leadership Team monitors, evaluates and recommends strategies to be used on a monthly basis.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team identifies and aligns resources for personnel through continued communication with the school district, team leaders, and individual teacher needs. The leadership team identifies and aligns resources for instructional and curricular resources through similar procedures. Funds are requested and received through the district as well as through internal instructional funds. Staff is encouraged and supported in the writing of grants to receive school resources.

The school leadership team implements the training received from the district office to the faculty through PLC's , department meetings, team meetings and faculty meetings.

Documentation of these meetings are verified through sign in sheets, agenda items and notes.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Stephen Scheloske	Principal
Alonzo Williams	Education Support Employee
Deborah Draper	Teacher
Kelly Parker	Parent
Christy Trotter	Teacher
Lee Putnam	Parent
Cyndi Durham	Parent
Emelia Perez	Parent
LaSabra Patterson	Parent
Kenneth Chambers	Parent
Jeannie Jones	Parent
Donna Presley	Parent
Jackie Reyes	Parent
Michelle Adams	Parent
Noemi Alfaro	Parent
Ashley Dishong	Parent
Peggy Bannier	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Union Academy School Advisory Council evaluated last year's school improvement plan. The plan was discussed in meetings with current data available in order to ensure the School Improvement Plan was totally operational in the school.

b. Development of this school improvement plan

The Union Academy School Advisory Council contributed to the development of the school improvement plan. Members presented ideas and suggestions based upon research based programs. SAC members reviewed all portions of the SIP.

c. Preparation of the school's annual budget and plan

The Union Academy School Advisory Council reviewed the school's annual budget and plan. The members of the SAC looked over the recommended budget and plan throughout the year in order to ensure the needs of the school were being met

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC votes on the distribution of the A+ School Lottery Funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Principal
Williams, Alonzo	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

In addition to the Principal, the Literacy Leadership Team consists of the following members:

Deborah Draper-IB Coordinator
Krista Greene-Media Specialist
Peter Johnson-8th grade Math
HeatherJoyner-7th Grade Research II
Abby Kayden-7th grade Social Studies
Cynthia Moellering-6th grade Science
Sandra Neal-Technology Support
Jodi Pemberton-Instructional Coach
Christy Trotter-Testing Coordinator

The LLT reviews the following questions and communicates the answers to the staff.
What are the indications that UA considers literacy as important?
What activities should be implemented to enhance literacy at UA?
How can parents enhance literacy?
What is potential UA website content to enhance literacy for students and their parents?
How can other teachers enhance literacy?
How do we publicize our literacy programs?

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Development Meetings

1.Team Planning Periods (Vertical): Each academic team is provided one joint planning period per day to facilitate planning for integration of curriculum. A team leader will be selected to chair the meetings. Teams are encouraged to meet weekly to review student progress, scheduling, collaborative curriculum units, and school policies. Team leaders take concerns and recommendations to the administration during Team Leader Meetings. Teams are requested to maintain notes electronically using Microsoft One Note.

2. Teams Leaders Meet with Leadership Team: Team leaders will meet after school once a month to discuss the teams concerns, suggestions, MYP updates and student issues.
3. Monthly Administrative PLC: Teams will meet once a month with the MYP Coordinator, MYP Guidance Counselor, Testing Coordinator, Instructional Coach, and an administrator to review student data. Individual student grades, attendance, and social data will be reviewed to aid in the implementation of intervention strategies targeted to the student's needs.
4. Department Meetings (Horizontal): Each department will meet a minimum of once each month after school as scheduled on the Professional Development Calendar. An agenda will be created by the departments based on their needs and administrative input when needed. A copy of the meeting's results will be provided to administration.
5. Faculty Meeting: Meetings will be held after school as needed.
6. Union Academy Committees: Each faculty member will be asked to serve on one or more school committees. The purpose of these committees is to promote the school mission, goals, and climate. Committee selection will be established at the beginning of each year.
7. The Literacy Leadership Team meets weekly to determine the instructional focus of Union Academy. The team meets to plan, monitor and coach to ensure mastery of standards and implementation with fidelity.
8. The School Leadership Team meets weekly to determine the general focus of Union Academy. The Leadership Team works to ensure the school focus of academic achievement is maintained.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Union Academy retains teachers through a culture of support and protection. Recruiting highly qualified teacher occurs throughout the school year through district meetings and communication between staff members and the community.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are partnered with their team's leader for acclimation to the school culture and expectations. New teachers spend planning time with their content area partners for vertical planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Union Academy and the school district provide professional development for the content-specific standards. Each teacher is required to attend trainings. Each teacher submits a course syllabus and weekly lesson plans indicating the standards utilized within their courses. Classrooms display curriculum guidelines, standards and rubrics for the students. References are made to the standards throughout the lesson. Instructional technologies are utilized by both teachers and students across the curriculum.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers utilize IDEAS, formative, summative and classroom activities to discern a student's academic level. Instructional materials and pedagogy are differentiated for students. An example of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are the use of differentiated formative assessments. Students participate in classroom activities that are targeted to the gaps in student understanding based on the past formative assessments. Rubrics are utilized to assess these students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 0

All Union Academy students are required to complete summer reading with activities. Students in high school classes have summer assignments to complete prior to the start of the new school year. Students participate in the EDMODO computer program

Strategy Rationale

Union Academy students continue to learn throughout the summer months. Education statistics support continued learning through summer enrichment activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Alonzo, alonzo.williams@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Academic level of success and participation on both reading and high school credit activities.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming students and their parents are provided with the policies and procedures of Union Academy. Each student is nurtured through their transitions with support and time making the adjustment successful. The level and length of the transition is dependent on the individual's success.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students take a mandatory career pathways curriculum in 8th grade. Additionally, 8th grade students take a Career Technical Education course in Business Software Applications. This honors weighted high school course exposes the students to the Microsoft Office Suite and ends in an achieved industry certification. Students will be encouraged to participate in externships with local community businesses, industry and community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

8th grade students take a Career Technical Education course in Business Software Applications. This honors weighted high school course exposes the students to the Microsoft Office Suite and ends in an achieved industry certification. All grade-levels may select Robotics as an elective. The 8th grade course is a high school honors credit and industry certification. 6th grade students participate in the I-PAD immersion program where I-Pad apps are utilized in their core curriculum instruction.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

All grade-levels have access and utilize technology devices within their courses. Cross-curricular units are prevalent throughout the school year. 8th grade students take a Career Technical Education course in Business Software Applications. This honors weighted high school course exposes the students to the Microsoft Office Suite and ends in an achieved industry certification. All grade-levels may select Robotics as an elective. The 8th grade course is a high school honors credit and industry certification. 6th grade students participate in the I-PAD immersion program where I-Pad apps are utilized in their core curriculum instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Union Academy provides a rigorous academic environment which includes high school courses from grades 7 to 8 in both core and elective subjects. Students receive above grade-level instruction in most subject areas.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will be engaged in lessons in a safe and supportive learning environment, conducive to student achievement, which should maintain 90% achievement level or increase achievement levels by 5 percentage points in all subject areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will be engaged in lessons in a safe and supportive learning environment, conducive to student achievement, which should maintain 90% achievement level or increase achievement levels by 5 percentage points in all subject areas. 1a

G098091

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	82.0
FSA Mathematics Achievement	83.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	90.0

Targeted Barriers to Achieving the Goal 3

- Time for teachers to collaborate, provide support and professional development
- Curriculum and learning map changes
- Shift in district responsibilities and aligning support for schools

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher collaboration
- Instructional Support for Content Areas
- Professional Development on new curriculum maps

Plan to Monitor Progress Toward G1. 8

Data analyses will take place biweekly in team PLC's

Person Responsible

Alonzo Williams

Schedule

Biweekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Student achievement results on state assessments Teacher evidence from classroom walkthroughs ALT meetings to discuss classroom proficiency Department, Team, Interdisciplinary and Instructional Coach Team Meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Students will be engaged in lessons in a safe and supportive learning environment, conducive to student achievement, which should maintain 90% achievement level or increase achievement levels by 5 percentage points in all subject areas. **1**

 G098091

G1.B1 Time for teachers to collaborate, provide support and professional development **2**

 B263848

G1.B1.S1 Provide teachers time to collaborate with their departments, teams and PLC's. **4**

 S279445

Strategy Rationale

Collaboration will increase understanding of pedagogy and materials which will raise grade level proficiency. Collaborative professional development will identify the rigor and depth of the standards to be covered and met through lessons.

Action Step 1 **5**

Teachers will be allotted time through vertical planning sessions to use current information and district/state information to provide grade level instruction throughout the school.

Person Responsible

Alonzo Williams

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Weekly Team PLC's, Biweekly Data Chats with teachers, biweekly Academic Leadership Team meetings to segregate data, monthly Administrative Team Data Chats, monthly team leader PLC's, monthly instructional coach debriefings, Year end student assessment results on FSA, data from Performance Matters, and course summatives.

Action Step 2 5

Provide substitutes for teachers to collaborate and work with instructional support persons from the school and the district. Provide professional development for teachers and administrators regarding the standards and addressing the shifts.

Person Responsible

Alonzo Williams

Schedule

Annually, from 8/3/2017 to 5/25/2018

Evidence of Completion

Evidence will be monitored from recorded PLC agendas and minutes in OneNote.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

At the conclusion of each PLC, teachers will submit a reflection of the PLC along with artifacts that will support the content discussed in the PLC.

Person Responsible

Alonzo Williams

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Early Warning data gathered biweekly, teacher data chats, administrative data chats, summative assessments, state and district tests. Evidence will be gathered through sign in sheets,, agenda and TDA's. Collaborative planning will be monitored through One Note and Meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Grade level chairs will present data displays and lesson plan analyses to show they are aligned with state standards, for administrators in their monthly PLC's.

Person Responsible

Alonzo Williams

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Biannual unit audits will take place with a team of adjudicators to ensure that lesson plans are rigorous and follow the IB philosophy of learning, and data displays will be evident throughout the campus.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitoring the effectiveness of the goal will be in focused teacher observations (walk-thrus, informal, and formal), student interviews, team grade analyses, and teacher data analyses that are ongoing to promote student achievement.

Person Responsible

Alonzo Williams

Schedule

Biweekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Classroom visits, student data, teacher, state and district made assessments from Performance Matters, sign in sheets and agendas from OneNote. Effectiveness of collaborative planning will be assessed by teacher conversations, notes, group meetings and Academic Leadership Team observations.

G1.B2 Curriculum and learning map changes 2

 B263849

G1.B2.S1 The instructional coach will provide professional development (Anchor Assemblies) the second Thursday of each month to support teachers regarding curriculum and learning map changes in all academic areas. 4

 S279447

Strategy Rationale

Understanding of the curriculum and learning maps will increase after professional development with the instructional coach. The instructional coach will provide constant updates to each team and administration.

Action Step 1 5

A need analysis survey will take place on each team.

Person Responsible

Alonzo Williams

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

The results of the need analysis will assist the instructional coach in developing the monthly agenda for professional development.

Action Step 2 5

Instructional Coach will model researched instructional practices from a pedagogy of materials for new teachers to the IB philosophy and teachers with new responsibilities and changes in grade level or curriculum assignments for this year.

Person Responsible

Alonzo Williams

Schedule

Every 3 Weeks, from 8/3/2017 to 5/25/2018

Evidence of Completion

Instructional coach will hold debriefing feedback sessions that will be documented in OneNote.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Evidence will be recorded in OneNote and weekly curriculum debriefings will take place with administration.

Person Responsible

Alonzo Williams

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teachers will document these strategies in their IB Units and daily lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Focused walk thrus will show if these strategies are effective in the classrooms.

Person Responsible

Alonzo Williams

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Debriefings will take place with the teachers and a reflection of the walk thrus will take place in individual meetings .

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M407370	Data analyses will take place biweekly in team PLC's	Williams, Alonzo	8/3/2017	Student achievement results on state assessments Teacher evidence from classroom walkthroughs ALT meetings to discuss classroom proficiency Department, Team, Interdisciplinary and Instructional Coach Team Meetings	5/25/2018 biweekly
G1.B1.S1.MA1 M407365	Monitoring the effectiveness of the goal will be in focused teacher observations (walk-thrus,...	Williams, Alonzo	8/3/2017	Classroom visits, student data, teacher, state and district made assessments from Performance Matters, sign in sheets and agendas from OneNote. Effectiveness of collaborative planning will be assessed by teacher conversations, notes, group meetings and Academic Leadership Team observations.	5/25/2018 biweekly
G1.B1.S1.MA1 M407366	At the conclusion of each PLC, teachers will submit a reflection of the PLC along with artifacts...	Williams, Alonzo	8/3/2017	Early Warning data gathered biweekly, teacher data chats, administrative data chats, summative assessments, state and district tests. Evidence will be gathered through sign in sheets,, agenda and TDA's. Collaborative planning will be monitored through One Note and Meeting notes.	5/25/2018 weekly
G1.B1.S1.MA2 M407367	Grade level chairs will present data displays and lesson plan analyses to show they are aligned...	Williams, Alonzo	8/3/2017	Biannual unit audits will take place with a team of adjudicators to ensure that lesson plans are rigorous and follow the IB philosophy of learning, and data displays will be evident throughout the campus.	5/25/2018 weekly
G1.B1.S1.A1 A376620	Teachers will be allotted time through vertical planning sessions to use current information and...	Williams, Alonzo	8/3/2017	Weekly Team PLC's, Biweekly Data Chats with teachers, biweekly Academic Leadership Team meetings to segregate data, monthly Administrative Team Data Chats, monthly team leader PLC's, monthly instructional coach debriefings, Year end student assessment results on FSA, data from Performance Matters, and course summatives.	5/25/2018 weekly
G1.B1.S1.A2 A376621	Provide substitutes for teachers to collaborate and work with instructional support persons from...	Williams, Alonzo	8/3/2017	Evidence will be monitored from recorded PLC agendas and minutes in OneNote.	5/25/2018 annually
G1.B2.S1.MA1 M407368	Focused walk thrus will show if these strategies are effective in the classrooms.	Williams, Alonzo	8/3/2017	Debriefings will take place with the teachers and a reflection of the walk thrus will take place in individual meetings .	5/25/2018 weekly
G1.B2.S1.MA1 M407369	Evidence will be recorded in OneNote and weekly curriculum debriefings will take place with...	Williams, Alonzo	8/3/2017	Teachers will document these strategies in their IB Units and daily lesson plans.	5/25/2018 weekly
G1.B2.S1.A1 A376622	A need analysis survey will take place on each team.	Williams, Alonzo	8/3/2017	The results of the need analysis will assist the instructional coach in developing the monthly agenda for professional development.	5/25/2018 monthly
G1.B2.S1.A2 A376623	Instructional Coach will model researched instructional practices from a pedagogy of materials for...	Williams, Alonzo	8/3/2017	Instructional coach will hold debriefing feedback sessions that will be documented in OneNote.	5/25/2018 every-3-weeks

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will be engaged in lessons in a safe and supportive learning environment, conducive to student achievement, which should maintain 90% achievement level or increase achievement levels by 5 percentage points in all subject areas.

G1.B1 Time for teachers to collaborate, provide support and professional development

G1.B1.S1 Provide teachers time to collaborate with their departments, teams and PLC's.

PD Opportunity 1

Teachers will be allotted time through vertical planning sessions to use current information and district/state information to provide grade level instruction throughout the school.

Facilitator

IB coordinator/Administration of Union Academy

Participants

Content areas by discipline

Schedule

Weekly, from 8/3/2017 to 5/25/2018

G1.B2 Curriculum and learning map changes

G1.B2.S1 The instructional coach will provide professional development (Anchor Assemblies) the second Thursday of each month to support teachers regarding curriculum and learning map changes in all academic areas.

PD Opportunity 1

A need analysis survey will take place on each team.

Facilitator

Jodi Pemberton, Instructional Coach

Participants

All academic teachers

Schedule

Monthly, from 8/3/2017 to 5/25/2018

PD Opportunity 2

Instructional Coach will model researched instructional practices from a pedagogy of materials for new teachers to the IB philosophy and teachers with new responsibilities and changes in grade level or curriculum assignments for this year.

Facilitator

Jodi Pemberton, Instructional Coach

Participants

All academic teachers

Schedule

Every 3 Weeks, from 8/3/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Teachers will be allotted time through vertical planning sessions to use current information and district/state information to provide grade level instruction throughout the school.				\$0.00
2	G1.B1.S1.A2	Provide substitutes for teachers to collaborate and work with instructional support persons from the school and the district. Provide professional development for teachers and administrators regarding the standards and addressing the shifts.				\$14,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	0971 - Union Academy	School Improvement Funds		\$14,350.00
			Notes: International Baccalaureate Professional Development Trainings Florida League of IB Schools (FLIBS), Head of Schools Training, Creating Authentic Units, Subject Specific Trainings			
3	G1.B2.S1.A1	A need analysis survey will take place on each team.				\$0.00
4	G1.B2.S1.A2	Instructional Coach will model researched instructional practices from a pedagogy of materials for new teachers to the IB philosophy and teachers with new responsibilities and changes in grade level or curriculum assignments for this year.				\$0.00
Total:						\$14,350.00